



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

**ASSESSMENT OF TRAINING PRACTICES AT THE BANK OF ABYSSINIA:  
EVIDENCE FROM WEST ADDIS ABABA DISTRICT**

**BY**

**WORKU GOBENA**

**JUNE, 2017**

**ADDIS ABABA, ETHIOPIA**

**ASSESSMENT OF TRAINING PRACTICES AT THE BANK OF ABYSSINIA:  
WITH EMPHASIS ON WESTADDIS ABABA DISTRICT**

**BY**

**WORKU GOBENA**

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL OF GRADUATE  
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF BUSINESS ADMINISTRATION**

**JUNE, 2017**

**ADDIS ABABA, ETHIOPIA**

## ENDORSEMENT

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

\_\_\_\_\_

Advisor

St. Mary's University, Addis Ababa

\_\_\_\_\_

Signature

June, 2017

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Mohammed Mohammednur. All sources of material 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 for the purpose of earning any degree.

---

**Name**

**St. Mary's University Addis Ababa**

---

**Signature**

**June, 2017**

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

**ASSESSMENT OF TRAINING PRACTICES AT THE BANK OF ABYSSINIA:**  
**WITH EMPHASIS TO WEST ADDISABABA DISTRICT**

**BY**

**WORKU GOBENA**

**APPROVED BY BOARD OF EXAMINERS**

\_\_\_\_\_  
Dean, Graduate Studies

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
External Examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Internal Examiner

\_\_\_\_\_  
Signature

## **ACKNOWLEDGMENTS**

First and foremost, I am very grateful to God Almighty for giving me all the strength in the process of learning and completing this final thesis paper.

I am highly indebted to all people who helped me to finalize this paper. The names to be enumerated in this regard are many and include those who have given me their heartfelt advice and those who took their precious time to complete the questionnaires prepared.

My special thanks also goes to my advisor, Asst. Professor Mohammed Mohammednur, who has given his time and energy to make this paper a reality by his unreserved and valuable advice, constructive corrections, comments and suggestions and motivation.

Last but not least, I am very greatly indebted to my family members, Asebu (my spouse), and the two lovely sons (Nabek and Kenna) for their patience, moral support and assistance all throughout the years of my study.

# TABLES OF CONTENTS

<b>Title</b>	<b>page</b>
Acknowledgments.....	-I
Table of contents.....	II
List of tables.....	V
Acronyms.....	VII
Abstract.....	VIII

## CHAPTER ONE: INTRODUCTION

1.1 Background of the study.....	- 1
1.2 Statements of the problem.....	2
1.3 Research questions.....	4
1.4 Research objectives .....	4
1.4.1 General objectives.....	4
1.4.2 Specific objectives.....	4
1.5 Significance of the study.....	4
1.6 Scope and Limitations of the study.....	5
1.6.1 Scope of the study.....	5
1.6.2 Limitation of the study.....	5
1.7 Organization of the study.....	5

## CHAPTER TWO: LITRETURE REVIEW

2.1 An over view of Training.....	6
2.2 Benefits of training.....	7

2.3 Training Methods.....	8
2.4 The Human Resource Training Process.....	9
2.5 Training delivery style.....	17
2.6 Empirical literature.....	20

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Research Design.....	24
3.2 Research Approach -----	24
3.3 Sampling Design-----	25
3.3.1 Target population.....	25
3.3.2 Sampling Techniques.....	25
3.3.3 Sample size .....	25
3.4 Sources of data .....	26
3.5 Data collection tools .....	27
3.6 Data collection Procedure.....	27
3.6 Data analysis procedures.....	27
3.7 Ethical considerations.....	27

**CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

4.1 Introduction.....	29
4.2 Characteristics of the Respondents.....	29
4..3 Analysis of the Findings of the Study.....	32
4..4 Interview.....	49



**CHAPTER FIVE: SUMMRY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary of findings.....51

5.2 Conclusions .....53

5.3 Recommendations.....54

REFERENECES-----56

APPENDIXES

PAGES

Appendix I: Questionnaire prepared for employees of BOA. -----60  
Appendix II: Interview questions-----65  
Appendix III: Vision, Mission and Values of BOA-----66

<b>LIST OF TABLES</b>	<b>page</b>
Table 1: Sample size determination model. -----	21
Table 2: Demographic characteristics of Respondents -----	29
Table 3: Respondents response on planning related issues-----	31
Table 4: Respondents response on organizing related issues. -----	34
Table 5: Respondents response on implementation related issues -----	38
Table 6' Respondents response on planning related issues. -----	42

## **ACRONYMS**

**HRM** – Human Resource Management

**HRD** - Human Resource Development.

**BOA** - Bank of Abyssinia.

## ***ABSTRACT***

*The central element in an organization and for a country is its human resource (HR) or human capital. Since the human resource is viewed as the driving force for the success of the organization, it has become important to contain and provide them with sufficiently educated and skilled employees. To this effect, training becomes a vital instrument any organization has to put in place. Taking this into consideration, this study is conducted to assess the training practices of the Bank of Abyssinia. The main objective of the study is to assess the training practices of the bank interns of its planning, organizing, implementing and evaluating the result of training*

*The research is a descriptive type of research in which data is collected across populations through non probability sampling through convenient sampling method. Both primary and secondary data is used in the research and the survey population is selected from West Addis Ababa branches including head office departments. The data gathered in this form is analyzed using descriptive statistics. The findings of the study indicated that the respondents perceived that departments /branches are not given a faire share in the design and implementation of the training program and a pre-determined needs assessment is not conducted. Thus, the bank has to assess its training practices in light of the opinions obtained from the survey and should keep-up its strength and make adjustments to the weaknesses by applying a proper training management..*

**Key words:** Training practice, planning, organizing, implementing, evaluation,

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

The world of work and organization has become increasingly demanding and turbulent. The major challenges currently facing organizations include, globalization, responsiveness to customers, building organizational capacity, attracting and developing human capital and ensuring fundamental and long-lasting change. The level of competition among organizations has increased. To be successful in the future, organizations will have to build organizational capacity and build their human resource capital. So in order to win the stiff competition and the ever changing environment, an organization must put in place a proper HRD program. The HRD programs are especially important in industries with rapidly changing technologies such as the banking sector (Ronald J. Burke and Cary H. Cooper, 2006).

Human resource development(HRD) is an evolving and dynamic field of study that is usually associated with the overall discipline of human resource management(HRM) Since the adoption in the early 1980's of the term HRD, it has evolved from being considered as the training function then as the training and development function and finally to the training, development and education function. Even the person who claims to originate the term HRD, Leonard Nadler, regards HRD as an overarching concept that embraces all three activities of training, development and education. However, the more recent attribution has been to consider HRD as being the process of developing the capacities of the workforce to adapt to changes (Ces Pedersen, 2000).

In a general context, it is considered that the wide range of development gap between the developing and developed countries of the world is clearly seen from the irregularities in the range and level of knowledge and skills in use.

The human resource is viewed as the driving force for the success of the organization because of their skills, competencies, knowledge and experiences. Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to

contain and provide them with sufficiently educated and skilled employees and provide them with lifelong training. Hence, the need for training and development becomes evident and organizations have to conduct it effectively and efficiently (Haslinda Abdulah, 2009). Training is a learning process whereby people acquire the necessary skills and knowledge to aid in the achievement of goals. Because learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job whereas development can be thought as bringing about capacities that go beyond those required by the current job. It represents efforts to improve managers' ability to handle different assignments. It is no longer a question of whether we want to develop our human resource or whether we should want to develop our human resource, it is a matter of survival. Skills and knowledge can easily become obsolete in a way as machines or technology. So if an organization is to survive these must be constantly kept up to date (George Green, 2002). Emphasis on human resource development results in several positive individual and organizational outcomes such as, high performance, high quality individual and organizational problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention (Ronald J. Burke and Cary H.Cooper, 2006). Despite the above facts, the emphasis given to the implementation of HRD process in Ethiopia in general and in the target company in particular, seem to be not that significant.

For instance, the study on assessment of training and development practice, the case of Omedad PLC by Aster (2015) at Addis Ababa University College of Business and Economics Department of Management indicates that number respondents were not satisfied with the training practice of their organization especially, in needs assessment, trainees' selection method and its evaluation

However, to the extent of the researchers' knowledge, there is no empirical study conducted in training practice particularly in private banks. To fill this gap the researcher is motivated to conduct a study on assessment of training practice taking BOA as a point of reference.

### **Historical Background of Bank of Abyssinia.**

The first bank in the Ethiopian history is traced back in the year 1906 when the Bank of Abyssinia was inaugurated by Emperor Menilik II and it was a private bank. In the year 1931,

Emperor Haile Selassie introduced a reform into the banking industry and the bank became fully owned by the government and the name was also changed. On February 1996, ninety years after the establishment of the first bank, a newly private owned bank with the historic name “Bank of Abyssinia”, but otherwise not connected with the older bank, became operational.

Presently the bank has sixty 227 branches all over the country. It has created an employment opportunity for four thousand eight hundred sixty. As there are so many private and few government banks operating in the country the challenges faced to compete is strong. Hence, in order to win the competition the bank has to train and develop its employees. To this effect the bank is doing its best in delivering a training program.

## **1.2 Statement of the problem**

Organizational effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource is a strategic asset for the success of the organization. This can be achieved through appropriate training and development programs that can respond to the changing environment. Training programs have to be designed in respect to planning; organizing, implementing and finally evaluating the training carefully so as to achieve the intended goals in organizations. In designing the training program, issues like analysis of training needs, training content, selection of trainers and trainees, the training facilities and environment and training methods should be given serious attention for the learning process to be effective and successful.

In the above context, BOA needs to enhance its human resource to be capable of competing both locally and globally. However, despite the relative to service quality of the bank and expansion of its branches all over the countries; the company’s preliminary assessment on training practices indicates that there existed lack of adequate planning, systematic organizing, proper implementation and evaluation based feedbacks given. Moreover, up on the trainings practices of BOA, trainees’ needs are not assessed, and training center is not sufficiently equipped with both materials and qualified trainers. These all adversely affects the training content to fill the trainee's knowledge, skill and attitude gaps and couldn't contribute to improve organizational performance problems.



All the above issues drives the researcher to investigate the practice of training in the bank of Abyssinia especially in its planning, organizing, implementation, and its evaluation that are crucial to maintain the good training practice of employees.

### **1.3. Research Questions**

The main intention of the study will be to seek answer to the following questions:

- What are the training methods used for conducting the training?
- To what extent employees are satisfied with the training programs of the company?
- How are training program implemented by the BOA?
- How are effects of training on employees evaluated by the BOA?

### **1.4 Research objectives**

#### **1.4.1 General objective**

The main objective of the study is to assess the training practice of the bank.

#### **1.4.2 Specific objective**

In line with the general objective the following specific objectives are set:

- To describe training methods used for conducting the training
- To evaluate the overall employees satisfaction with the training program that they have received
- To examine the implementation of training practices of the BOA.
- To see how training results are evaluated by the bank.

### **1.5 Significance of the Study**

The result of the study may serve as an input for the bank to revise its training policies, directives and guide lines so that training programs in the future are planned, designed, implemented and monitored to effectively enhance performance of the employees and competitiveness of the bank. The study may also help to develop and maintain a quality work life, which will provide an opportunity for employees' job satisfaction and self actualization.

The results of the study will also add a great contribution to the existing body of knowledge on the issue of training of employees in organizations. Finally, this study will be used as a reference material for those individuals who want to conduct a research in this area for the future.

## **1.6. Scope and Limitation of the Study**

### **1.6.1 Scope of the study**

The scope of the research was limited to the assessment of employee training practice of BOA which has been conducted in the selected study areas of West Addis Ababa District. Since human resource covers variety of issues commencing from recruitment to its termination, it becomes difficult to address all the issues of HRM in this paper. Thus, it focuses only on assessments of training practice of BOA.

### **1.6.2 Limitation of the study**

The limitation of the study faced lack of empirical studies on training and development practices in local private business organizations. Moreover, a time constraint is also one the researcher's limitation to conduct a survey.

## **1.7 Organization of the study**

The study will be organized into five chapters. Chapter one is deals with introduction of the study by giving the background information, statements of the problems, the research questions and objectives, and significance of the study, delimitation and limitation of the study. Chapter two is deals with the review of relevant literature on the research problem. Chapter three is discussed with the research methodology adopted for the study and relevant justifications. It will outline the methodology for carrying out the secondary and primary data collections. Chapter four is present the findings on the impact of training on worker performance in BOA. It also lay out the researcher analysis on the organization responses to the impact of such training on its employees in terms of performance. Chapter five is present the conclusions that effectiveness through training, and to ensure a stable and committed human resource.

## **CHAPTER TWO**

### **REVIEWS OF RELATED LITERATURE**

#### **2.1 An Overview of training**

Different authors have defined the term training using their own words though they have used different wordings. All definitions convey the same meaning. One such definition is illustrated as follows.

Training is a planned process to modify attitude, knowledge or skill behaviors through learning exercise to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future need of the organization (John P. Wilson, 2004). This definition illustrates the application of training to the requirements of the organization and the fact that this training tends to occur in the work place.

As asserted by Michael Armstrong (2006), training is the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence to carry out their work effectively.

The central factor in HRD is the human resources or the human capital in an organization. They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experiences, Moreover, it has been suggested that for organizations to compete successfully in a global and changing economy it is important to contain sufficiently educated and skilled employees (Haslinda Abdullah, 2009).

In this context, most organizations are able to select, recruit and place employees and try to compete in the industry. However, few are winning the competition due to the fact that gaps created between employee's knowledge and skills and what the job demands. Hence, employee training and development is one of the major ways that most

organizations attempt to maintain the competency level of their human resource and increase their adaptability to changing circumstances (John P. Wilson, 2004).

Training and development according to Wayne F.Cascio and John Boudrau, (2011) entails the following general properties and characteristics:

- They are learning experiences
- They are planned by the organization
- They occur after the individual has joined the organization

## **2.2. Benefits of employees training**

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many advantages associated with training (Cole, 2001) summarize these as indicated below:

- Employees who receive training have increased confidence and motivations;
- Training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism;
- It helps to manage change by increasing the understanding & involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- It Provides recognition, enhanced responsibility and the possibility of increased pay and promotion;
- It helps to improve the accessibility and quality of employees knowledge , skills and attitude.
- A well trained employee will be well awarded with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.
- Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes and so on .

### **2.3. The training methods**

A careful use of training methods can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group. However, many commentators have frequently mentioned that organizations often use inappropriate methods which can be costly and time wasting and bring very little improvement in the performance of the employee. (Ian Beardwell and Len Holden, 1994)

According to Gary Dessler (2005), generally training methods can be divided into two, namely, 'on-the-job' and 'off-the-job' training. There is a place for both types of training and each can be effective at meeting certain training requirements. These methods of training are briefly discussed below.

#### **On-the-job training**

On-the-job training means having a person learn a job actually doing it. Every employee, from clerk to company president, gets on-the-job training when he/she joins a firm. The most familiar type of on-the-job training is the coaching/understudy. Here, an experienced worker or trainee's supervisor trains the employee. At lower levels, trainees may acquire skills by observing the supervisor, but this technique is widely used at top management levels, too.

Other method in this process include: job rotation: moving management trainees from department to department to broaden their understanding of all parts of the business and to test their abilities and action learning: the trainee works directly with a senior manager or with the person he/she is to replace; the latter is responsible for the trainee's coaching. (Gary Dessler, 2005)

One advantage of on-the-job training program is that it is simple and relatively less costly. However, if it is not handled properly the costs can be high. The other benefit of the program is that it can improve a firm's customer service (John M. Ivancevich, 2004).

#### **Off-the-job training**

Off-the-job training is sometimes necessary to get people away from the work environment to a place where the frustration and bustle of work re eliminated. This enables the trainee to study theoretical information or be exposed to new and innovative ideas. The problem

arises when those ideas or learning experiences do not appear to relate to the work situation (Ian Beardwell and Len Holden, 1994).

As further asserted by Gary Dessler (2005), the following are some of the commonly used off-the-job training methods:

**The case study method:** presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his/her findings and solutions in a discussion with other trainees.

**Role playing:** is aimed to create a realistic situation and then have the trainees assume the parts or roles of specific persons in that situation.

**Management games:** With computerized management games, trainees are divided into five or six person groups, each of which competes with the others in a simulated marketplace. Each group typically must decide, for example, (1) how much to spend on advertising, (2) how much to produce, (3) how much inventory to maintain, and (4) how many of which product to produce.

**Outside seminars:** Many companies and universities offer Web-based and traditional management development seminars and conferences in areas ranging from accounting and control to basic financial skills, information systems, project management and the like.

#### **2.4 The human resource Training process:**

According to Michael Armstrong (2006), the following are the most commonly used steps of the human resource development processes;

- Step 1 Identifying training and development needs.
- Step 2 Establishing training and development objectives.
- Step 3 Selection of training and development methods and media.
- Step 4 Selection of trainers and trainees.
- Step 5 Implementing the actual training and developments program.

Step 6 Conducting evaluation and follow-up (Michael Armstrong, 2006).

The following figure (figure 1) illustrates the process more clearly.

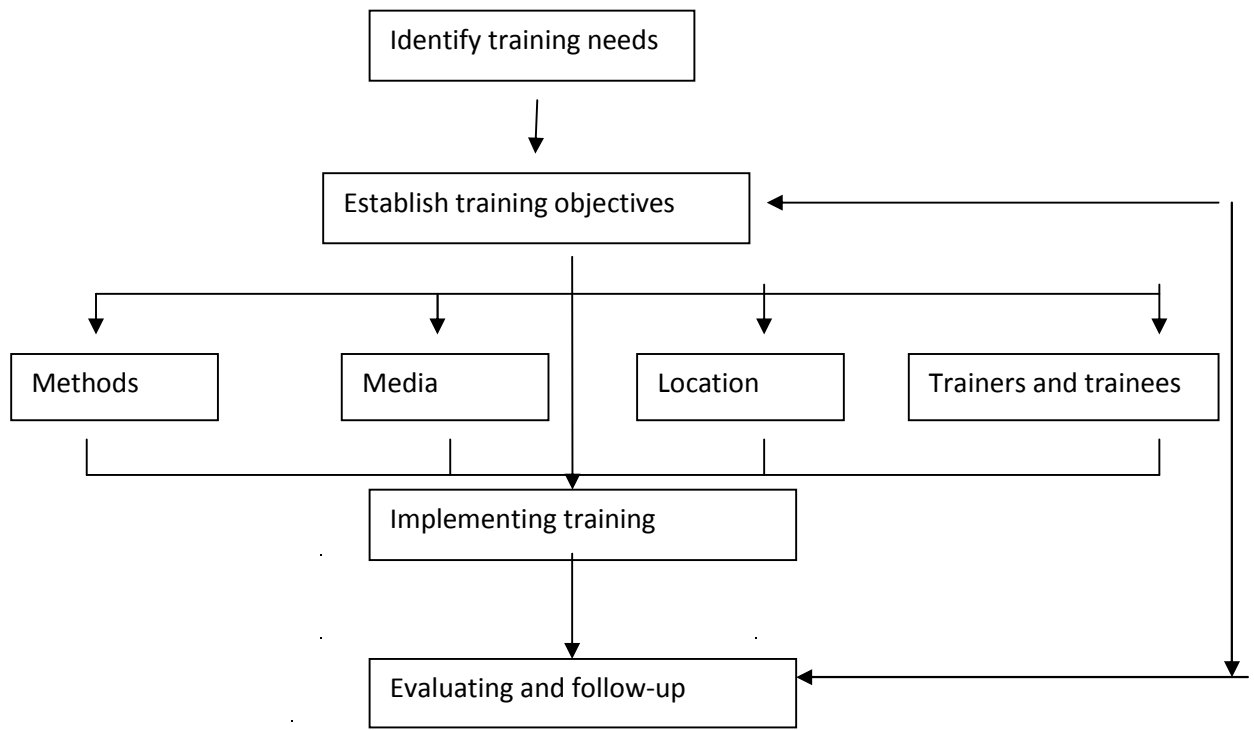


Figure 1 Systematic Training Models (Michael Armstrong, 2006)

**These steps of the training process are briefly discussed below.**

### **Step 1. Identifying training Needs**

A training need is a gap between actual performance and desired performance or between current activities and job requirements that can be used by training (John H. McConnell, 2003).

Training and development needs can be assessed by three major human resource areas: the organization, the job characteristics and the needs of the individual (John P. Wilson, 2004).

#### **Training needs of the organization:**

The training needs of the organization have to do with the requirements to meet the organizations' needs. According to John H. McConnel (2003), this can broadly be classified into two general categories as indicated below:

(I) Recognized/planned training needs: needs identified as required by all of the organizations' employees and all employees in specific job and departments. The process furnishes new employees with basic information including the structure of the organization, its policies and procedures, and conditions of employment like benefits, general rules, etc. This is performed in the form of orientation, especially during the first few days of employment.

(ii) Requested training needs: these are needs that are not planned. They result from activities such as department performance, operating and job changes and employee and organizational morale. They are brought to the attention of the organization where they occur rather than being early identified. As pointed out by John H. McConnel, 2003), they are brought to trainings attention by such activities as:

- Changes in jobs and /or systems
- Addition of new equipment.
- Department performance review.
- New and revised government requirements.
- Employee opinion surveys, organizational studies, department meeting and focus groups.
- Exit interviews conducted with departing employees. Training need of individual employees:

Individual employee training needs are those not required by typical employees. Individual employee training needs have to do with training required by a specific employee to improve performance, to be eligible for other jobs or to acquire specific skills or abilities that most employees already have, (John H, McConnell, 2003).

These needs cannot be known in advance. They are initiated through activities such as the following as determined by John H.McConnel:

- (i) Performance reviews: Based on a comparison of employee's actual Job performance with predetermined standards or objectives, this is the most common source for identifying individual employee training need.
- (ii) Selection process: Candidates (both internal and external) have their qualifications compared with job requirements.



- (iii) Testing and Assessment: is derived from the selection process and the results can be basis for further source of identifying any training needs for the employee.
- (iv) Career objectives: consists of a sense of where one is going on one's work life.
- (v) Succession plan: internal labor supply forecast-consisting of setting a planning horizon, identifying replacement candidates for each key positions, assessing current performance and readiness for promotion.

### **Step -2 Training needs of Job/task characteristics:**

At this level, training needs are expressed as the knowledge, skills and attitudes that are needed to carry out specific duties within a job. They are normally defined through the process of job analysis. Thus, job analysis is a means by which facts relating to the job are obtained. It includes a job description and a job specification.

The analysis involves listing of all the skills and knowledge that are required to perform the whole job. Next, the level of competence for the knowledge and skills need to be defined. From here the necessary training program can be developed to train the job holder against the required standard (John P. Wilson, 2004).

### **Step 3. Training and development objectives**

After clearly defining the training and development needs the next step will be to establish the necessary objective. Objective is a specific outcome that the training & development program is intended to achieve.

Training is now an important element for organizational and individual success, and to succeed it must meet both the needs of the employee being trained and those of the organization.

The benefits to the organization of effective training and development program are higher quality staff, with greater commitment to the organization and improved customer service. The benefits to the individual, on the other hand, are increased motivation, developed abilities, talents and skills (ACCA Study Text, 2006/07).

According to John H. McConnel(2003), the ultimate mission /objective of the training function is to provide employees with the skills and knowledge required to ensure optimum

performance results, develop a cache of employees qualified to meet the organizations operational needs and contribute to positive morale , employee satisfaction and development .

#### **Step 4 Selection of trainers', trainee's, methods and media.**

Training involves an expert working with learners to transfer to them certain knowledge or skills that will help them improve performance in their current jobs. It involves the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. The training and development opportunities must meet the dual aim of satisfying and developing the organizations growth and meeting the individual needs.

Hence training programs should be designed to consider the ability of the employee to learn and use it effectively in his duties. It is also important that employees be motivated and improves their performance by the training experience (George Green, 2002).

Training an employee is an expensive task and failure in the program is not only damaging to the employee and the organization but a waste of money and time. Selecting the right trainee and the trainer is an important task any organizations should consider for the success of the program.

Conducting the training and the mode to be used depends on the type of training to be delivered and the participants. In most circumstances on -the- job training which is mostly conducted by supervisors of the organization and off-the -job training by either in-house personnel or outside instructor is used to conduct trainings.

Equally important, before training begins a careful attention is given to factors like location, facilities, accessibility, comfort, equipment, member of participant and timing. These are very important ingredients that will contribute to the success of the training program.

#### **Step 4: organizing (Administering) the training program.**

Having planned the training program properly, one must now administer the training to the selected employees. In every program, decisions have to be made as to who should be trained, who are the instructors, where and when the program is to be conducted and what are the material requirements.

As understood by John H. McConnell (2003), since human resource development program decisions are based on cost considerations, the management must believe that the program will:

- Increase the skill and knowledge of employees and hence, they will perform better towards organizational success.
- Motivate employees to learn and attain their personal goals, and
- Provide feedback to improve the program. To assure that the organization keeps its qualified employees who are productive and happy workers who will contribute positively to its success it needs to develop and implement an effective training program. Therefore, Tazebachew Acheneff (2011), points out that, to implement an effective training program an organization should consider the following steps.

- **Define the organizational objective:** A clearly defined strategy and set of objectives that direct and drive all the decisions made specifically for training decision.
- **Determine the needs of the training program:** assessing where the training is needed, skills to be taught to employees to make them more productive, identifying the employee who needs training.
- **Define training goals:** putting a clear statement that explains what behavior or skill will be changed as a result of the training and it should relate to the mission and strategic plan of the organization.
- **Develop training methods:** design an appropriate training technique that will help impart new skills and improve existing skills.
- **Decide who to train:** analyze the substantive knowledge and skill possessed by the employee.
- **Decide who should do the training:** searching for potential trainers from within or outside.
- **Administer the training:** conducting the training for the selected employees.
- **Evaluate the training program:** verify the success of the program.

### **Step -5 Implementation of the Training Program**

This is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In

implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program.

The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288). Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises

### **Step 6 Evaluation of Training and development program**

Human resource development is an investment in people. The major reason why organizations invest in training and development programs is to help employees perform better towards meeting organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program.

Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the acquired skills with the skills defined by the goals of the training program.

Any discrepancies should be noted and timely adjustments made to enable it meet specified goals. Eventually, the evaluation should be made by comparing the results (the benefits) with the objectives of the training and development program that were set in the assessment phase. The criteria used to evaluate training and development depends on the objectives of the program and who sets the criteria: management, the trainers, or the trainees (John M. Ivancevich, 2003). Accordingly, it put the types of evaluation criteria into three parts:

internal, external and participants' reaction. Internal criteria are directly associated with the content of the program—for example, whether the employee learned the facts or guidelines covered in the program. External criteria are related more to the ultimate purpose of the program—for example, improving the effectiveness of the employee. Participants' reaction or how the subjects feel about the benefits of a specific training or development experience.

Most experts argue that it is more effective to use multiple criteria to evaluate training and development. Others contend that a single criterion, such as the extent of transfer of training to on-the-job performance or other aspects of performance, is satisfactory.

In general, one view of a multiple criterion evaluation system developed by Kirkpatrick as cited by John M. Ivancevich, 2004, suggests the following:

- **Participants' reaction**—whether subjects like or dislike the program. The participant indicates his or her satisfaction with the program.
- **Learning**—the extent to which the subjects have assimilated the knowledge offered and skills practiced in the training program.
- **Behavior**—an external measure of changes or lack of change in job behavior; the rating a participant receives in performance appraisal (comparison of “before” and “after” ratings).
- **Results**—the effect of the program on organizational dimensions such as employee turnover, productivity, volume of sales, or error-free letters typed.

According to Gary Dessler, (2005), in evaluating the worth of a training program, organizations set measurement criteria, such as, reaction, learning job behavior, organizational impact and results. These are explained in detail as follows.

**Reaction:** Evaluate trainees' reaction to the program. Did participants like the program? Did they think it worthwhile?

**Learning:** Test the trainees to determine whether they learned the principles, skills, and facts they were supposed to learn

**Job behavior:** This is concerned with measuring the extent to which the participant has applied his/her learning back on the job.

**Organizational impact:** This evaluation attempts to measure whether the training has helped improve organizational performance. This can be checked through improvement in service delivery, productivity or cost reduction.

**Result:** Here the evaluation aims to measure the overall benefits of the organization from the training in the form of achievement, survival or growth. Effective evaluation of the training program based on the criterion mentioned requires using data gathering methods such as questionnaire, interview and observation using such evaluation mechanism, if the training and development shaped the employees in such a way as to fit the job requirements, then it can be concluded that the organization has achieved its objectives and in turn they have also justified the investment made in the process.

## **2.5 Training Delivery style**

Delivery of training should facilitate learning comprehension by incorporating:

- Adult learning principles
- Learning style
- Training materials

### **Adult Learning Principles**

According to Julie et al., 2011 Educators and trainers that train adults have been using principles outlined by adult learning theory since the 1970s. Research of adult learning principles vary in phrasing, but the substance is consistent. Paraphrased below, these six principles are actionable.

- Autonomous and Self- Directed :
- Ask what they would like to get out of the training before beginning class, and adjust lesson plan, discuss what they think they need to accomplish the objectives or do their jobs allow them to skip material they already understand
- Experienced

Ask them to share an example from their life experiences to help clarify the lesson, Approach “unlearning” of old information gently before facilitating learning of new information

- Goal- Oriented
- Explain the reasons why completing the training is important, Use real-world problems or case studies that call upon expertise of group members Focus on “doing” something with information, rather than simply “knowing” the information

1. Require relevance>-Provide them with the objectives for the class, Ask them to reflect on how they may use what they've learned in the future
2. Practical.-Explain how the training will be useful on the job
3. Need to be shown respect

Encourage them to express their thoughts, opinions, and reasoning on the subject, Treat them as equals in the subject you're training Appeal to intrinsic motivation by providing feedback that increases self-esteem, satisfaction, or quality of life

### **. Learning Styles**

When you deliver information in a training session, you will soon notice that learners have different preferences for receiving information. The three learning modes are:

1. Visual
2. Auditory
3. Kinesthetic

All learners can learn through each of these modes, but they usually have a strong preference for one. As a trainer, you need to use a variety of methods to reach all three types of learners.

#### 1. Visual Learners:

- a. Prefer to learn through reading and seeing
- b. Like to read handouts and look at charts and graphs
- c. Are often bored by lecture
- d. Develop interest when Power-Points are used

To create a positive environment for visual learners, provide diagrams and explain them. Ask participants to draw a picture. Include plenty of content in your handouts, including extra material to read after the session. Write key words on a flip chart or white board.

#### 2. Auditory Learners:

- a. Prefer to learn by listening
- b. Can learn from lectures with or without taking notes
- c. May benefit from recording and reviewing a content-heavy presentation
- d. May have difficulty absorbing written material
- e. Like break-out groups to discuss content and hear the perspectives of others

To create a positive environment for auditory learners, use lecture, question and answer, and discussions. Break into small groups often. Play a song to illustrate a point or use background music when appropriate. Allow time at the end of a training to summarize your main points and allow for additional questions.

### 3. Kinesthetic Learners:

- a. Prefer to learn by touching and doing
- b. Can become quickly bored if they do not stay active
- c. Find that taking notes help them concentrate on a presentation
- d. Often use a highlighter to help when they are reading

To create a positive environment for kinesthetic learners, use creative activities that get people out of their chairs and doing something interesting. Put Play-Doh, pipe cleaners, or other objects at their tables so they can do something with their hands. Take frequent stretch breaks, even if you don't leave the room. (Dare Mighty Things, Inc., 2009)

### **Training Materials**

Training materials, such as handouts, Power-Points, or flip charts, are often used as visual aids that facilitate and enhance the participant's learning experience. Materials should be easy-to-read and should highlight the most important messages or needs. Keep in mind that visual aids (such as Power-Points, handouts, overheads, and flip charts) play a supportive role to the main teaching technique and do not substitute for teaching.

Peer-review (optional): The Training Manager may wish to have training materials peer reviewed by technically competent external reviewers or by a standing advisory board established for that specific purpose. These reviewers should possess relevant expertise and experience in the disciplines appropriate to the course subject. It is advisable that one or more of the reviewers be an experienced worker representing those to whom the training is directed. While it is not required under, having materials peer reviewed by those with relevant expertise has proven useful.

The following are some principles for creating the text for easy-to-read materials:

- Easy-to-read principles.-
- Base the content on the individuals' most important needs. Identify the "priority message."



The priority message should convey the most important information about a problem and how it could be solved. It should be short, informative, and easy to remember. Don't offer too much information that a reader can feel overwhelmed. Organize text into short, logical sections by using headings or subtitles. Use words that are easy to understand. Define technical terms or jargons. Keep sentences short and simple. Use a conversational style and active voice, such as the kind of language that the participants use.

The design of the material is as important as the content. Making the materials visually appealing and easier for the eye will encourage people to read it. The following are tips for the design of the materials:

- Designing materials
  - Use a large, easy to read font for the main text.
  - Emphasize important points with underlining, bold type, italics, or boxes.
  - Include plenty of white spaces by using wide margins.
  - Use plenty of simple illustrations to explain the text.
  - Use simple line drawings, free of clutter and abstract drawings.(Julie et al., 2011)

## **2.6. Empirical Literature**

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq. M, & Aslam. M. K (2011) study depicts the positive correlation between training and employee performance as  $r=.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employees job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana. A, et.al. (2012), conducted in telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance is brought by training

programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005).

According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be moulded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention, that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfilment.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger et al.(1986) stated that workers feel

more committed to the firm, when they feel organizational commitment towards them and thus show higher performance. Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance. Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramie et al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs,

employee are intended to cash it for the sake of their own market value and employment opportunity, or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001), reported that training is a systematic process of enhancing the knowledge, skills

and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the

employees. Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

Likewise, training is linked to the longevity of companies and greater tendency to business and economic growth (Maran Marimuth, Lawrence Arokiasamy and MaimunahIsmal (2009). Valeda and Caetano (2007), are cited by Tazebachew (2011), postulated that the 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 increase motivation to learn and transfer.

Hence, taking this into consideration, the study is conducted to investigate the relationship between training practice and employee performance. By the same token, it tries to assess the overall practice of training program on individual as well as organizational performance in the bank of Abyssinia.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This part of the study clarified about the methods that the researcher has used in conducting the research study. The chapter covers the research design, sampling design, (which covers total population, the sample size, & sampling techniques), sources of data, data collection method, data collection tools, method of data analysis and ends up with ethical considerations

#### **3.1 Research Design**

The primary aim of this study is to describe the employee training practice To achieve this objective, descriptive type of research design, because it helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri & Grönhaug 2005, 202 –204). In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used (Ghauri & Grönhaug 2005,112 -113).

Descriptive method of research design helps to clearly describe relevant aspects of the phenomenon of interest about a particular individual, group, or situation (Sekaran, 2003). For the purpose of describing training practices, interview guide and questionnaire were developed and used.

#### **3.2 Research approach**

The study was conducted using mixed research approach. The rationale for combining both quantitative and qualitative data is important to better understand a research problem by combining both numeric values from quantitative research and the details of qualitative research in order to neutralize limitations of applying any of a single approach. According to Creswell (2011), the mixed research approach uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. Descriptive method of research will be used.

### **3.3 Sampling Design**

#### **3.3.1 Total population**

Even if the bank's staff comprises large number of staffs the target population is very indispensable. Nevertheless, collecting data from all employees of the bank was beyond the researcher's capacity. Thus, the study was targeted on professional staffs and clerical staffs in Addis Ababa West District only because the chosen study area is crucial part for its proximity and data accessibility.

According to obtained data from the Human Resource Department of the bank, it has networked all of its branches throughout the country. The number of permanent employees who are working in this bank stood at 4,860 of which West Addis Ababa District comprises branches 665 and that of Head Office employees comprises 285 totally 950 employees /population are the focus of the researcher.

#### **3.3.2 Sampling Techniques**

Probability Sampling: when probability sampling is used, each member of the population has an equal likelihood of being selected to be part of the sample. From the types of probability sampling, this study finds stratified random sampling appropriate for selecting samples from the population.

A stratified random sampling allows us to take into account the different subgroups of people in the population and helps guarantee that the sample accurately represents the population on specific characteristics. It starts by dividing the population into subsamples or strata. Then samples can be randomly selected from each stratum.

#### **3.3.3 Sample size**

It is obvious that because of different constraints and difficulty to manage the data in depth, studying each unit of the total population is very difficult. Hence, it is important to draw a sample from which the research can be inferred to the total population that should be a representative sample size. A representative sample is a sample one which reflects the study population accurately.

Malhortra and Peterson (2006) stated that, the larger the sampling size of a research, the more accurate the data generated but the sample size may be different due to different situation.

Due to time and financial limitations and the nature of the population sample determination method developed by Carvalho (1984), was applied to determine a sample size

Table 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
3201-10000	80	200	315
10001-35000	125	315	500
35001-150000	200	500	800

Source: Carvalho (1984)

Therefore, based on carvalhio (1984) sample size determination method, for this study to increase the accuracy of the data, a large sample size was selected. Accordingly out of total population (950), the selected sample size was 125 employees who participated in this particular study.

The researcher handed out self administered 104 & 21 questionnaires to respondents from head offices and selected West Addis Ababa District branches. Branches were selected based on the human resource they have for data availability and they have also the same grade

### **3.4 Sources of data**

The researcher has considered both primary and secondary data sources and deals with the basic research questions. Basically secondary data that can be collected from books, journals, annual reports, e-books, manuals and policies related to the subject matter under study and the primary data was obtained by administering questionnaires and interview conducted with the training manager.

### **3.5 Data collection tools**

The Instruments of data collection for this research were from primary and secondary sources of data. The primary data were obtained through questionnaires that were distributed to target respondents under this study and interview made with Ato Melaku Tilaahun, manager of training and development at the bank

The secondary data was collected from BOA strategic and annual plan, directives, reports monthly published newsletter and annual published brusher by the bank

### **3.6 Data collection procedures**

The researcher was communicated with Administration and Human Resource Department of the bank seeking permission to gather and access data from employees and other sources. As per the request of the researcher, the department was issued a letter to all departments and selected banks that instruct the required co-operation to deliver.

The researcher used questionnaires and interview to collect data. The purposes of questionnaires were to investigate the awareness of training practice and the role of BOA's plays in the training of its employees. The semi-structured interview was conducted for the training manager. In addition, secondary sources of information were gathered from BOA human resource management policies, magazine, books and journals on human resource management, and previous researches. In these procedures the researcher collected data about the assessment of training practices by the bank by considering issues of planning, organizing, implementing, and its evaluations.

### **3.7 Methods of data analysis**

As discussed above, the research was designed to follow a qualitative method. Data collected using questionnaires were analyzed through descriptive statistics based on summarized comparisons using percentages and ratios; the results were presented using tables. Moreover, data collected from the interview were interpreted qualitatively. In analyzing the data obtained from interview, narrative approaches including quotations from respondent was used

### **3.8 Ethical considerations**

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and



dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research.

a) Fairness.

b) Openness of intent.

c) Disclosure of methods.

d) Respect or the integrity of the individuals

e) Informed willingness on the part of the subjects to participate voluntarily in the research activity.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 INTRODUCTION

This chapter is concerned with data presentation, analysis and interpretation. To come up with the required results the researcher has used questionnaires and document analysis as data tools. Accordingly, relevant data are collected from the sample respondents. Majority of the respondents, i.e. 95% have filled out and returned the questionnaires distributed.

In this section, the data collected using the tools mentioned above are tabulated, analyzed and interpreted using descriptive statistics. The chapter comprises two parts. The first part presents the demographic characteristics of the respondents. The second part presents detailed analysis and discussion of the data collected through the distribution of questionnaires and document analysis. The details of these are presented below.

#### 4.2 Demographic Characteristics of the Respondents.

The survey on demographic characteristics of the respondents constituted of work units positions, age distributions, gender, and level of education and work experience of respondents.

##### 4.2.1 Characteristics of respondents

Table 2 Respondents by gender, age, educational status, place of assignment and length of service years.

Description of employees	Managerial staff		Non-managerial staff		Total	
	No.	%	No.	%	No	%
<b>Gender</b>						
Male	22	63	55	65	77	65
Female	13	37	29	35	42	35
<b>Total</b>	<b>35</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>119</b>	<b>100</b>
<b>Age</b>						
Under 25	0	0	2	2	2	1

25-34	3	9	37	44	40	4
35-44	25	71	28	33	53	45
45-54	7	20	17	20	24	20
55 and above	0	0	0	0	0	0
<b>Total</b>	<b>35</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>119</b>	<b>100</b>
C. Educational background						
PhD	0	0	0	0	0	0
Master's Degree	17	49	7	8	24	20
First Degree	18	51	70	84	88	74
College Diploma	0	0	7	8	7	6
High School complete	0	0	0	0	0	0
<b>Total</b>	<b>35</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>119</b>	<b>100</b>
D. Place of assignment						
Department	21	0	27	32	48	40
Branch	14	0	57	8	71	60
<b>Total</b>	<b>35</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>119</b>	<b>100</b>
E. Year of services						
1-3 years	0	0	5	6	5	4
4-6 years	5	14	7	8	12	10
7-9 years	10	29	65	78	75	63
10-12 years	16	46	7	8	23	19
Above 12 years	4	11	0	0	4	4
<b>Total</b>	<b>35</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>119</b>	<b>100</b>

Source: own survey, 2017

Out of the total population size, questions were distributed to 125 employees, of which 28% were managerial level, while the other 72% employees were non managerial level. From the total distributed questionnaires, only 119 respondents i.e 29% of the managerial level respondents and 71% of the non managerial level respondents were returned the questionnaires as summarized in the table.

The table also shows that the male respondents formed majority of the target population with a total of 65%, while the other respondents were female representing 35%.

Regarding age wise, 34% fall under the age group of between 25 and 34years, 45% lie in the age group between 35 to 44 years and the rest i.e. 20% belong to the age group between 45 and 54years. This indicates that the bank has young and potential work force that could be an asset to contribute towards better results. Thus, this may require the bank to formulate and implement a good training and development program.

Educationally, 49% of the management groups of respondents are Master's degree holders, 51% are first degree holders. Majority of the respondents 84% holds first degree holders and quit considerable numbers of the respondents 7% are Master's degree holders. This result indicates that the bank maintains a good composition of educated employees

Regarding employees place of assignments, 60% of management employees are serving at department level while 40% are assigned in branches located in West Addis Ababa area. On the other hand, most of the non-management respondents 68% are from branches while 32% are serving at the department. Thus, the majority of the respondents comprise those who serve in branches located in West Addis Ababa. Nevertheless, the participation of respondents from the department is also significant

Majority of the bank's personnel 86% served for more than 7 years and the remaining has served at the bank for less than seven years. This implies that the bank's employees are have a reasonable work of experience. The overall results indicate that most of the respondents have served the bank for a long time having a considerable experience which would help the organization win any competition that may be faced by peer groups.

### 4.3 Analysis of the Findings of the study

This section is devoted to elaborate and discuss the opinions on training practices of BOA in relation to its planning, organizing, implementations and evaluation of the survey group regarding different questions forwarded. Accordingly, the tables that follow are deal with the analysis and interpretations of the results obtained.

**Table 3 : Assessments of planning related issues on training practice at BOA**

	Item	Type of responses	Frequency	%
1	The organization has a written training development policy and procedures	Strongly agree	8	7
		Agree	63	52
		Neutral	20	17
		Disagree	28	24
		Strongly disagree	0	0
		Total	119	100
2	In my opinion, training at BOA is planned and systematic	Strongly agree	5	4
		Agree	16	13
		Neutral	20	17
		Disagree	52	44
		Strongly disagree	26	22
		Total	119	100
3	All training and development program emanates from the overall corporate strategic plan of the bank	Strongly agree	13	11
		Agree	17	14
		Neutral	33	28
		Disagree	47	39
		Strongly disagree	9	8

		Total	119	100
4	I am satisfied with the training program of the bank	Strongly agree	8	7
		Agree	20	16
		Neutral	39	33
		Disagree	45	38
		Strongly disagree	7	6
		Total	119	100
5	The bank is highly planned on identifying skill/knowledge gap to select employees for training	Strongly agree	9	8
		Agree	59	50
		Neutral	36	30
		Disagree	10	8
		Strongly disagree	5	4
		Total	119	100
6	The bank is well programmed to collect feedback from training participants after training is ended.	Strongly agree	48	40
		Agree	45	38
		Neutral	21	18
		Disagree	4	3
		Strongly disagree	1	1
		Total	119	100
	Item	Type of responses	Frequency	%
7	There is an agreement between the designed course on training and the objectives of the bank.	Strongly agree	2	1
		Agree	9	8
		Neutral	48	40
		Disagree	40	34

		Strongly disagree	20	17
8	Training at BOA is expected to reduce skill gap observed among employees	Strongly agree	5	4
		Agree	13	11
		Neutral	40	34
		Disagree	42	35
		Strongly disagree	19	16
		Total	119	100

Source: own survey, 2017

As it can be seen from table 3 above, the result of the respondents about 60% feel that the organization maintains a training and development policy and procedure for which they accord their agreement to the statement and only 24% respondents are disagree to this effect. The interview with the training manager did indicate that BOA has a training policy in place. Training policies are the expressions of the training philosophy of the organization and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Armstrong, 1996). This result indicates that the organization has worked further to raise awareness to its staff regarding the availability of a training and development policies and procedures.

With regard to the questions that is asked whether training at BOA is planned and systematic or not; majority of the respondents 66% are not agree to the idea, while only 17% of the respondents become agree and the rest are neutral. This implies that training in the bank is

Respondents response on whether training programs emanate from the overall corporate strategic plan of the bank or not; indicates that about 47% of the respondents are not agree to the statement, 28% respondents are neutral and only 25% respondents become agree to this effect. This indicates that the organization needs to work further to raise awareness of its staff as training is one part of the bank's strategic plan especially in developing the skills of manpower.

Respondents were asked whether they are satisfied or not with the training program of the bank, and majority 44% of the respondents are not satisfied while 21% of the respondents has been satisfied, and the rest 33% of the respondents are neither agree nor disagree, This implies that

most of the respondents believe that the training program of the bank did not satisfies employees, which means there is always a program mismatch to deliver the training on time which has its own effect on the quality of training

As the bank is mainly planned on identifying employees’ skill gap for selection of its employees for training was asked the respondents; about 58% of the respondents are agree to this effect and only 12% of the respondents are not to. This implies that selection criteria of the bank for training are mainly based on the observed knowledge/skill gap among employees on job.

Whether the bank is programmed on the collection of a consistent feedback from training participants or not is also asked the respondents. Based on this, about 78% of the respondents’ are agree , only 18% of the respondents are neutral while the rest which were very minority of the respondents were disagree to the idea. Obviously, training participants’ feedback helps to identify problem areas and provide a timely response. To this effect the practice at hand as observed by the respondents seems good. This implies that the programs’ effectiveness is evaluated and planning for the future is concluded that may lead to the achievements of objectives

As majority of the respondents response shows 51% respondents are not agree, and about 40% respondents are neither agree nor disagree while the rest becomes agree as the courses which are designed for training are related to the strategic objectives of the bank. For an effective result of the training and development program, aligning the requirements from the organizational strategy and business objectives is an important ingredient. The training and development program should demonstrate how it meets the organizations objectives. The result of the responses indicates that the organizations’ training and development program is not linked to the strategic plan/objectives.

**Table 4. Assessments of organizing related issues on training at BOA**

No.	Item	Type of responses	Frequency	%
10	The bank organizes and provides training on time	Strongly agree	7	6
		Agree	15	12



		Neutral	33	28
		Disagree	40	34
		Strongly disagree	24	20
		Total	119	100
11	There is a separate department responsible for manpower training in my organization	Strongly agree	28	24
		Agree	36	30
		Neutral	24	20
		Disagree	19	16
		Strongly disagree	12	10
		Total	119	100
12	Organizers and providers of training of the bank are competent enough.	Strongly agree	7	6
		Agree	21	18
		Neutral	29	24
		Disagree	37	31
		Strongly disagree	25	21
		Total	119	100
13	Training is organized in the bank based on job similarity.	Strongly agree	29	25
		Agree	41	34
		Neutral	19	16
		Disagree	19	16
		Strongly disagree	11	9

		Total	119	100
14	Necessary facilities are fulfilled by the bank for training	Strongly agree	26	22
		Agree	34	29
		Neutral	19	16
		Disagree	23	19
		Strongly disagree	17	14
		Total	119	100
15	Employees are selected for training on the basis of genuine training needs assessment	Strongly agree	6	5
		Agree	7	6
		Neutral	10	8
		Disagree	50	42
		Strongly disagree	46	39
		Total	119	100
16	Titles which are designed for training are highly job related	Strongly agree	26	22
		Agree	37	31
		Neutral	19	16
		Disagree	20	17
		Strongly disagree	17	14
		Total	119	100
17	Training is implemented in the bank when needed	Strongly agree	20	17
		Agree	26	22
		Neutral	14	12

		Disagree	28	23
		Strongly disagree	31	26
		Total	119	100
18	Trainees are participated on training based on their boss recommendation	Strongly agree	2	2
		Agree	6	5
		Neutral	17	14
		Disagree	64	54
		Strongly disagree	30	25
		Total	119	100

*Source: own survey, 2017*

As it can be seen from table 4 above, the respondents were asked to respond whether bank organizes and provides training on time or not. With regard to this idea, about 54% of the respondents are not, 18% are agree and the remaining 18% of the respondents are agree, 28% of the respondents are neither agree nor disagree as the bank organizes and provides training on time This implies that most of the respondents believe that the training program of the bank did not delivered at the right time to improve employees competence.

Majority of the respondents 54% are agree, 16% are not agree and the remaining are neutral with the idea as a bank has a separate department responsible for manpower training in my organization. Thus, the result shows that there is a positive response as the bank has a responsible department for training so as to manage and handle properly

Majority of the respondents 52% are not agree, 24% are agree and the remaining 24% are neutral with the idea of organizers and providers of training of the bank are competent enough. This implies that training providers and organizers are not enough competent to provide the effective

training result because training is an expensive task and if not properly handled it is damaging not only to the individual and organization but also a waste of time.

According to the respondents response on the idea that training is organized in the bank based on job similarity; the majority of the respondents 59% are agree, 16% of respondents are neutral and the rest 25% of the respondents are not agree. This implies that employees who are working on similar jobs can get a chance of sharing experience which helps them easily to handle their duties and responsibilities and can improve the performance of the bank.

Regarding the idea of necessary facilities are fulfilled by the bank; majority of the respondents, 51% of the them are agree, 16% of the respondents are neither agree nor disagree, and about 33% of the respondents are not agreed on the issue. This implies that most of the respondents believe that the bank has fulfilled necessary facilities for training program which make a conducive environment for the purpose.

The majority of the respondents, 81% believe that the bank did not select its employees for training on the basis of genuine training needs assessment, On the contrary, a considerable amount among the survey group only 11% feels that genuine training needs assessment is made by the organization, while the remaining confirmed that they do not know whether or not a needs assessment is made to select employees for training Based on this, it doesn't seem that training needs assessment is consistently carried out to identify who should undergo what type of training. Evidently, the purpose of conducting a training needs assessment is to identify the knowledge and skills that people must possess in order to perform effectively on the job and to prescribe appropriate interventions that can close these gaps. The response obtained in this regard implies that training needs assessment is not conducted to the expected standards in the bank. Training should be designed, offered and conducted for some purpose - to meet some objectives - to fulfill some identified need. The result of the survey in this respect, however, implies that a gap between actual performance and desired performance or between current abilities and job requirements that could be closed by the intended training program would not be met. Hence, implementing a proper needs assessment mechanism is to obtain the required results from the process.

Majority of the respondents 53% are agree, 37% are agree and the remaining 19% are neutral with the idea of titles which are designed for training by the bank are highly job related. This is a

positive response that implies training is conducted mainly on the work related topics which enables employees to improve their knowledge on the job that may lead to the achievements of objectives

When we come to the idea on respondents were asked to comment on the implementation of the training is conducted by the bank when needed about 49%of the respondents did not agree, 39% of respondents agree, and 12% of the respondents are neutral. This implies that training is conducted in the bank is not based on the time it needed. Because it is necessary to improve the competencies of trainees on their current job assignment to be effective to the expected standard while investigating periodically the skill gap.

According to the respondents' response, the majority of the respondents 79% did not agree, 19% of respondents are neutral. Only very quit considerable number of respondents 7% are agree

From this we can observe that the participants of training are not selected based the boss recommendations. Because the day to day activities or operations are more familiar to the immediate boss who is very close to the job to be performed. The boss has also full opportunity to examine where knowledge/skill gap is created up on his/her managing the operations on daily

base. Therefore, since the boss is responsible for all of these, his/her recommendation is more acceptable for the effectiveness of training.

**Table 5. Assessments of implementation of training related issues on training at BOA**

No.	Item	Type of responses	Frequency	%
19	Since I joined BOA, I got relevant training	Strongly agree	11	9
		Agree	27	23
		Neutral	19	16
		Disagree	34	28
		Strongly disagree	28	24

		Total	119	100
20	Systems/programs to conduct a training in the bank are to the expected standard	Strongly agree	12	10
		Agree	50	42
		Neutral	22	19
		Disagree	17	14
		Strongly disagree	18	15
		Total	119	100
21	Training delivered by the bank was used to improve competency for employees and to improve performance of the bank.	Strongly agree	11	9
		Agree	18	15
		Neutral	56	47
		Disagree	19	16
		Strongly disagree	15	13
		Total	119	100
22	Training is conducted regularly in the bank	Strongly agree	21	18
		Agree	38	32
		Neutral	20	17
		Disagree	23	19
		Strongly disagree	17	14
		Total	119	100
23	Training is conducted in the	Strongly agree	31	26
		Agree	38	32

	bank on short term basis	Neutral	15	12
		Disagree	20	17
		Strongly disagree	15	13
		Total	119	100
24	The bank provides an equal opportunity for employees to participate in training	Strongly agree	19	16
		Agree	22	19
		Neutral	20	17
		Disagree	29	24
		Strongly disagree	29	24
		Total	119	100
25	The bank mostly provides training with a lecture method of training	Strongly agree	29	24
		Agree	32	27
		Neutral	20	17
		Disagree	19	16
		Strongly disagree	19	16
		Total	119	100
26	Training practice is given during training time	Strongly agree	11	9
		Agree	20	17
		Neutral	25	21
		Disagree	34	29
		Strongly disagree	29	24

		Total	119	100
27	Relationship between trainers and trainees is Smooth.	Strongly agree	31	26
		Agree	22	19
		Neutral	19	16
		Disagree	23	19
		Strongly disagree	24	20
		Total	119	100
28	I feel that training enables me to perform work with greater accuracy and precisely	Strongly agree	17	14
		Agree	25	21
		Neutral	30	25
		Disagree	20	17
		Strongly disagree	27	23
		Total	119	100

*Source: own survey, 2017*

The majority of the respondents, 52% believe that the training which has conducted in the bank are not as such relevant to their work, while 16% confirmed that they do not know whether or not it is relevant. On the contrary, however, a considerable amount among the survey group 32% feels that the training they took in the bank is relevant to their work. This implies that respondents believe that the quality and content of trainings they participated are not as such relevant to improve their competency. Therefore, it is necessary for the bank to improve the quality of the training based on the participants' feedback unless it becomes simply cost and waste of time.

When we come to the idea on respondents were asked to comment on the systems in conducting of training by the bank is to the expected standard. According to the response, the majority of the



respondents 29% do not agree, 52% of respondents agree, and the rest 19% of the respondents are neutral. This implies that the bank give attention on the system of conducting training. Because training should be designed in an easily understandable, arranged in an attractive form which means it should not be boring and should be smart as much as possible

About 24% believe that the training which is delivered by the bank is improved employees competencies and performance of the bank, while the other respondents about 47% confirmed that they do not know whether improve or not. On the contrary, however the other 29% of the respondents are not agreeing to this effect. This implies that majority of the respondents are believe in that training delivered by the bank was used to improve competency for employees and to improve performance of the bank

The result of the responses show that 50% of the respondents are agree, 17% neither agree nor disagree and 33% of respondents are not agree as training is conducted on regularly in the bank .

The result of the responses obtained from the above table show that 58% of the respondents are agree, 13% neither agree nor disagree and 30% respondents are not agree as training which is conducted by the bank is short term training and this did not give a chance for trainees to think and practice widely for understanding on the subject matter.

On the same table, employees were asked on whether the bank provides equal opportunity to all employees of the bank. The result shows that about 35% of respondents are agreed with the statement, 17%) respondents are neutral, while the rest of the respondents 48% are not agree with the idea. Creating a fair opportunity to participate on training for its employees may depend on the organization as well as individual training needs. Most importantly, organizational training and development needs can be broadly classified as recognized and requested trainings. The survey result implies that adequate opportunity to participate in the training program offered by the bank is not exercised. Therefore, the bank has to create an equal opportunity for all eligible staff to take the training programs offered.

Respondents response on whether training method of the bank is lecture method or not and majority 51% of the respondents are agree, 17% neither agree nor disagree and 32% of respondents are not agree as training method of the is lecture method. This implies that the

neglects presentation, discussion, demonstration and other visual aid training methods which easy for understanding.

Respondents are asked whether the bank is giving training practice at the time or not and majority of the respondents 53% are not agree, while others 21% are neutral, and only the rest 26% of the respondents are agree as the bank is giving training practice at the time of training. This implies that theoretical lecturing is not practiced by the bank which did not give a chance of more understanding

Also the respondents were asked whether the relationship between trainees and trainers is smooth at the time of training session or not and majority 45% of the respondents are agree, 16% neither agree nor disagree and 39% respondents are not agree at the time of training session the relationship between trainees and trainers is smooth or flat which facilitates the understanding of the concept of the subject matter on the training

On the question asked the respondents as training enables employees to perform with greater accuracy and precisely, the majority of the respondents, 40% are not agree, while 25% of them are become neutral and the rest 35% are agree.

Table 6. Assessments of evaluation of training related issues on training in BOA.

No.	Item	Type of responses	Frequency	%
29	The management of the bank uses trainees feedback to improve the training	Strongly agree	20	17
		Agree	27	23
		Neutral	31	25
		Disagree	20	17
		Strongly disagree	21	18
		Total	119	100
30	After training, I am initiated to work	Strongly agree	12	10
		Agree	19	16

		Neutral	28	23
		Disagree	40	34
		Strongly disagree	20	17
		Total	119	100
31	The bank has benefited from training that its cost	Strongly agree	17	14
		Agree	20	17
		Neutral	31	26
		Disagree	37	31
		Strongly disagree	14	12
		Total	119	100
32	Evaluation is made after training by the bank	Strongly agree	29	24
		Agree	33	28
		Neutral	26	22
		Disagree	20	17
		Strongly disagree	11	9
		Total	119	100
33	The training you received so far makes you competent enough	Strongly agree	19	16
		Agree	23	19
		Neutral	28	24
		Disagree	30	25
		Strongly disagree	19	16

		Total	119	100
34	Sufficient time is allocated for training	Strongly agree	11	9
		Agree	23	19
		Neutral	36	31
		Disagree	25	21
		Strongly disagree	24	20
		Total	119	100
35	Sufficient material is allocated for training	Strongly agree	21	18
		Agree	33	28
		Neutral	22	18
		Disagree	23	19
		Strongly disagree	20	17
		Total	119	100
36	The bank has the right trainers with adequate proficiency and skills for training	Strongly agree	20	17
		Agree	31	26
		Neutral	27	23
		Disagree	24	20
		Strongly disagree	17	14
		Total	119	100

*Source: own survey, 2017*

As we can see from table 6; 40% respondents are agree, 25% are respondents neutral, and only 35% of the respondents are not agree as management of the bank uses feedback of the trainees to improve training quality and its facility. This indicates that quit considerable numbers of the respondents believe in the management of the bank as they take the feedback to improve and ready for change in training.

In relation with the feeling of employees whether initiated to work after their training or not, majority of respondents replied in table 6 above that after training they are not dedicated enough and better-off for their work. Majority of respondents 51% are not agree, 23% are respondents neutral, and only 26% of the respondents are agree. We can conclude from the result that, employees in BOA are not devoted for their work after their training because of its planning, implementation, or organizing of the training problem.

Majority of the respondents 43% respondents believe that the bank is not benefited from its training, 26% are neither agree nor disagree and only 31% of the respondents believes that the bank benefited from training than its cost. Making investment on training is to be benefited in manpower wise or in organization case as well. If not, it is wastage. Therefore, the bank should have to analyze and measure return on investment on training.

The result of the responses of the respondents 52% are agree, 22% neither agree nor disagree and only 26% respondents are not agree as evaluation is made by the bank after training

As per the respondents response 41% are not agree, 24% are respondents neutral, and only 35% of the respondents are agree This indicates that greater numbers of the respondents believe that the training they have received did not make them competent enough in work areas.

The majority of the respondents, 41% are not agree, while 31% of them are become neutral and the rest 28% are agree as sufficient time is allocated by the bank for training. This implies that majority of the respondents are not agree to the effect and the bank needs to allocate the required time for training (don't repeatedly use the short term training program)

Majority of the respondents 46% are agree, 18% are respondents neutral, and only 36% of the respondents are not agree. This indicates that the required materials for training are allocated by the bank

According to the respondents' response, it seems that the majority of the respondents 43% expressed their

opinion that the bank has the right trainers with adequate proficiency and skills., 23% of the respondents neither agree nor disagree on the proficiency of their trainers and 34% respondents do not agree that the trainers possess adequate proficiency and skills. The data indicate that quite considerable numbers of respondents from the employees are confident on the capability of their trainers while others are not satisfied with the proficiency and skills of the trainers. Training is an expensive task and if not properly handled it is damaging not only to the individual and organization but also a waste of time.

#### **4.4 INTERVIEW ANALYSIS**

To gather more information and triangulate the data about training and development practices of the company, both structured and semi structured interview questions were forwarded to Human Resources Development Director of the Company. Thus, the responses to the questions are presented briefly here below.

**1. Regarding a separate department or unit in the organization that is responsible for employee training program:**

The bank has its own separate department/ unit responsible for training at our Bole Medhanalem building of the bank. In case manpower responsible for training, we have well equipped and experienced trainers mostly these are the senior staffs of the bank. if its availability is not enough from internally, we may find for an external trainers especially on knowledgeable and experienced on some topics.

**2. Training programs in the form of planning, organizing, conducting and evaluations:**

We have no as such planned and organized training programmes, but National Bank Of Ethiopia is well planned and organized and forwarded areas of training issue for banks in general and we are delivered training based on that schedule. We have implemented various training programs for example this year management performance, communication skill development, building customer centricity, customer handling etc were implemented and we have made an evaluation on each training program to take any remedial action on our weak side.

**3. Believe in improving employees' competency level as a means to increasing organizational performance:**

The Company believed in enhancing employees' competency level through training and development as it has direct relationship with performance. Not only fresh graduates but also experienced employees elsewhere could not have a complete knowledge about the company's

working procedures, products and services. Though practice lacks continuity and coverage, top level management believed in the importance of training.

#### **4. Sufficient budget allocation to perform training and development programs:**

So far, there was a practice of allocating budget in advance, yet there was no problem in spending when the need arose. This to some extent suggests that training was not considered as a regular activity.

#### **5. Criteria used for selecting appropriate trainees for appropriate trainings:**

Trainees selection criteria greatly depend on the type of training. When new products were introduced, employees with better comprehending abilities were selected by immediate supervisor and department's manager to attend trainer training. While the purpose of training aims at improving job performance, those who lack the expected skills and abilities are selected. However, with the absence of pre-training evaluation to assess employees' skills; it would be misleading to identify the right trainees.

#### **6. Methods of training used by the organization**

there are different methods we used to train such on-the job-training and off-the-job training methods. For the new employees we used on –the- job training (training made by the existing employees) when skill gap is observed, we use that off-the- job training methods. Therefore we use both of them

#### **7. Suggestions about the strengths and weakness of the training of the organization**

Since manpower plays a vital role for organizational development, we are continuing to build our training capacity based on our strategic plan in the future while improving our weakness and we are also try to conducted training consistently so as to improve the employees skill and them improve the organizations performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with the summary of major findings, conclusion drawn up from the findings and recommendations that are based on the conclusion arrived at.

#### **5.1. SUMMARY OF MAJOR FINDINGS**

The main purpose of this paper is to assess the training practices conducted by bank of Abyssinia. For this purpose a descriptive method of data analysis was employed. Respondents were selected using purposive and random sampling techniques and findings were analyzed using frequency count and percentage.

A total of 125 respondents were drawn from a total target population of 950 employees of Bank of Abyssinia West Addis Ababa District were used as a data source. The data were collected by means of questionnaire, structured interview and examination of available and relevant documents.

Accordingly, the following are the major findings of the study:

##### **5.1.1. Issues on planning of training.**

The bank has a training policy and procedure which helps it to plan, organize implement and finally evaluate its training.

As per the respondents' response on this, they have a doubt as the bank's training is planned and performed in a systematic way without affecting the overall objectives of the bank and it emanates from the overall strategic plan of the bank.

According to respondents, even though the bank is programmed to select its employees for training based on identified skill gap observed, the bank plans to undergo training only on monthly basis.

Also, as per the respondents' feedback, though the bank has a planned mechanism to collect a feedback from trainees, there is still a gap between designed course for training and overall objectives of the bank.



### **5.1.2. Issues on organizing of training.**

Even though the bank has a separate training department, training organizers and providers are not competent enough about the subject matter, training is not prepared on time; trainees are not selected based on training needs assessment) and boss recommendations, and training is not organized when need arises.

### **5.1.3. Issues on implementation of training.**

The training content was not suitable to overcome trainee's knowledge, skill and attitude gaps and couldn't contribute to improve organizational performance problems as per the respondents response. The major reasons for these were the non responsive nature of the training content to the trainee's performance gaps, its failure to attract trainees because of its absence of training practices and its presentation was fully based on lecturing and presentation methods. Also training in the bank is conducted only on short term training program and its method was fully based on off-the-job-training method which totally avoided on-the-job training method. This method was preferred by BOA mainly to train many trainees at a time since the mode of delivery of the training was lecture based. The training method didn't employ visual training aids and as a result it didn't help trainees register better performance. Source ( Table 4 on page 35)

### **5.1.3. Issues on evaluation of training.**

It was observed that evaluation was carried out in both times i.e. while the training was on progress and on completion. The evaluation process was done to obtain feedback for future training program, to ensure training objectives achievement and enable trainees serve their customers better.

In evaluation case, as per the respondents' response, training delivered by the bank was not contribute to trainee's knowledge, skill and attitude gaps and couldn't contribute to improve organizational performance because of its organizing and implementation problems mentioned above.

## **5.2 CONCLUSION**

It was observed that training processes planning, organizing, implementing and evaluating were not fully exercised in the training practice conducted by BOA.

Training need assessment, which is the foundation for proposing, designing and implementing training programs, was neglected.

The training method of the bank is mainly off-the-job training method, on-the-job training is used mostly for the new employees. The lecture presentation method, which was not supported by visual teaching aids, did not attract trainees to participate in the training process as desired.

More over lack of training practical experience in the part of trainers couldn't help trainees equip with better understanding of the training content. The training location, inputs and facilities were not in a position to deliver effective training.

Absence of training impact assessment also do not show the overall impact of the training practice exercised by BOA on the achievements of organizational objectives and service provisions of the bank.

The training design and implementation are not effective and were not able to respond to demands of client organizations.

To sum up the finding of this study, the training practice of the bank with respect to planning case, according to the respondents opinion training practice are not planned and systematically managed, training programs of the bank are not satisfactory, and they have a doubt as training plan emanates from strategic plan of the bank while the interviewer is confirmed that there is no such well planned and organized training practices at the bank. When we come to its organizing case; as per the respondents' response, training in the bank is organized for trainees based on their job similarity to fulfill skill gap with full facilities when need arises at its responsible department, but there are also agreements on issues like training is not organized on time, organizers have less competent skill/knowledge, trainees are not selected based on their need, and boss recommendations are neglected. The interviewer is also reflects his own opinion as the bank has its own separate department for training, i.e HR department, and has full man power who organizes it. In implementation case; even though training is implemented on regular basis to improve the competency of employees and performance of the bank, its method training is lecture which is not supported by visual aids, not giving equal opportunities for trainees, theoretical training system (no practice during training), quality of trainers, ways of training are not effective, Lastly, in evaluation case; both the respondents and the interviewer have reflected

similar responses, that the bank has a habit of evaluating the training system after training is end up, but there is less remedial action is given to improve based on the feedbacks, and the interviewer said that the bank is always want to improve its weak side based on the obtained responses from the trainees.

Based on this finding, the bank has more problems are observed on planning, and implementation issues and has a better performance on organizing and evaluation issues.

### 5.3 RECOMMENDATIONS

Based on the data obtained from the questionnaire and subsequent conclusions arrived and the following recommendations are forwarded to the organization.

- The organization should use the training policy/procedure to develop its potential work force to improve performance and obtain better results.
- It is better develop for the bank a good needs training assessment mechanism, while considering an immediate boss recommendation.
- Training an employee is an expensive task and failure in the program is not only damaging to the employee and the organization but a waste of money and time. Therefore, the company should work widely on the organizing issues of training through selecting the right trainees (who has skill gap), analyzing need, allocating enough time, equipping the trainers with a full knowledge. Selecting the right trainee is, therefore, an important task the organization should consider for the success of the program.
- Providing a fair treatment to employees and units to participate in the training program helps to avoid dissatisfaction thereby increase motivation and performance in the job. Hence, the company should consider the point for the required results.
- Competency of trainers has to be further improved to be effective in the outcome of the training programs.
- ***Training objective setting and content determination tasks has to be improved by the bank. The training content, which should have addressed the specific knowledge, skill and attitude gaps of the trainees,***
- The bank is also expected to consider the level of satisfaction in the overall activities of its training process and improve the weaknesses and strengthen the good ones for better results.

- Setting clear and precise objective at the start would help managers to decide whether the trainings are good enough for the attainment of organizational goals and directs the trainers to know what to train and trainees to decide whether the objectives set are related to accomplishment of their tasks. Thus it is recommended that the preparation of training objectives should be done with meaningful participation of all concerned bodies.
- 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 concerned organs
- The quality of training service provision of the bank largely depends up on having qualified and motivated trainers. To this end, it has to develop and ensure a mechanism by means of which it can attract and retain professionals, trainers, consultants and researchers. .
- Establish a balanced training and development needs assessment method with emphasis to address employees' skill and knowledge gap.
- Maintain a balance between on-the-job and off-the-job trainings to take advantage of the benefits realized from both methods; and make on-the-job trainings more structured by outlining skill and knowledge requirements for a task and ensuring employees whether they have gained the necessary skills and knowledge before doing a job
- Implement trainees evaluation at different phases to determine the cost-benefits of training and development activities as well as to select the right trainees for the right trainings by conducting theoretical and practical assessment test

## **REFERENCES**

Amir E. (Dr.) and Amen I., (2013), the effect of training on employee performance, European journal of business and management vol.15 no.4 ISSN 2222-2839

Arif Hassen, Junaidan Hashim and Ahmed Zaki. (2006), HRD Practices as determinants to HRD climate and quality orientation. *Journal of European Industrial Training*. Volume 30(1):15, Emerald Publishing. pp 4-18.

Bruvold and Chay, H.L. (2003). "Creating value for employees: Investment in employee development." *International Journal of HRM*, volume 14 NO. 6 pp 98-100.

Cascio, W. and Bourdeau, J (2011). *Investing in People, Financial Impact of Human Resource Initiatives*. 2<sup>nd</sup> ed., Pearson Education Inc., New Jersey. PP. 283-304

C.B.Gupta. (2001). *Human Resource Management*. Sulatan Chand and Sons Educational Publishers, New Delhi.

Carvalho, J.(1984). Archival application of mathematical sampling techniques. *Records management quarterly*, 18, 63

Ces Pedersen (2000). HRD - much more than just training. Paper presented at Ausralian Institute of Training and Development: University of South Queensland.

Chen T. Y. Change P.L and Yeh C. W. (2004). "An Investigation of career development program, Job Satisfaction, Professional development and Productivity: The case of Taiwan". *Human Resource Development International*. Volume 7 no. 4 pp 41-63.

Cole, G.A. (2001). *Personnel and Human Resource Management* (5th ed). London:

Biddles Ltd.

Dessalegn Amlaku. (2010). Human Resource Development Practices: Enhancing Employee Satisfaction. A case study of Ethiopian Electric Corporation. Unpublished MBA Thesis. AAU.

Fisseha Zemene (2013), "The Effects of Motivation on Employees' Performance at Mekdim Ethiopia National Association": Unpublished Master's Thesis, St. Marry University, [Viewed April 22, 2014].

Ghauri, P. & Grönhaug, K. 2005. Research Methods in Business Studies: A Practical Guide. 3rd Ed. London: Prentice Hall.

Gary Dessler. (2005). Human Resource Management, Pearson Pet,Let, New Delhi.

George Green. (2002). Training and Development. Capstone Publishing. United Kingdom.

Ginsberg L., (1997), Training for the long haul, computer shopper. Vol:17 p.4

Griffin, R. W. (2000). *Fundamentals of Management: Core Concepts and Applications*.

Chennai: All India Publishers and Distributors Regd

Glen D. Israel. (1992). Determining Sampling Size. University of Florida. IFAS Extension.

Haslinda Abdullah. (2009). Major challenges of the effective management of Human Resource Training and Development activities. The Journal of International Social Research. Volume 2/8.

Hooi Lai Wan. (2007). "Human Capital Development Policies: enhancing employees' satisfaction". Journal of European Industrial Training, vol. 31 pp 297-322

Ian Beardwell and Len Holden. (1994). Human Resource Management: A Contemporary Perspective, pitman publishing, London

J. Kevin F. and Daniel A.W., (1997), transfer of training: an updated review and analysis, performance improvement quarterly, 10(2) pp. 22-41

John H. McConnel. (2003). How to Identify Your Organization's Training Needs: A Practical Guide to Needs Analysis. Printed in the United States of America.

John M. Ivancevich. (2003). Human resource Management. Tata McGraw-Hill Publishing limited, New Delhi.

John P. Wilson. (2004). Human Resource Management. Kogan Page Limited.

Kaja S., Raja K., and Sharriffah A., (2011), the influence of training design on training transfer performance among support staff of higher education institute in Malaysia, international journal of innovation management and technology, vol.2, no.5

London. Lin Gensing-Pophal. (2003). Management Development: A strategic Initiative. SHRM foundation.

Marana, Lawrence and Maimunah. (2009). Human Capital Development and its impact on firm performance: Evidence from Developmental Economics. The journal of International Social Research. Vol. 2/8.

Michael Armstrong. (2006). Human Resource Management Practices. 10<sup>th</sup> ed. Cambridge University Press.

Michael A., (2000), understanding training human resource management practice 8th edition, kogan page limited, London pp543

Michael M. Harrison. (2008). Handbook of Research in International Human Resource Management. Lawrence Erlbaum Association, New York.

Malhotra N. and Peterson M. (2006). Basic Marketing Research. decision making approach, prentices Hall

Naveed A., Nadeem I., Maryam S., Zeesham H., Naqui H., (2014), the impact of training and development on employee performance, Arabian journal of business and management review vol. 2, no. 4

Parkaj Tiwari and Karunesh Saxeian. (2012). Human Resource Management Practices: A Comprehensive Review. Pakistan Business Review.

Partlow C.G, (1996), human resources practice of TQM hotel, corner hotel and restaurant administration quarterly vol.37 no. 1 37 p 67-77

Peter A. Topping. (2002).Managerial Leadership. MacGraw Hill Companies, Inc. pp 77-125.

Raja A.G., Furguan A.K., Dr Mohammed A.K., (2011), impact of training and development on organizational performance, global journal of management and business research vol.11 issue 7 version 1.0

Ronald J Burke and Cary LCooper. (2006). The Human Resource Revolution: Why putting people first, Elsevier Ltd.The Netherlands.

Tazebachew Achenef. (2011). The Impact of Training on Worker Performance in Public Sector Organizations: A case study of Ethiopian Ministry of Health. UnpunishedMBA Thesis. AAU.

Wayne F. Cascio. (2004). Managing Human Resources: Productivity, Quality of work life, Profits. 6<sup>th</sup> ed. McGraw-Hill publishing company limited. New Delhi.

Tewabe Bogeale (2013), Human Resource Training practice at Bank of Abyssinia

BOA (2015/16). Annual Report. Addis Ababa, Ethiopia.

,



St. Mary University

School of Graduate Studies

Masters of Business Administration (MBA) Program

*Questionnaire to be filled by employees of Bank of Abyssinia S.C*

Researcher Name: Worku Gobena

Research topic: **Assessment on Training practice at Bank of Abyssinia.**

Dear Respondents,

This questionnaire is designed for academic purpose towards partial fulfillment of Masters of Business Administration,(MBA)to collect valuable ideas and comments from you. I would, therefore, like to express my sincere appreciation and deepest thanks in advance for your willingness, effort and cooperation in completing this questionnaire. I want to assure you that this research is only for academic purpose authorized by St Mary University of Graduate studies, and the result will by no means be presented for other purposes. Thus, your ideas and comments are highly honored and kept confidential.

Contact address: for any query please do not hesitate to contact me at

Tel. 0911485564 or e-mail[workugobena2015@gmail.com](mailto:workugobena2015@gmail.com)

**N.B:**

1. You don't need to write your name.
2. The student researcher has scheduled to get the filled questionnaire back within **three** days.
3. BOA stands for Bank of Abyssinia.
4. Please put a tick "✓" mark for those questions that are followed by choices.

Thank you.

**Part I- BASIC DEMOGRAPHIC DATA**

1. Gender: Male  Female
2. In which age group are you?  
 Under 25  45 to 54   
 25 to 34  55 and above   
 35 to 44
3. What is your highest and recent educational status?  
 PhD  College Diploma   
 Master's Degree  High School Complete   
 First Degree   
 Others, Specify-----
4. Your current job and place of assignment in the Bank of Abyssinia.  
 Job title \_\_\_\_\_ Branch \_\_\_\_\_
5. Length of service in the Bank.  
 1-3 years  4-6 years  7-9 years   
 10-12 years  above 12
6. What is your current position on which you are working now?  
 Managerial level   
 Non managerial level

**Part II. The following set of statements describes your general feelings towards training practices at BOA**

Please put a “✓” mark for your choice among the available alternatives for the following questions.

**Section 1- Questions related to planning (objective setting) of training by the bank**

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	The organization has a written training and development policy and procedure.					
2.	In my opinion, training at <b>BOA</b> is planned and Systematic.					
3	All training and development programs emanate from the overall corporate strategy plan of the company					
4	I am satisfied with the training program of the bank					

5	Employees are selected for training in the bank on the basis of  ➤ Seniority ➤ Performance result ➤ Identified skill gap ➤ Unknown criteria					
6	The bank undergoes training on:  ➤ Monthly ➤ Quarterly ➤ Every six months ➤ Once a year ➤ Every two years					
7	The bank is well programmed to collect feedback from training after trainings ends.					
8	There is an agreement between designed course on training and objectives of the bank.					
9	Training at BOA is expected to reduce skill gap observed among employees					

**Section2- Questions related to organizing of training by the bank**

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
10	The bank organizes and provides training on time					
11	There is a separate department responsible for manpower training in my organization.					
12	Organizers and providers of training program for the bank are competent enough.					
13	Training is organized by the bank based on job similarity					

14	The facilities which are necessary for training are fulfilled by the bank					
15	Employees are selected for training on the basis of genuine training needs assessment					
16	Titles which are designed for training are highly job related					
17	Training is implemented by the bank when need arises.					
18	Trainees are participated on training based on their boss recommendations					

### Section-3 Questions related to implementation of training by the bank

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
19	Since I joined BOA, I got relevant ]training					
20	Systems to conduct a training in the bank are to the expected standard					
21	Training delivered by the bank was used to improve competency for employees and performance for the bank					
22	Training is conducted regularly in the bank.					
23	Training is conducted in the bank on short term basis.					
24	The bank provides an equal opportunity for employees to participate in a training					
25	The bank's methods of the training is mostly; ➤ Lecture ➤ Demonstration ➤ Discussions					

	<ul style="list-style-type: none"> <li>➤ Presentation</li> <li>➤ Seminar</li> </ul>					
26	Training practice is given during training program					
27	Relationship between trainers and trainees is smooth when training is conducted.					

**Section-4 Questions related to evaluation of training practices by the bank**

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
28	I feel that training enable me to perform my work with greater accuracy and precisely					
29	The management makes use of the trainees feedback to improve the effectiveness of the training					
30	After training I am initiated to work more					
31	The bank has benefited from training and development program more than the cost it incurred					
32	Evaluation made after training program by the bank					
33	The training you received so far makes you competent enough.					
34	Sufficient time is allocated for training by the bank					
35	Sufficient materials are allocated for training					
36	Trainers who deliver the required training are competent enough					

**PART III INTERVIEW QUESTIONS (TO BE ANSWERED BY THE HR MANAGER)**

1. Is there a separate department or unit in the organization that is responsible for employee training and development program?

If yes, how is it equipped in terms of workforce? If no, who is responsible to carry out the training and development activities of the company?

2. How are training and development programs initiated, planned, conducted and evaluated?

3. Does the bank maintain training schedule or programmers?

4. What are the types of training programs used by the organization?

5. Does the bank allocate reasonable budget and provide the required training materials?

6. What are the bases of selecting appropriate trainees for the required training program?

7. What are the purposes/aims of training program conducted at your bank?

8. Do you think that the bank has benefited from the training program more than the cost it incurred? Give examples.

9. Do you have any suggestions about the training and development program with regard to its strength and weaknesses?

**Vision, Mission and Core values of BOA**

**Vision:-**

To be the bank of choice for customers, employees and shareholders.

**Mission**

To provide customer-focused financial services through competent, motivated employees and modern technology in order to maximize value to all stakeholders

**Core Values**

- Putting customer first
- Committed to excellence
- Being honest and accountable
- Working together as a team
- Caring for our community