



**ST.MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**EMPLOYEES PERCEPTION TOWARDS TRAINING
PRACTICE AT TEKLEBIRHAN AMBAYE CONSTRUCTION**

By

ALEMAYEHU G/SELASSIE

ID No SGS/0147/2005

JUNE, 2014 G.C

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Goiton Abraham (Asst.Professor), All source of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Name

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ST.MARY'S UNIVERSITY, ADDIS ABABA

JUNE, 2014

ENDORSEMENT

This thesis has been submitted to St.Mary's University School of Graduate Studies for examination with my approval as university advisor.

Advisor

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ST.MARY'S UNIVERSITY, ADDIS ABABA

JUNE, 2014

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LIST OF ABBREVIATIONS/ACRONOMYS

- IT- Information Technology
- OE- Organizational effectiveness
- OJT- On-the-job Training
- TACON- Teklebirhan Ambaye Construction
- CEO- Chief executive officer

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Abstract

Training has a direct relation with quality of human resource and productivity of the organization. Organizations must be constantly kept up to date through effective training and programs. Having this in mind, the main purpose of this study was to assess the current practices of training program conducted by TACON.

The methodologies used to undertake the study were both quantitative and qualitative method. Besides to this, the samples for this purpose were the head office and five selected projects, the number of participants for this study was 104 employees.

The finding of the study revealed that trainees are selected based on need assessment results, evaluating their performance appraisal, deficiency of ability by their immediate supervisor and department managers. In this organization training did address and implemented proper training needs and trainees are selected for training based on the need assessment results. Training was as such good in relation to trainer's capabilities, stating in training and objectives. It can be concluded that the training investment by the organization did produce or achieve the intended goals, because of properly designed and implemented the training program.

To keep up the company with its strength the following recommendations were forwarded. The organization should first design appropriate training policy and ensure its compatibility with the current situation in order to implement its programs effectively, department managers and the responsible bodies should cooperate to leave employees for training programs, the training department should allocate enough time for employees training programs, In addition to make the training program effective the training department should give a chance for employees to participate in the designing and development of the training lesson and programs.

Keywords: Training, Organization, Performance

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CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, Statement of the problem, research questions, objective of the study, significance of the study, scope of the study, limitation and organization of the paper.

1.1. Back ground of the study

Every organization strives to be the strongest company in its industry. This competitive edge is dependent upon the availability of resources and their most effective usage. Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can be exploited with the proper use of human resources (Ahmed, et al, 2010). According to (Cole 2002), factors influencing the quantity and quality of training activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management sees training as a motivating factor in work.

Teklebirhan Ambaye Construction P.L.C was established as a class of 6 building construction in, August, 1993 G.C with a capital of 5000 Birr with the founder and general manager engineer Teklebirhan Ambaye with 3 permanent employees. Today, the company undertakes construction of a dozen projects whose contract sum surpasses 2.5 billion Birr; employees are over 2,500 people among them 830 are permanent employees. The service segment has grown from building construction to the provision of a full line infrastructure development including a specialist pile foundation excavation services.

TACON has its own training department and institution to upgrade the skills and knowledge of employees. Hence the concern of this study is to investigate/assess/ the actual training practice of the company at the city of Addis Ababa in light of the training theories and principles, and the criteria for selection of trainees, training evaluation method carried out during and after the training program. The reason to undertake this study was the employee's perception about the training program effectiveness and the trainees' selection criteria.

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As the **Monopa and Saiydain (1999)** mentioned that, the central ideas of training activities focuses on improving employees and managers performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill; ability and attitude in their work place

There are a number of previous research works in Ethiopia and other countries concerning the training in different sectors. But to the best of the researcher's knowledge there is no previous research work related to training and organizational effectiveness in the area of construction sector. And also in this organization there is no any research done previously in the area. Finally, the research proposes important recommendations that can contribute for the better performance.

1.2. Statement of the Problem

Many organizations in Ethiopia understood the essence of training and they make the condition favorable for their workers both within the country and abroad, construction firms in Ethiopia like other organizations invest considerable amount of resource to train their people. Teklebirhan Ambaye construction is one of such organizations that have been participating in providing training to its employees. Employee training is currently perceived as an effective means to achieving successful international competitiveness around the world (**Balgun, 2011**).

The main problem here is that it is not clear how much the organization is effective and beneficiary from the training programs offered to employees. A brief interaction with some employees did show that the selection of trainees was not based on the need assessment, gap analysis or performance appraisal evaluation. And also employees are not well performing their task, for instance there is too much wastage of materials, safety rules are not maintained,

accidents are increasing, works are not finished within the standard time, and there is no proper training evaluation; cost effectiveness, and productivity measures. As a result it had created a gap between the job requirement and the actual performance of employees, and that affect the overall performance of the organizations. Because of these the researcher was motivated to conduct the research and to prove or disprove the information obtained informally.

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1.3. Research Questions

The study tries to answer the following basic questions:

- Are training programs organized based on training need assessment results?
- What criteria are used to select trainees?
- To what extent has the organization's performance improved as a result of the provision of training to employees?
- To what extent are employees satisfied with the training programs they attended?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to assess the training practice carried out in Tekleberhan Ambaye Construction.

1.4.2. Specific objectives

Specifically the objectives of the study are:

- to identify whether training programs are conducted based on need assessment;
- to determine the appropriateness or fairness of the criteria used to select trainees;
- to measure how much the organization performance improved in implementing employees training;
- to assess the level of the satisfaction of employees with the training program they conducted;

1.5. Significance of the Study

The results of this study will be significant in various aspects. Firstly, on the basis of the findings of the study, the report draws some conclusions and possible suggestions, which give a signal to the top management executives. This helps them to formulating appropriate strategies for the development of their human resource. Secondly, it may serve other researchers who wish to carry out further study in related areas as a springboard. Thirdly, it gives the researcher the opportunity to gain deep knowledge and practical experience in the area.

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1.6. Scope of the Study

The scope of the study was only to one single organization geographically located in Addis Ababa and holds a large population of employees. The focal point of the study was between the years 2012 to 2014, because the problems mentioned above are seen in this period. Accordingly the analysis and conclusions were based on this period. Because of some limitations like money and time the study was only focused on the training aspect of the organization, it will be good if the researcher studies the performance appraisal, recruitment, placement, and other activities of the organization.

1.7. Limitation

There were certain constraints of the study, the major limitation were time and the other one was non-availability of adequate published and documented data about training by the organization which would be useful, but the data which were not available as required.

1.8. Organization of the Paper

The report is organized into five chapters. Chapter one presents background of the study, profile of the company, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study and limitations. Chapter two deals with the review of related literature, which present introduction, the concept of training, definition of training, assessment of training needs, designing effective human resource, benefits of training, relationship between training and employee performance, relationship between training and organizational effectiveness, training evaluation and training evaluation method. Chapter three deals with the methodology of the study on training practice. And research design, population

and sample techniques, source of data and data collection tools, methods of data analysis, validity, reliability and ethical considerations. Chapter four presents research finding and analysis, demographic characteristics of the respondents, analysis of data pertaining to the study, description and analysis of data obtained through interview. Finally chapter five contains summary, conclusions and Recommendation.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the general concepts and principles of employee training programs. The review raises basic issues in training like designing effective human resource training program, assessment training needs, preparing a lesson plan, explain the relationship between training and employees performance, selecting the trainees and the trainers, elaborate the benefits of training and finally evaluating training program.

2.1. The Concept of Training

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000). Furthermore, training is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). Training consists of the necessity of a highly skilled workforce, in

order to improve the success and efficiency of their organizations (Bernatek, 2010). In a broad sense, it includes experiences intended to meet essential job requirements, update skills, prepare people for career movement of any kind, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge. (Rothwell, 2003). Sometimes organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Babaita, 2010).

2.2. Definition of Training

Different authors have defined the term training using their own words though they have used different wordings, all definition convey the same meaning. For the purpose of this paper training can be defined as the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity.

According to (Mathis and Jackson 2008), training is the process whereby people acquire capabilities to perform jobs. Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982).

This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Chandan (1995) also defined training as a short term process of utilizing systematic and organized procedures by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farahbakhsh, 2010). According (Mathis, et al, 2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals.

2.3. Assessment of training needs

The first step in managing training is to determine training needs and set objectives. According to (G.A Cole, 2002) organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented.

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According to (Kaufman 1974), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy.

Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit. The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees.

Any lapses in their efficiency and effectiveness help determine the training need.

Individual need – (Kaufman 1974) continues that employees' training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance. The researcher thinks that these three levels organizational, functional and individual gaps between expected results and actual results can suggest training needs.

For the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas. The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken. If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of efforts. Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. (Armstrong, 1996) however,

argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.4. Designing effective human resource training program

Human resource training program will be for dealing with problems due to which production efficiency reduces. This suggests that identifying training needs from time to time is the basic requirement of successful training program (Kaufman 1974).

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2.4.1. Defining objective of the human resource training intention

After need analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do in the training program. One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved (Zaccarelli, 1997). According to (McKenna and Beech, 2002) in their book “Human Resource Management-A Concise Analysis”, it is stated that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management(motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

2.4.2. Selecting the trainees

Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained. Selecting the right trainees is

important to the success of the program. In the training situation, trainees should be able to experience the types of situations they can expect on the job (Mathis, and Jackson, 2008).

2.4.3. Selecting the trainer

Who is going to train? Who is a good communicator and has the necessary knowledge/skill/ to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer. Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics.

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Remotely linked to this, trainees must also be concerned and prepared for the learning experience. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. The investment will pay off in increased productivity. Initially new coaching experience were asked to play an active role in helping new ‘coaching graduates’ they should act as a sort of help desk and catalyst for bringing the learned coaching skills and competencies to life (Ap Eigenhuis and Rob van Dijk, 2008).

2.4.4. Preparing a lesson plan

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed.

A training lesson serves the following purpose;

- a) It provides a content outline for the lesson
- b) It suggests activities/specific instructions which will help to make training easier

c) It defines suggested time to be spent on each segment within the segment. Most pioneers and effective organizations and institutes have paid their attention to planning training courses in order to improve human resources more than before (Farahbakhsh, 2010).

2.5. Human resource training methods

Current practices in many organizations indicate that employees are viewed as valuable investments. Because of increasing population, civilization and diversity of needs, complexity of job relations, specialization of duties and job responsibilities, change in knowledge and attitude of staff and have resulted in changing the training methods and procedures (Greer, 2003).

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2.5.1. On-the-job training methods

One of the most common and least expensive methods of training is on-the-job training (OJT). OJT refers to the process of learning skills while working where workers-especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program (Bernatek, 2010). According to (Olaniyan et al, 2008) on the job training/coaching - A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills. Some of on the job trainings are the followings- **Induction/orientation** - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.

Apprenticeship - A method of training where an unskilled person understudies a skilled person.

Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.

Vestibule - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).

Formal training - A practical and theoretical teaching process which could be done within or outside an organization. In fact the method that employ by the organization has its own effect on

the effectiveness of the organization from the training expenditure. Coaching by line-managers and on-the-job training are now playing an increasingly important role in the current financial climate (Blain, 2009). Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour et al, 2009).

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According to (Alipour et al, 2009) training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods.

2.5.2. Off-the-job training methods

There are also many off-the-job techniques for training and developing managers. Some of them are as follows.

Management Games: With computerized management games, trainees are divided into five-or six- person groups, each of which competes with the others simulated marketplace. Each group typically for must decide, for example, how much spend on advertising, how much to produce, how much inventory to maintain, and how many of which product to produce. Usually the game itself compresses a two or three years into days, weeks, or months. As in the real world, each company team usually cannot see what decisions (such as to boost advertising) the other firms have made, although these decisions do affect their own sales.

Outside Seminars: many companies and universities offer Web-based and traditional management development seminars and conference.

For example, the American Management Association provides thousands of courses in areas ranging from accounting and controls to assertiveness training, basic financial skills, information systems, project management, purchasing management, and total quality management.

University-Related Programs: Many universities provide executive education and accounting education programs in leadership, supervision, and the like. This can range from one-to four-day programs to executive development programs lasting one to four months (Gary desseler, 2005).

2.6. Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior.

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It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques (Cole 2002). There is documented evidence that training activities have a positive impact on the performance of individuals and organizations. Training activities can also be beneficial regarding other outcomes at both the individual and team level (e.g., attitudes, motivation, and empowerment) (Greer, 2003). The fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees (Ahmad and Bakar 2003). suggest that employees who recognize the benefits from training will tend to be more committed and so be more willing to participate in an organization's training activities, and find evidence of a significantly positive relationship between the perceived benefits of training and affective and continuance commitment.

Empirical work confirms such a relationship distinguishes between the career-related, personal and job-related benefits of training (Bartlett, 2001; Al-Emadi and Marquardt, 2007). The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques.

According to Cole (2002) training can achieve:

- 1) High morale - employees who receive training have increased confidence and motivation;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;
- 4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

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- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- 7) Help to improve the availability and quality of staff.

According to **Sherman et al (1996)** argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance. According to **Krietner (1995)** in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources. **Casio (1989)** puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention. **Dessler (1998)** defined planned training as purposeful intervention that will impact knowledge for realizing better job performance. In this case, the organizations HRM should have a system and policy of identification of training needs such as regular appraisals so that the precise learning objectives can be defined and attained (**Slack**

2001). Bradley (1992) on the other hand noted that the importance of training by ambitious employers had been realized as early as three decades ago. During this period many organizations expanded and subdivided their operations in order to meet vision and missions (Slack 2001). In this process, many employers were keen to monitor the progress of their employees and created the human resources department which saw the need of trainings as one of the major solutions for productivity attainment. Trevor (1991) noted that the full benefits of training can be ascertained by assessing the organizations net return on investments. Therefore a training process should have uni-variate, bi-variate or multivariate effect on the employees' performance targets.

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However, the process starts with training needs assessment and appraisal so that specific objectives can be outlined in order for the organisation to attain maximum returns (Youndt et al 1996). According to Armstrong (1992) a successful management program is one that prioritizes on the employee needs and responds to them in time. He also stressed on the need to structure the trainings so that various groups can be targeted at a time. Mullins (2005) underscored the need of evaluating training process along the related objectives in the measurement of the performance. This process has the aim of evaluating how much positive impact the training has on the organizational process.

2.7. Relation Ship between Training and Employees Performance

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007). Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently

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

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

Knowledge: Training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level.

Satisfaction: Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

Innovation: Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term.

Career Orientation: When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

Goal Orientation: Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them

2.8. Relationship between Training and Organizational Effectiveness

Organizational effectiveness is the measure of how successfully organizations achieve their missions through their core strategies. (Jamrog et al, 2005) Organizational effectiveness is the notion of how effectual an organization is in accomplishing the results the organization aims to generate (Muhammad, et al, 2011). It plays an important role in accelerating organizational development. It is the net satisfaction of all constituents in the process of gathering and transforming inputs into output in an efficient manner (Matthew et al, 2009).

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To be an effective partner in OE initiatives, the Training System will need to expand the scope of its traditional role of training the frontline staff to include technical expertise needed to facilitate and support the organization's continuous improvement efforts. The following new tasks will enable the Training System to contribute more to achieving organizational outcomes and creating learning organizations while continuing to contribute in more traditional ways, Identify individual and organizational learning needs that support professional development and build performance capacity traditional function, Develop formal training and technical assistance plans, identify informal learning opportunities, and facilitate OE initiatives stemming from developed plans and strategies expanded function, Develop and implement professional development plans that address beginning and advance level training needs of the frontline staff and OE-specific learning needs of other agency staff traditional and expanded functions, Partner with other support functions such as quality assurance, human resources, information systems, and program planning to ensure an integrated approach to professional development expanded function. Monitor and assess all professional development activities traditional function; Evaluate the continuum of learning and application of learned skills to the job from individual learning, individual job performance, agency performance and organizational effectiveness traditional and expanded function; and, Generate evidence based practice information for use for continuous improvement, and share with others in the field information and feedback from lessons learned to improve professional development and OE work expanded function. (Anderson, et al, 2012) The effectiveness of training can be maximized from a communication approach that is clear on objectives of what is to be learnt. The employees also need to be aware of the next training schedules (Meredith & Benton 2005); (Campbell & Kuncel 2002).

Organizations should deliver these trainings from a technology platform so that they gain from optimized costs (Saratoga Institute Benchmark 2003). Previous studies (Mayfield, 2011)

suggested that training effectiveness is a good predictor of employee training. This association suggests that when employee have been trained in a training program, the training effectiveness is likely to be followed by job behavior. Previous studies also suggest that demographic variables such as age, degree held, and experience were related to training impact in some studies (Devins, et al, 2004) .The focus of previous work has been on the relationships between training effectiveness and employees' demographic variables.

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The goal model describes organizational effectiveness in terms of the extent to which an organization attains its objectives. The legitimacy model regards organizational effectiveness in terms of a background evaluation “of component preferences for performance and natural limitations on performance from an external environmental perspective” (Zammuto.R.F, 1982). The constituency model considers organizational effectiveness “as a set of several statements, each reflecting the evaluative criteria applied by the various constituencies” involved with the organization being evaluated with an emphasis on means criteria (Connolly.T,et al, 1980). The systems resource model defines organizational effectiveness “in terms of its (the organization's) bargaining position, as reflected in the ability of the organization, in either absolute or relative terms, to exploit its environment in the acquisition of scarce and valued resources” and how they utilize these resources (Yuchtman.E, 1987).

2.9. Training evaluation

With today's emphasis on measuring HR management, it is crucial that the employer make provisions to evaluate the training program. The objectives of training also determine the most appropriate criteria for assessing the effectiveness of training, evaluation methods should be determined based on the goals of the training process and should meet the demands of the various stakeholders involved. Their information requirements fall into two categories: whether the competencies have been learned and whether the learning has been applied to improve performance (Carr, 2002).It refers to reactions of the participants as to how they found a particular training program. This is usually done at the end of the last session where participants are asked to fill a form. The form contains information on the objectives of the program and how well they were achieved during the training period. It also seeks information on contents, reading material, presentation, trainers' mannerisms, and relationship with other participants. This could

be done as an overall rating or it could be session by session rating on their contents. The purpose of seeking this information is to get ideas and identify weak segments in the total training program and to improve upon the problem areas if the program is to be offered again. The use of a form (structured or others wise) facilitates tabulation and analysis and helps in indentifying weak areas (Mirza S.Sayadain, 2004).

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Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. Moreover, training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007). Companies first must determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs. Companies can use qualitative data such as work habits, attitudes, development, adaptability, and initiative to evaluate training programs. Most companies, however, prefer to place more weight on the quantitative data previously outlined (Phillips, 1987). Furthermore, according to Phillips (1987), companies tend to evaluate training programs on four levels: behavior, learning, reaction, and results. Businesses examine employee behavior after training programs in order to determine if the programs helped employees adjust to their environment; also, companies can obtain evidence on employee behavior via observation and interviews. Throughout the training process, employers monitor how well trainees are learning about the company, the atmosphere, and their jobs. To evaluate training programs effectively, employers also gauge employee reactions to the programs. This feedback from trainees provides companies with crucial information on how employees perceive their programs. Using questionnaires and interviews, companies can identify employee attitudes toward various aspects of the training programs.

Upon checking the effectiveness of training, [Kenney et al \(1992\)](#) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives.

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[Hamlin \(1974\)](#) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

2.10. Methods of Evaluation

There are several methods for evaluating training. [Beardwell and Holden \(1993\)](#) have cited some of these methods as follows;

1. Questionnaires (feedback forms): this is a common way of eliciting trainee responses to courses and programs.
2. Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees.
3. Projects are initially seen as learning methods but they can also provide valuable information to instructor about the participants' understanding of subject matter.
4. Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
5. Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners.

2.11. Empirical Literature

Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employees' knowledge, skills, ability, competencies and behavior ([Benedicta et al 2010](#)). A researcher on judicial service of Ghana were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization ([Kennedy 2009](#)).

Sultan et.al (2012) on their study on Training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to succeed in achieving the objectives of its training program.

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The design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. It has been observed that most organization meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills, in addition , innovation, market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. According to (**Morrow et al, 1997**) the study was conducted in a large pharmaceutical firm and focused on identifying the economic impact of managerial and sales/technical training efforts. The CEO of the firm had requested that the dollar value of training be identified and its value to the firm be confirmed. The study, focus on the effects of job skills training on employees' behavioral performance on the job. Using a variety of statistical analyses, the researchers found that sales/technical training had a greater effect than did managerial training.

Khan (2011) conducts a research study on similar issue, impact of training and development on organization and employees performance. The focus of the study was to understand of training the effect of training and development, on the job training, training design and delivery style on organizational performance. The back bone of this study is the secondary data comprised of comprehensive literature review. Results show that training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance i.e. It increases the overall organizational performance. 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.

CHAPTER THREE

RESEARCH DESIGN AND METHODOIOGY

In this chapter the practical methods used in order to answer the research questions and fulfill the purpose of the research are presented. And it provided an overview of the research study, a description of the instrument used for data gathering, targeted population, sampling procedure, sources of data used, and methods of data analysis.

3.1. Research design

Saunders et al. (2007), define research design as the general plan of how the research questions would be answered. The data was collected once across a population to answer a number of questions. Interview also was conducted to gather information on the subject from the selected managements of the organization to ascertain management view on how TACON has traditionally dealt with issues of training. There are two methods that provide in the research method such as quantitative and qualitative, where one of them is not better than the others, both of this depends on how the researcher want to do a research study (*Ghuri and Kjell, 2005*). Given the fact that large sample was needed to meet the objective and considering benefits offered, quantitative and qualitative approach method is used by the researcher. The quantitative data analysis was done by the use of version 20-spss software. The techniques for quantitative data analysis were the frequency distribution and percentages. This was done for each group of items relating to the research questions and objectives. Tables were also used to ensure easily understanding of the analysis. The qualitative data collected using interview is analyzed by using simple descriptive way. Documents on training from Teklebirhan Ambaye construction were reviewed. This helped the researcher to ascertain whether TACON has training policies in place, and also to check whether the processes of training are being dully followed.

3.2. Population and sampling Techniques

The total populations of the study include all the employees of Tekelebrhan Ambaye construction at head office and projects. The preliminary survey undertaken by the researcher before questionnaire distribution indicated that there are 830 grand total populations.

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It consisting of 465 employees in head office and 365 employees at all projects in Addis Ababa, Hawasa, Mekele and Yayo. The study focused on the population who are currently working in head office and five projects in Addis Ababa due to distant, remoteness of the area and the populations they hold. Once the total sample size from each department of head office and projects was determined appropriate respondents were selected by using random sampling technique.

Due to time and financial limitations and the nature of the population, sample determination method developed by [Carvalho \(1984\)](#), as cited by [Zelalem \(2005\)](#) was used. So based on the sample determination method, a sample of 125 employees were selected and 3 managers for the interview section.

Table 3.1 Sample size determination

Population Size	Small	Medium	Large
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3021-10,000	80	200	315

1001-35,000	125	315	500
35001-150,000	200	500	800

Source: Zelalem, 2005

3.3. Sources of Data

The necessary data for this study were collected from both primary and secondary sources. The primary data was collected through questionnaires and interviews with management and non management staffs. The secondary data was collected from relevant documents, organization reports, published and unpublished sources related to the study. The secondary data sources were used to complement the primary data.

3.4. Data Collection Tools

The researcher used questionnaires and interview to collect data. The purposes of questionnaires were to investigate the awareness of training program and the role of TACON plays in the training of its employees.

Questionnaire: Is a document in which a list of questions for a formal social enquiry. Data gathered through questionnaires are simple and clear to analyses and it allows for tabulation of responses and quantitatively analyzes certain factors. This study used both open ended and closed ended questionnaires. The close ended questionnaire in a 5 point Likert scales was used to collect data from all respondents. The questionnaire has 5 rating scales rating from 1 strongly disagree to 5 strongly agree. The questionnaire was structured in such a way that it includes all relevant parts and information to clearly acquaint the respondents.

Interview: The purpose of interview is to explore the ideas of the interviewees about phenomenon of interest. In order to obtain sufficient information structured interview was prepared and conducted with human resource department manager, training department manager and general manager of the company.

3.5. Method of Data Analysis

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. The collected data was analyzed by using descriptive statistics. The data gathered through questionnaires were coded, entered into computer and analyzed and presented in the form of tables using SPSS program version 20 software. Whereas the data collected using interview were analyzed by using simple descriptive way.

3.6. Validity and Reliability

3.6.1. Validity

Hair et al. (2007) defined the validity as “the degree to which a measure accurately represents what is supposed to”. Validity is concerned with how well the concepts are defined by the measure(s). It also refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. However, an instrument cannot measure the attribute of interest if it is unpredictable, inconsistent, and inaccurate. Bhattacharjee (2012) mentioned about four types of validity: internal validity, external validity, construct validity, and statistical conclusion validity.

Internal Validity: is how the findings of the research match reality and as the researcher measure the things that are aimed to measure. Moreover, the reality in quantitative research is an ongoing processes, it always changes due to the fact that what is being studied is how people understand the job.

External Validity: It refers to whether the observed associations can be generalized from the sample to the population, or to other people, organizations, contexts, or time (Bhattacharjee, 2012). The more representative, the more confident we can be in generalizing from the sample to the population. This study addresses external validity through taking representative samples and can be generalized to all projects sites of Tekelebrhan Ambaye constructions and give a little insight to other contactors in Ethiopia.

Construct Validity: It examines how well a given measurement scale is measuring the theoretical construct that it is expected to measure. Accordingly, the researcher tried to address the construct validity through defining clearly the construct of interest and develop valid measures that operationalize defined constructs. Moreover, addressed through the review of literature and adapting instruments used in previous research.

Statistical Conclusion Validity: It examines the extent to which conclusions derived using a statistical procedure is valid. This type of validity is addressed through selection of the right statistical method used for research question testing.

3.6.2. Reliability

Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair et al. (2007) defines reliability as the extents to which a variable or a set of variables is consistent in what it is intended to measure. To ensure the inner consistency of the present instrument, it was used the cronbach's alpha coefficient. Developed by Lee Cronbach in 1951, the cronbach's alpha coefficient is a statistical tool that evaluates the confidentiality through the inner consistency of a questionnaire.

Table 3.2. Reliability Statistics

Cronbach's Alpha	N of Items
.890	15

As shown in table 2 the reliability of the whole items is 0.890 which means the items were reliable and acceptable.

3.7. Ethical Considerations

There are certain ethical protocols that have been followed by the researcher. The first was soliciting explicit consent from the respondents. This ensures that their participation to the study is not out of their own volition. The researcher also ensured that the respondents were aware of the objectives of the research and their contribution to its completion. One other ethical measure exercised by researcher was treating the respondents with respect and courtesy. This has been done that the respondents were at ease and are more likely to give frank responses to the questionnaire. To ensure the integrity of data, the researcher has checked the accuracy of encoding of the survey responses. This was carried out to ensure that the statistics generated from the study was truthful and verifiable.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter deals with the presentation, data analysis, and interpretation. The analysis and interpretation of this study is based on the data collected from the employees of TACON. The presentation and discussion of the findings are done in a chronological order to enhance the readers understanding of the results at a glance. And the data were described, analyzed and synthesized in tables, percentage and frequency distribution. A total of 125 questionnaires were circulated and 104 were received, out of which 21 questionnaires were unfilled and no questionnaires were discarded due to missing data. Therefore, 104 questionnaires were

considered for the study as respondents working in the selected organization which is 83.2%. The data received from the respondents are analyzed with the help of statistical software program SPSS Version-20. The researcher tries to pin point out the strength and weakness of the training program and its existing practice in the organization.

4.1. Demographic characteristics of respondents

Table 4.3 Respondents by age, gender and educational background

Variable	Description	Frequency	Valid Percent
Age	18-25	38	36.5
	26-35	47	45.2
	36-45	13	12.5
	46-55	5	4.8
	56-60	1	1.0
	Total	104	100.0
Gender	Male	59	56.7
	Female	45	43.3
	Total	104	100.0
Educational background	Masters and above	2	1.9
	First degree	57	54.8
	Diploma	28	26.9
	High school	11	10.6
	Junior school	6	5.8
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

The researcher was interested to know the age distribution of employees of the company. As shown in the table 3 from the total number of respondents 47 respondents were between 26-35 years representing 45.2% formed the majority. The next largest respondents were 38 in number and that is between the ages of 18-25 representing 36.5% which can easily understand that they are young to do a lot for the organization, to make this young workers effective the training department should prepare trainings to enhance their performance. The third group of respondents was fall under the age category of 36-45 that represent 12.5% they are 13 employees. The forth one 5 respondents aged between 46-55 representing 4.8% and the last is with 1 respondent aged between 56-60 which indicate that the 4th and 5th are in a position to

retire in the near future. From the above table, we can simply see that there is no wide gap in number of employees between the male and the females which is only 14. Male are 59 in number or 56.7% and females are 45 in number or 43.3%, this shows that there is almost balanced distribution of gender.

It was also necessary for the study to determine the educational levels of the respondents that could determine what kind of training may be most appropriate for employees of the organization at head office and all projects. Table 3 above presents the data of educational background of respondents. From the table it can be seen that respondents hold a range of educational qualifications from junior school to Masters Level and above. Majority of the sample group were holding first degree which accounted 57 of the respondents' which is 54.8% percent. 28 out of 104 respondents or 26.9% were diploma graduates. Among the respondents there are 11 in number or 10.6% are high school. And 2 Masters and above holders with 6 junior school representing 5.8%. This suggests that people of different educational qualifications are present in the organization more than 50 percent of the employees are degree holders. This implies that different type of training is required to improve their quality. Training and developing human capital is very important in the effective management and maintenance of a skilled workforce (Alipour et al, 2009). Training consists of the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

Table 4.4 Respondents by position and experience

Variable	Description	Frequency	Valid Percent
	Machine operator	8	7.7
	Analyst	3	2.9
	Documentation	2	1.9
	Data encoder	3	2.9
	It officer	2	1.9
	Store man	4	3.8
	Safety & health	1	1.0

Position in the organization	HR officer	5	4.8
	Lawyer	1	1.0
	Security officer	3	2.9
	Mechanic	6	5.8
	Secretary	7	6.7
	Driver	3	2.9
	Accountant	14	13.5
	Engineer	26	25.0
	Auditor	3	2.9
	Purchaser	7	6.7
	Office assistance	6	5.8
	Total	104	100.0
Experience	1-5 years	68	65.4
	6-10 years	13	12.5
	11-15 years	3	2.9
	16-20 years	1	1.0
	Greater than 20 years	1	1.0
	Less than a year	18	17.3
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

Respondents were also asked to indicate their current position to develop various kinds of consistent training to enhance their skills, attitudes, knowledge and competencies to improve their performance, employees in the company are working with different professionals together at head office and projects. The finding at table 4 gives the various positions of employees who responded to the questionnaire. Office and site engineers takes the majority 26 in number it representing 25%, this indicate that construction companies mainly use civil engineers for constriction works in every projects and head office, and 14 accountants representing 13.5% of the total respondents. Purchasing and Secretary each for 7 in number represents 13.4%. And also

8 Machine operators represent 7.7%. The other positions were Documentation and Information technology officer respondents of each 2 with 3.8% out of the total respondents. The next respondents include store man, safety officer, lawyer, human resource officers, mechanics, and office assistants all together representing 22.4%. It is important to investigate professionals for selecting the right trainees to the success of the program.

In the training situation, trainees should be able to experience the types of situations they can expect on the job (Mathis, and Jackson, 2008). The study sought to find out the years of service the respondents have rendered to the organization. The respondents have served in TACON from one year to above 20 years. Table 4 above represents the categories of years of service as indicated by the respondents. The largest group of respondents 68 or 65.4% indicated that they had been working in the organization for 1 up to 5 years. 18 or 17.3% and 13 or 12.5% of respondents indicated tenure with the organization between less than a year and 6 up to 10 years respectively. 3 or 2.9% of the respondents reported their stay in the organization 11 up to 15 years 1 or 1% each represented 16 up to 20 years and longer than 20 years. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and perform on the job. In a broad sense, it includes experiences intended to meet essential job requirements, update skills, prepare people for career movement of any kind, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge. (Rothwell, 2003).

4.2. Analysis of data pertaining to the study

Table 4.5 Participation of respondents in the training programs

Variable	Description	Frequency	Valid Percent
Have you had any form of training?	yes	104	100.0
	no	0	0
	Total	104	100.0

Methods of training	Seminar	8	7.4
	On the job training	43	41.5
	Understanding	18	17.0
	Formal lectures	21	20.2
	Apprenticeship	2	2.1
	Demonstration	8	7.4
	Vestibule	1	1.1
	Other	3	3.2
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

The response from the respondents and the interview conducted with training department manager indicate that all employees have taken training at least new employee orientation. In order to be effective from the training program which offered by the organizations for their employees, organizations should implement right training methods and should be aware of the training methods and their effectiveness (Alipour et al, 2009).

As the above table showed that organization is used different methods of training to train the employee, the response shows 41.5%, 20.2% and 17% of the respondent responded that they have taken the training on-the-job, Formal lectures and understanding respectively. Seminar and demonstration have taken each by 3 respondents that represents 7.4%, while the rest of the 6.4% respondents were trained with, apprenticeship training, vestibule and others.

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As the interview conducted with the training department manager on the job training was effective than the other training methods, because it was practically implemented.

Table 4.6 Respondents response on duration and type of training taken

Variable	Description	Frequency	Valid Percent
	1-3	89	85.6
	4-6	9	8.7

How many times do you have taken training?	7-9	4	3.8
	10 and more	2	1.9
	Total	104	100.0
For how long you have been in training on average?	1-3 months	65	62.5
	4-6 months	8	7.7
	7-12 months	1	1.0
	Other	30	28.8
	Total	104	100.0
Types of training taken	Computer skill	1	1.1
	Operational	8	7.4
	Accounting	9	8.5
	Machine	9	8.5
	New employee	5	4.3
	Conducting appraisal	18	17.0
	Team building	2	2.1
	Managerial	5	4.3
	Other	28	26.6
		21	20.2
	Total	104	100.0

Note: Others: of-the-job training, site visit, experience sharing, etc.

Other includes Customer handling, time management, quality control, material handling etc.

As the above table describes, 65 or 62.5% respondents were responded that they have taken the training for 1-3 months, 8 or 7.7% and 1 or 1.0% for 4-6 months, 7-12 months, respectively. While the remaining 30 or 28.8% of the respondents were responded that the span of the training that they have taken was less than a month it may be a week, 2 weeks, 3 weeks or even in days, this result indicates that more of the trainings were given for a short period of times.

The study sought to find the training given per years on average for employees, as table 6 indicates 62 in number 59.9% of the respondents have taken only once, 31 in number 29.8% have taken twice and 11 or 10.6% of the respondents have taken training several times per year on average. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization (Armstrong, 1996).

As the table above shows that the employees got training in managerial skill 25 respondents with 26.6%, new employees orientation 16 employees got 17%, operational safety and accounting 8 employees each got 8.5% of the respondents, categorized at others 19 employees has got 20%, and the others computer skill, machine operation, conducting performance appraisal and team building together have got 19.2% of the total respondents. According Tung Chan Huang (2001) to the provision of training may vary in the types of knowledge or skills conveyed or content, duration, numbers and percentages of employees covered, and models of delivery. As the respondent responded that the content, duration, frequency and method of training in the sample organization were vary. As a result of such variances, some types of training are more effective in improving individual firm performance than other. According to (Mathis and Jackson 2008), training is the process whereby people acquire capabilities to perform jobs. Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982).

Table 4.7 Respondents view on selection of employees for training

Statement	Response	Frequency	Valid Percent
In my opinion, the	Strongly disagree	4	3.8

training program was designed based on the requirements of the job or employee deficiency of ability for the job	Disagree	8	7.7
	Neutral	17	16.3
	Agree	38	36.5
	Strongly agree	37	35.6
	Total	104	100.0
I think that the basis for the selection of trainees used is need assessment	Strongly disagree	5	4.8
	Disagree	8	7.7
	Neutral	34	32.7
	Agree	23	22.1
	Strongly agree	34	32.7
	Total	104	100.0
I think that the basis for the selection of trainees is Performance evaluation result	Strongly disagree	9	8.7
	Disagree	23	22.1
	Neutral	29	27.9
	Agree	26	25.0
	Strongly agree	17	16.3
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

The researcher was interested to know the selection method for training and found the following results. As the response from the respondents the training programs accounts based on deficiency of ability for the job 38 or 36.5% of the respondents agreed, 37 or 35.6% strongly agreed, 17 or 16.3% neutral, 8 or 7.7% disagree and 4 or 3.8% of the respondents strongly disagree.

As indicated above the selection of employees for training was very important to train the right person with the gap found. Having this in mind, the responses about the training programs based on need assessment was, 5 or 4.8%, 8.or 7.7%, 34 or 32.7%,23 or 22.1%, 34 or 32.7%, of the respondent replied that strongly disagree, disagree, neutral, agree and strongly agree respectively. Usually, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs (Mathis, et al, 2008). According to (G.A Cole, 2002) organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives.

Based on the feedback obtained through performance evaluation the training program should be designed accordingly. In performance evaluation 26 or 25% of the respondents agreed and 29 or 27.9% of the respondents have no idea or neutral for training selection, 9 or 8.7%, 23 or 22.1%, 17 or 16.3%, of the respondent replied that strongly disagree, disagree, and strongly agree respectively. According to the interview conducted with the selected managers training is prepared after performance evolution results, need assessment determined and deficiency of ability of employees. After the need assessment the training plan and lesson are prepared, and the trainers' assigned base on the lesson prepared. The training department manager mentioned that, sometimes external trainers prepare lesson plan and the training is given after the training department sign approval for the appropriateness of training lesson.

Table 4.8 Responses on employees' performance of the training program

Statement	Response	Frequency	Valid Percent
	Strongly	5	4.8

In my opinion, training has helped me to improve my performance since I joined TACON	Disagree	5	4.8
	Neutral	18	17.3
	Agree	36	34.6
	Strongly agree	40	38.5
	Total	104	100.0
Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste	Strongly	3	2.9
	Disagree	10	9.6
	Neutral	22	21.2
	Agree	39	37.5
	Strongly agree	30	28.8
	Total	104	100.0
The training program equipped me with higher skill to perform my work quickly and efficiently	Strongly	5	4.8
	Disagree	13	12.5
	Neutral	23	22.1
	Agree	37	35.6
	Strongly agree	26	25.0
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

If the organization wants to be competent; it should give enough training for its employees. The above table depicts the view of employees in their respective organization about the training they got in improving their performance, and 40 or 38.5%, 36 or 34.6%, 18 or 17.3%, 5 of 4.8%, and 5 of 4.8% of the respondents responded strongly agree, agree, neutral, strongly disagree, and disagree, respectively. More than half of the respondents responded that the training offered by the organization improve the performance of the employees.

Table 8 illustrates that 39 or 37.5% respondents agreed, 30 or 28.8% strongly agree, 22 or 21.2% neutral, 10 or 9.6% disagree and 3 or 2.9% strongly disagree. Majority of the respondents representing 66.3% are agreed and feel that training enable them to perform their work with

greater accuracy and without waste. This implies that the training program contribution on employees performance.

Training improve employees skills, knowledge and attitudes, and also enhance efficiency and effectiveness. As table 8 clearly illustrates that 37 or 35.6% out of 104 respondents agreed and link their knowledge, skills and attitudes generally their performance with training, 26 or 25% strongly agree, 23 or 22.1% neutral, 13 or 12.5% disagree and 5 or 4.8% strongly disagreed. Moreover, majority of the respondents representing 60.6% are agreed and feel that training equipped them with high skill to perform their work quickly and precisely.

Based on the open ended question asked to all respondents about the effectiveness of the training 61 respondents responded the question out of the representatives, different responses and ideas were given from these employees, it was suitable to categorize in three groups. The first group 33 respondents responded that the training was effective, because those employees were more productive after the training given. And also they mentioned that the training was given assessing the skill gap of employees. The second group 19 respondents responded that the training was not effective and was given for short time half day training and half day work, this kind of training is not convenient and effective. The remaining 9 respondents mentioned different ideas about the effectiveness of the training based on employees' performance, and training evaluation. There is documented evidence that training activities have a positive impact on the performance of individuals and organizations. Training activities can also be beneficial regarding other outcomes at both the individual and team level (e.g., attitudes, motivation, and empowerment) (Greer, 2003).

Table 4.9 Respondents response on training applicability for the job

Statement	Response	Frequency	Valid Percent
The type of training that I have taken was applicable for the job	Strongly	1	1.0
	Disagree	7	6.7
	Neutral	15	14.4
	Agree	43	41.3
	Strongly agree	38	36.5
	Total	104	100.0
I think that the method of training used by the organization is effective	Strongly	3	2.9
	Disagree	11	10.6
	Neutral	28	26.9
	Agree	36	34.6
	Strongly agree	26	25.0
	Total	104	100.0
I feel that the training was enough to enables to do my job as required	Strongly	5	
	Disagree	17	
	Neutral	33	
	Agree	25	
	Strongly agree	24	
	Total	104	

Source: Questionnaire, Own survey, 2014

The respondents were asked to rank the applicability of the training for the job, that they have taken at the end of a program 43 or 41.3% of the respondents agreed, 38 or 36.5% strongly agree, 15 or 14.4% neutral, 7 or 6.7% disagree and 1 or 1% strongly disagree. In this respect more than 78% of the respondent responded that the training that the employees attended was agree and strongly agree this shows that the training is applicable for the job and it has a positive impact on employees productivity.

The effectiveness and success of any organization depends on the people who form and work within the organization. The employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (Armstrong, 2010). The researcher asked the respondent what they think about the effectiveness of the method employed by the organization and 36 or 34.6%, 28 or 28.9%, 26 or 25%, 11 or 10.6%, and 3 or 2.9% of the respondents replicated that agree, neutral, strongly agree, disagree and strongly disagree respectively. As respondent replied that the method these employed by the organizations were effective. As the interview conducted with managers about the training effectiveness, one of them said “the feedback assessment shows that the training was effective in improving employees’ day to day operation. It is true that if the training is effective at the same time the organization is effective from the training”. In addition the selected managers together responded that the reason why they gave training for their employees was to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which the employees had deficiency, in order to increase productivity, to reduce material wastage, work efficiency and to increase the organizational effectiveness. One of the respondents said that the organizations mostly use the following methods to train their employees such as formal training at different institute, technical non technical and on-the-job off-the job training methods in the company training center.

The training that offered by the organization should be enough to improve the performance of employees and organizational effectiveness. The respondents asked about the training given to do the jobs as required. 33 or 31.7% neutral, 25 or 24% agree, 24 or 23.1% strongly agree, 17 or 16.3% disagree and 5 or 4.8% strongly disagree. Generally only 47.1% out of respondents agreed that the training was enough, therefore more training should be given for employees. According to the interview with training department manager there was a training policy prepared before some years, but now new training policy is on finish which can work for the next five years. It contains some essential elements of training. It outlined the objectives of the policy, spelt out the measures for training needs identification, methods of training implementation, and types of training.

Training policies are the expressions of the training philosophy of the organization, and provide guidelines for training; it ensures a company's training resources are allocated to predetermined requirements (Armstrong, 1996).

Table 4.10 Staffs response about the training satisfaction and evaluation

Statement	Response	Frequency	Valid Percent
The training leads me to be satisfied with my job	Strongly	5	4.8
	Disagree	8	7.7
	Neutral	25	24.0
	Agree	35	33.7
	Strongly agree	31	29.8
	Total	104	100.0
In my opinion, the expenditure for employee training is enough	Strongly	5	4.8
	Disagree	11	10.6
	Neutral	37	35.6
	Agree	29	27.9
	Strongly agree	22	21.2
	Total	104	100.0
I can say that, there is a training program evaluation during or at the end of the program	Strongly	4	3.8
	Disagree	16	15.4
	Neutral	22	21.2
	Agree	34	32.7
	Strongly agree	28	26.9
	Total	104	100.0
I feel that I am satisfied with the overall aspect of the training programs in the organization	Strongly	8	7.7
	Disagree	13	12.5
	Neutral	25	24.0
	Agree	30	28.8
	Strongly agree	28	26.9
	Total	104	100.0

Source: Questionnaire, Own survey, 2014

The training that offered by the organization should create satisfaction in the mind of the employees and their job that they are doing. As the above table depicts that 35 or 33.7% agree, 31 or 29.8 strongly agree, 25 or 24% neutral, 8 or 7.7%, and 5 or 4.8% of the respondents answered strongly disagree. As the above table the organization has been successful on employees' training in respective of employees' satisfaction

Heavy investments in training will be necessary for future strategies and competitive advantage (Greer, 2003). The above table shows the perception of the employees about the amount of training expenditure by the organization in which they have been working, based on this 37 or 35.6% neutral, 29 or 27.9% agree, strongly agree, 22 or 21.2% strongly agree, 11 or 10.6% disagree, and 5 or 4.8% of the respondents responded strongly disagree.

There should be training evaluation system in the organization to know how much organization is effective from the training. As the respondents replicated that 34 or 32.7% of them agreed, 28 or 26.9% of the respondents responded that strongly agreed, 22 or 21.2% responded that they are neutral, 16 or 15.4% of them disagreed, and the remaining 4 or 3.8% strongly disagreed. This shows that the training program was evaluated during and after the training conducted. According to the interview with the training department manager the organization conduct evaluation of training effectiveness three times, at the time of the training given, post assessment at the end of the training and impact assessment after six months of the training given.

As respondent replied that the method these employed by the organization was effective. And the respondents also specified the rank of their level of satisfaction from the overall training aspects of the training program 30 or 28.8%, 28 or 26.9%, 25 or 24%, 13 or 12.5%, and 8 or 7.7% of the respondents were agree, strongly agree, neutral, disagree and strongly disagree, respectively. Respondents are satisfied with over all aspect of the training program that offered by the organization. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary of findings, conclusions and, recommendations. The summary of findings includes the demographic information of respondents, analysis of the data pertaining to the study and training practice of the organization. Based on the analysis, major findings and conclusions are made and recommendations are forwarded.

5.1 Summary of the findings

The main objective of this study was to assess employee training and their perception of the program. Based on the data analysis results, the researcher has found out the major findings.

- The response of the respondents indicated that 81.7% of employees are young, there is almost equal distribution of gender and 83.6% of them are diploma or degree holders, about 25% of them are civil engineers.
- According to the data obtained from respondents all employees have taken training in one or another way. 62.5% of them have taken training from 1-3 months and 43.6% of the employees got managerial skill and new employees' orientation.
- Trainees are selected based on need assessment results evaluating their performance appraisal, deficiency of ability by their immediate supervisor and department managers. The respondents' response indicates that the selection was 72.1% by gap analysis, 47.1% was by performance evolution results. Training need assessment as a foundation should be conducted in a regular and continuous basis. In this organization training did addressed and implemented proper training needs and trainees are selected for training based on the need assessment results.
- The majority of respondents 73.1% responded that the training given by the organization improved the performance of employees, and also increased the efficiency and effectiveness of employees to work without waste of materials.
- The training method was mostly based on-the-job-training. According to the response 77.8% of the training is applicable for the job and enable workers to do the job properly.

- The result of the study indicated that employees are satisfied with the overall training programs, training expenditure and evaluation criteria employed. 55.7% of the respondents are satisfied and 59.6% of them appreciated the training evaluation practice.

5.2. Conclusions

Based on the data presented and analyzed in the previous chapter of the study, the following conclusions are drawn by the researcher focusing on the training practices employed in the organization.

The research found that the organization used need assessment result, deficiency of ability/gap assessment/ and performance evaluation results to select employees for different training programs. It can be concluded that the training investment by the organization did produced or achieved the intended goals, because of properly designed and implemented the training program.

The finding of this study revealed that the sample organization gave training for its employees with the objective to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which the employees had deficiency, according to the response of the respondents employees' performance increased productivity enhanced, material wastage reduced, and at the same time organization productivity increased.

From the response of the respondents the researcher can concluded training delivered for employees was satisfactory, because the training helped them to receive the necessary knowledge, skill, attitude and ultimate achievement, In addition to this, it also motivates them to perform their work with greater accuracy and precise.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded in order to improve training practices of Teklebirhan Ambaye construction.

- The organization should first design appropriate training policy and ensures its compatibility with the current situation in order to implement its programs effectively.
- Several types of training methods like job rotation, transfers, self-development and promotion should be used to make employees more productive and the organization effective.
- The practice of conducting training need assessment should encompass the needs of an individual employee so that they are able to determine their own needs. In doing so, it is recommended that there should be participation of both trainees and the organizations.
- The study recommends that the training department should give great attention when the training plan and policies are first developed and designed, so that it will help to duly follow the training processes.
- Based on the interview from the training department it was difficult to get the selected employees at the time of training, therefore the department managers and the responsible bodies should cooperate to leave employees for training programs.
- According to study employees' training is given for shorter period of time, therefore the training department should allocate enough time for employees training programs. In addition to make the training program effective the training department should give a chance for employees to participate in the designing and development of the training lesson and programs, this can help the organization to easily understand the need and want of employees regarding the training.
- Finally to provide effective training and to improve organizational effectiveness the organization should develop clear performance measurement system before and after training, properly follow the training process, design and properly implement the policy and give a chance for employees to involve in decision making regarding training and other related issues.

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Appendix A

St.Mary's University School of Graduate Studies MBA Program Questionnaire to be completed by employees

Dear Participants

My name is Alemayehu G/Selassie. I am a postgraduate student in the MBA program at St.Mary's University. Now I am conducting a research in the area "**Employees perception towards training practice**". This study is conducted at **Teklebirhan Ambaye Construction (TACON)** with aim of examining how much organizations are effective from the training. Therefore, your answers are very important and valuable for the successful completion of the study. Please fill out all of the questions to the best of your knowledge accordingly the questions require. The information you provide will be kept confidential and will be used for this research purpose only.

Thank you very much for your cooperation in advance!!!

General Instructions

- There is no need of writing your name
- In all cases where answer options are available please put "√" in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

SECTION A personal background (Please put “√” Inside the Box)

1. Age

18 – 25	<input type="checkbox"/>	26 – 35	<input type="checkbox"/>
36 – 45	<input type="checkbox"/>	46 – 55	<input type="checkbox"/>
56 – 60	<input type="checkbox"/>	61- 70	<input type="checkbox"/>

2. Sex Male Female

3. Educational level of the respondent

Junior high school	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	other, please specify _____
Senior High School	<input type="checkbox"/>	Masters Degree and above	<input type="checkbox"/>	
First Degree	<input type="checkbox"/>			

4. What is your position in the organization?

A) Machine Operator	<input type="checkbox"/>	B) Mechanic	<input type="checkbox"/>
C) Secretary	<input type="checkbox"/>	D) Driver	<input type="checkbox"/>
E) Accountant	<input type="checkbox"/>	F) Engineer	<input type="checkbox"/>
G) Security officer	<input type="checkbox"/>	H) Auditor	<input type="checkbox"/>

I) if any other specify (-----)

5. How long have you been working with this organization?

A) 1 – 5 years	<input type="checkbox"/>	B) 6 – 10 years	<input type="checkbox"/>
C) 11 – 15 years	<input type="checkbox"/>	D) 16 – 20 years	<input type="checkbox"/>
E) Greater than 20	<input type="checkbox"/>	G) if other specify (-----)	
F) Less than a year	<input type="checkbox"/>		

SECTION B Information on Training and evaluation effectiveness of organization from it.

6. Have you had any form of training since you have joined the organization?

A) Yes	<input type="checkbox"/>	B) No	<input type="checkbox"/>
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7. What methods were used for the facilitation if your answer is yes for Q # 6? **May be more than one answer is possible.**

A) Seminar	<input type="checkbox"/>	B) On-the-job training	<input type="checkbox"/>
C) Understudy training	<input type="checkbox"/>	D) Formal Lectures	<input type="checkbox"/>
E) Apprenticeship	<input type="checkbox"/>	F) Demonstration	<input type="checkbox"/>
G) Vestibule	<input type="checkbox"/>	G) if any other specify (-----)	

8. If you answered yes to question # 6, how many times do you have taken training?

- A) 1 –3 B) 4 – 6
 C) 7 –9 D) 10 and more than

9. If your answer is yes for question # 6, for how long you had been in training on average?

- A) 1- 3 months B) 4- 6 months
 C) 7- 12 months D) 13-15 months
 E) 16- 18 months F) more than 1.5 year
 G) Less than a month

10. What types of training you have taken? **May be more than one answer is possible**

- A) Computer skill B) Operational safety program
 C) Accounting D) Machine operation
 E) New employee orientation F) Conducting performance appraisal
 G) Team building H) Managerial skill/ leadership
 I) other please specify (-----)

The following questions describe the organizations effort to train its employees. Please put “√” in the space at the front of the questions under number you think express the position of the organization in relation to the training program?

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

No	Questions	1	2	3	4	5
11	In my opinion, the training program was designed based on the requirements of the job or employee deficiency of ability for the job.					
12	The type of training that I have taken was applicable for the job.					
13	In my opinion, training has helped me to improve my performance since I joined TACON.					
14	I think that the basis for the selection of trainees my organization used is Need Assessment.					

15	I think that the basis for the selection of trainees my organization used is Performance evaluation result.					
16	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
17	The training leads me to be satisfied with my job.					
18	I think that the method of training used by the organization is effective.					
19	I feel that the training was enough to enables to do my job as required.					
20	In my opinion, the expenditure for employee training is enough.					
21	I can say that, there is a training program evaluation during or at the end of the program.					
22	I think that the organization is effective from the training.					
23	I feel that I am satisfied with the overall aspect of the training programs in the organization.					
24	The training program equipped me with higher skill to perform my work quickly and efficiently.					
25	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.					

26. If you have additional comments on the effectiveness of the training program of the organization please indicate in the space provided. -----

Appendix B

St.Mary's University School of Graduate Studies

MBA Program

Interview for training, human resource and general manager of the company

My name is Alemayehu G/Selassie. I am a postgraduate student in the MBA program at St.Mary's University.

Now I am conducting a research in the area “**Employees perception towards training practice**”. This study is conduct at **Teklebirhan Ambaye Construction (TACON)** with aim of examining how much organizations are effective from the training. Therefore, your answers are very important and valuable for the successful completion of the study.

Thank you very much for your cooperation in advance!!!

1. Did your organization give training for the employees for the last 2 years?
2. Why your organization gave the training? What types of training? And what methods the organization is used?
3. Do you conduct evaluation of the training effectiveness? When?
4. How is training plan, lessons, and trainers determined?
5. Is the organization effective from the training? If yes how? If no Why?
6. How do you evaluate the return and level of performance outcome of the training in terms of the?
 - a. Objective of the training.
 - b. Criteria that use by the organization to measure the effectiveness of the organization from the training.
7. Does TACON have a training policy in place?

Appendix C

ቅድስት ማርያም ዲሞክራሲ

የደህረ ምረቃ ት/ቤት

የንግድ አስተዳደር ማስተርስ ዲግሪ

የ መረጃ መሳተፊ መጠይቅ

የተከበሩ ይህን የ መረጃ መጠይቅ እንዲሞሉ የተጠየቁ ሆይ ስሜ አለዎ ማሆን ገ/ሰላሴ ይበላል በደህረ ምረቃ ቅድስት ማርያም

ዩኒቨርሲቲ ተማሪ ነኝ “Employees perception towards training practice በ ማል የ ጥናት ርዕስ በተክለ ብርሃን አምባዩ

ኮንትራክቲቭ ላይ እየሰራሁ እገኛለሁ፡፡

የዚህ መጠይቅ ዋና ኛ ዓላማ ለመሠረታዊ ጽሁፍ ማግኘት ጥናት የሚደረግ አስፈላጊና አግባብነት ያለውን መረጃ መሳተፊነት ነው፡፡

በጥናት ጽሁፍ አዘገጃጀት የሰነድ ምግባር ደንብ መሰረት ስሞችና ግላዊ መረጃዎች በምንም መልኩ ካለእርሶ ፈቃድ ለማንም የማይገለጽ ሲሆን የጥናቱ ግኝቶች ጥራት እርሶ በማስጠቀም መረጃ እወነ ተኛነት ምልዕክት ላይ የተመሰረተ እንደመሆኑ መሰን በተቻለው መሰን እያንዳንዱን ጥያቄ በጥንቃቄ እንዲሞሉ ስጠይቅ ስለትብብር በቅድሚያ ምስጋናዬን በማቅረብ ነው፡፡

መሠረያ

ስሞን መጻፍ አይጠበቅብኝም

መልሶን በ “√” ምልክት በሳጥኑ ላይ በማድረግ ይመልሱ

ክፍል 1

1. ዕድሜ

- | | | | |
|---------|--------------------------|---------|--------------------------|
| 18 – 25 | <input type="checkbox"/> | 26 – 35 | <input type="checkbox"/> |
| 36 – 45 | <input type="checkbox"/> | 46 – 55 | <input type="checkbox"/> |
| 56 – 60 | <input type="checkbox"/> | 61- 70 | <input type="checkbox"/> |

2. ጾታ

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|

ወንድ

ሴት

3. የ ትምህርት ደረጃ

1ኛ ደረጃ 2ኛ ደረጃ ዲፕሎማ ሌላ _____

4. ያለው የ ስራ ድርሻ

ሀ. ማሸን አፕሪት ለ. ሜ ሐ ፀ መጥ ቃ ረ. የ ቢሮ አሰሪ ታንት አ ጽዳት

5. የ አገልግሎት ዘመን

ሀ) 1-5 አመት ለ) 6-10 አመት
ሐ) 11-15 አመት መ) 16-20 አመት
ረ) ከ20 አመት በላይ

ክፍል 2 ስልጠና የተመለከቱ መረጃዎች

6. ድርጅቱን ከተቀላቀሉ በኋላ ስልጠና ወስደው ያውቃሉ?

ሀ. አዎን ለ. አላወቅም

7. መልሶ በቁጥር 6 ላይ አዎን ከሆነ ምን በአይነት ስልጠና ዘዴ ተሰጠ

ሀ. ሴሚናር ለ. በስራ ላይ የ መጠየቅ ስልጠና ሐ ግንዛብ መጠየቅ መ ትምህርታዊ ግለጻ ረ. አፓሪንትሽን

ሰ. ሌላ ከሆነ ይገለጽ _____

8. መልሶ በቁጥር 6 ላይ አዎን ከሆነ ለምን ያህል ጊዜ ስልጠና ወስደዋል?

ሀ) 1-3 ለ) 4-6
ሐ) 7-9 መ) ከ 10 አመት በላይ

9. መልሶ በቁጥር 6 ላይ አዎን ከሆነ በስልጠናው ላይ በአማካኝ ለምን ያህል ጊዜ ቆይተዋል?

ሀ) 1-3 ወር ለ) 4-6 ወር
ሐ) 7-12 ወር መ) 13-15 ወር
ረ) 16-18 ወር ሰ) ከ 1.5 አመት

10. ምን አይነት ስልጠና ወስደዋል? መልሶ ከአንድ በላይ ሊሆን ችላል

ሀ) የኮምፒዩተር ስል ይገለጽ _____

ለ) ሰፍቷ

ሐ) የአዲስ ሰራተኛ ገለጻ

መ) ሌላ ከሆነ

ተ.ቁ	መጠይቆች	በጣም አልሰማም (1)	አልሰማም (2)	እርግጠኛ አይደለሁም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
11	ስልጠናው የተቀረጸው ስራው በሚጠይቀው መሰረት እና በሰራተኛው ክህሎት ክፍተት ነው፡፡					
12	የወሰደኩት ስልጠና ስራ ላይ ሊወልድ የሚችልና የሚያሰራኝ ነው፡፡					
13	ታኩን ከተቀጠርኩ ጀምሮ የሚሰጠኝ ስልጠና ለሰራዬ ወጠታማነት ጠቅሞኛል፡፡					
14	መስሪያቤቱ ለስልጠና ሰልጣኞችን የሚመለከት የስልጠና ፍላጎት በመሰጠት ነው፡፡					
15	መስሪያቤቱ ለስልጠና ሰልጣኞችን የሚመለከት የስራ ግምገማ ወጠቤት ነው፡፡					
16	በስልጠናው ባገኘሁት እውቀትና ችሎታ ስራዬን ያለብክነት እንዳከናወን ረድሞኛል፡፡					
17	ስልጠናው በሰራዬ እንደረካ አድርጎኛል፡፡					
18	የመስሪያቤቱ የስልጠና አስጣጥ ዘዴ					

	ወጠታማነ ወ፡ ፡					
19	የተሰጠኝ ስልጠና ስራዬን እንደፈለኩ ለማክናወን በቂ ነ ወ፡ ፡					
20	ለሰራተኞች ስልጠና ወጪ የሚደረገው ገንዘብ በቂ ነ ወ፡ ፡					
21	በስልጠና ላይ እና ከስልጠና በኋላ ግምገማ ይደረጋል፡ ፡					
22	መስሪያቤቱ ለስልጠና ወጪ ያደረገው መሰረተ ወጠታማነ ወ፡ ፡					
23	በመስሪያቤቱ ጠቅላላ የስልጠና አሰጣጥ ፕሮግራም ረክቻለ ወ፡ ፡					
24	ስልጠናው ስራዬን በፍጥነትና በጥራት እንዳከናወን ከፍተኛ ችሎታ አጎናጽፎኛል፡ ፡					
25	በስልጠናው አቀራረብ፣ በቁሳቁሰ እንዲሁም ባሰለጣጠን ረክቻለሁ የስራ ተነሳሽነቴ እንዲጨምር አደርጎልኛል፡ ፡					

26. በደርጅቱ ስልጠና ወጠታማነት ላይ ተጨማሪ አስተያየት ካለዎት እባኩን በተሰጠው ክፍት ቦታ ላይ ይግለጹልን _____
