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

**EFFECTS OF TRAINING ON EMPLOYEES PERFORMANCE:
THE CASE OF HIDASSIE TELECOM SHARE COMPANY,
ADDIS ABABA, ETHIOPIA**

BY:

**ESHETU MEGERSSA WOYESSA
SGS/0330/2007**

**A THESIS PRESENTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF
BUSINESS ADMINISTRATION (MBA)**

ADDIS ABABA, ETHIOPIA

JUNE, 2016

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ADDIS ABABA, ETHIOPIA

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DECLARATION

I the undersigned, declare that this thesis is my original work, prepared under the guidance of the research advisor, Chalachew Getahun (PhD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

.....

.....

Name

Signature

St. Mary's University, Addis Ababa

June, 2016

ENDORSEMENT

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

Chalachew Getahun
Name



Signature

St. Mary's University, Addis Ababa

June, 2016

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LIST OF ACRONYMS

E-CAF:- Electronic Customer Agreement Form

HR:- Human Resource

HRD:- Human Resource Development

HRM:- Human Resource Management

PEST:- Political, Environmental, Social & Technological

SC:- Share Company

SPSS:- Statistical Package for Social Science

SWOT:- Strength, Weakness, Opportunities & threats

TVET:- Technical, Vocational, Educational Training

ABSTRACT

Training is a critical process, which seeks to improve the performance of workers in the organization. The main purpose of the training is to develop employee's skill which eventually makes the organization more profitable. The purpose of this paper was to assess how effective Hidassie Telecom Sc. human resource training programmes are improving employees' performance in the previous years. Descriptive research design was employed in order to answer the research questions. Purposive sampling technique and stratified sampling techniques were used to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using a questionnaire. The study was limited to employees of Hidassie Telecom Sc. in Addis Ababa. The researcher tried to find out: the integration between human resource training and company strategic plan, how often training programmes are organized, whether training programmes are organized based on training needs assessment, investigate to what extent training programmes conducted have contributed to employees performance. Subsequently, the findings revealed that there is no integration between training plan and strategic plan as well as training policy manual, as the company has not developed training policy manual even if strategic plan is currently approved to be implemented, training programmes needs are assessed, implemented and evaluated without well organized training policy manual. Therefore, it is recommended that as training plan and strategic plan should strongly integrated, the training programme needs should be identified, implemented and evaluated in line with training policy manual in order to increase employees performance. The findings show that this would improve employee performance in the organization.

Key words: training, performance,

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CHAPTER ONE

1.1 Background of the Study

“Training is defined as the organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill” (Rajeswari & Palanichamy 2014). Training is the process of increasing the knowledge, and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behavior and performance of a person and also it is a never ending or continuous process.

The success of any business depends on the quality of its human capital and, while it is recognized that training plays an important role, there are still concerns as to which kinds of training and skills acquisition bring economic success. More importantly such training has to be quantifiable.

“Training should assist individual performance to impact positively on organizational productivity both in the short term and in the future,” (Franklin, Richard & Anis 2014). “Performance is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed” (Franklin, Richard & Anis 2014). In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

“Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce” (Raja, Furqan & Muhammad 2011). Now-a-days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. “The employees who have more on the job experience have better performance because there is an increase in both the

skills & competencies because of more on the job experience” (Raja, Furqan & Muhammad 2011).

“Employee performance also depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance” (Amisano, 2010). This shows that employee performance is important for the performance of the organization and training and development is beneficial for the employee to improve its performance.

“Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance production, purchasing, management information systems and administration” (Eric 2012). The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. “This is because as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied” (Hitt, Ireland & Hoskisson 2007).

Training is a very important part of the human resource development (HRD) activity of human resource management practice. For employees to carry out their duties effectively and efficiently they must have the relevant skills, knowledge, values, attitudes and competencies and as well as understand their organization’s culture.

Organizational performance depends on employee performance because human resource capital of an organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. Thus the purpose of this study is to show the effect of training on the employee performance.

1.2 Statement of the Problem

“Training enhances skills, knowledge, attitudes and competencies and ultimately worker performance and productivity in organizations” (Cole, 2002). Many organizations in Ethiopia engage in training of its staff and also have departments, units and sectors that cover training. Hidassie Telecom Sc is one such organization that practices training.

Since its establishment, Hidassie Telecom Sc has been allocated a reasonable amount of annual training budget to increase the capacity of its employees to accomplish its strategic goals effectively. For the last three years, the company provided long and short term training. Besides training provision, the company also pays sales commission to its sales supervisors and sales staffs and uses promotion services to boost sales performance.

Although, increasing budget allocation to the training programs has been made and short term training programs has been conducted for the last three years, the effect of training on employees’ performance has not been effectively evaluated. Thus, the Sc has been conducting training programmes without properly evaluating the effectiveness of the return from the training investment and cost benefit analysis in terms of training effects on employees’ performance.

“Past researches found a positive link between training and employees’ performance, demonstrating benefits training brings for the employees along with the firm by impacting employee performance through the enhancement of employee’s competencies and behavior” (Amir Elnaga & Amen Imran, 2013). According to Guest (1997), mentioned in his study “training and development programmes, as one of the vital human resource management, positively affect the quality of the workers knowledge, skills and capability and thus results in higher employee performance.” This relation ultimately contributes to supreme organizational performance. However, the link between training and employee performance in the case of Hidassie Telecom is not well studied.

Therefore; the purpose of this research is to examine the effect of training on employees’ job performance using primary and secondary data and purposive-random sampling techniques was chosen to randomly select the respondents at Hidassie Telecom Sc. And the study will contribute

to establish the basis to understanding of some aspects of human resource management in general and training in particular in the company.

1.3 Basic Research Questions

A study on the relationship between training and employees performance in Hidasie Telecom Sc. intends to give answer to the following questions:

1.3.1 How does an employee of Hidasie Telecom Sc. perceive the overall training program of the company in terms of capacity development?

1.3.2 What policy and strategies are in place by the management to boost employee performance for quality products and completion?

1.3.3 What are the positive and negative effects of training on employees' performance?

1.3.4 What major challenges are encountered in conducting training at all levels?

1.4 Research Objectives

In lieu of answering the above research questions, the study will address the following objectives:

1.4.1 General Objective

The broad objective of this study will be to examine the effect of training on employees' job performance within the Hidassie Telecom Sc.

1.4.2 Specific Objectives

Specifically the research seeks:

1.4.2.1 To explore the relationship between training provided and employees performance;

1.4.2.2 To indentify the positive and negative effect of training on employees performance;

1.4.2.3 To examine how training contribute to the individual performance and productivity;

1.4.2.4 To inform the company establish guidelines and solutions to improve its existing training policies and programmes;

1.5 Significance of the Study

The result of the study is believed to contribute major capacity of the training program for the Hidassie Telecom Sc. It will also help the company to have clear information about how much the training program benefits the organization and employees and which areas of the program need correction and also what kinds of appropriate mechanisms have to be devised to benefit employees from the programme.

It enables management of Hidassie Telecom Sc. to better appreciate the relationship between training and the challenges associated with employees' performance.

It will also be an important reference and a starting point for other fellow researchers interested to conduct further studies in the company since it is the first of its kind in Hidassie Telecom Sc's context.

Finally, the study would further serve as a reference guide for the company in developing appropriate training content and methodologies to improve staff performance.

1.6 Delimitation/ Scope and of the Study

This study mainly focuses on HRM employees training of the Hidassie Telecom Sc. Hidassie Telecom Sc. has eleven districts and more than 750 sales outlets all over Ethiopia. All sales personnel in each outlet have similar tasks of selling voucher cards, SIM cards, mobile handsets and solar lights, bill collection activities.

It would give more concrete result, if all or most of the outlets would be included in the study; but, due to time, information and budget constraints, the study is limited to outlets in three sites of Addis Ababa. As compared to others, sales men in Addis Ababa face many challenges due to stiff competition from different competitors, customer dimensions and the complexity of the capital city. However, it is limited to data/information that will be obtained from the Addis Ababa three districts and human resource management training staffs. Time, resource, lack of access of the right data and up-to-date literature in the study area are most constraints in the study that limits the scope of the above mentioned company.

1.7 Definitions of Terms

Human capital: Dessler, (2003) define human capital as “The knowledge, education, training, skilled and expertise of a firm's workers.”

HR policies: “HR policies can be expressed formally as overall statements of the values of the organization or they can apply to specific areas of people management” Armstrong (2010).

HR procedures: “HR procedures set out the ways in which certain actions concerning people should be carried out by the management or individual managers” Armstrong (2010).

Human Resource: “People who works in an organization” Mijia (2001).

Human Resource Management: “can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations” Armstrong (2010).

Job Satisfaction: Robbins (2003:25) "defines Job Satisfaction “as an individual’s general attitude toward” their job."

Motivation: Armstrong (2010:136), “the term ‘motivation’ can refer variously to the goals individuals have, the ways in which individuals choose their goals, and the ways in which others try to change their behavior.”

Performance: “is defined as behavior that accomplishes results” Armstrong (2010:365).

Performance management: “defined as a systematic process for improving individual, team and organizational performance” Armstrong (2010:365).

Training: “the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily” Armstrong (2010:318).

1.8 Organization of Study

The thesis is divided into five chapters in order to provide clarity and coherence on the discussion of the effect of training on employees’ performance particularly on sales persons and their immediate supervisors. The first part of the study is discussing about the background, problem statement, research questions and objectives, significance of the study, delimitations/scope of the study and organization of the paper.

The second chapter discusses the relevance of the study in the existing literature. It provides studies on training and employees performance. After the presentation of the existing related literature, the study provided a synthesis of the whole chapter in relation to the study.

The third part of the study discusses the methods and procedures used in the study. The chapter comprises of the presentation of the utilized techniques for data collection and research methodology. Similarly, it also contains a discussion on the used techniques in data analysis as well as the tools used to acquire the said data.

The fourth chapter discusses the results of the study. Data presentation is statistically treated in order to uncover the relationship of the variable involved in the study. With the said data, the chapter addressed the statement of the problem noted in the first chapter.

The last chapter comprises of three sections: the summary, the conclusions of the study, and the recommendations. With these three portions, the chapter is being able to address the problem stated in the initial chapters of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses human resource management, the concept of human resource management, training aims and objectives, organization's need for training, the concept of employee training, identification of training needs, training and transfer of training, evaluation of training, benefits of training, training and development, employee performance and finally factors affecting employee performance.

2. 2 Human Resource Management

“HRM can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. It has a strong conceptual basis drawn from the behavioral sciences and from strategic management, human capital and industrial relations theories” Armstrong (2010:8).

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Briscoe's (1995) “core HRM functions namely staffing, training and development, performance appraisal,

compensation and benefits, and finally union and employee relations and health and safety.” see Figure 2.1 below.

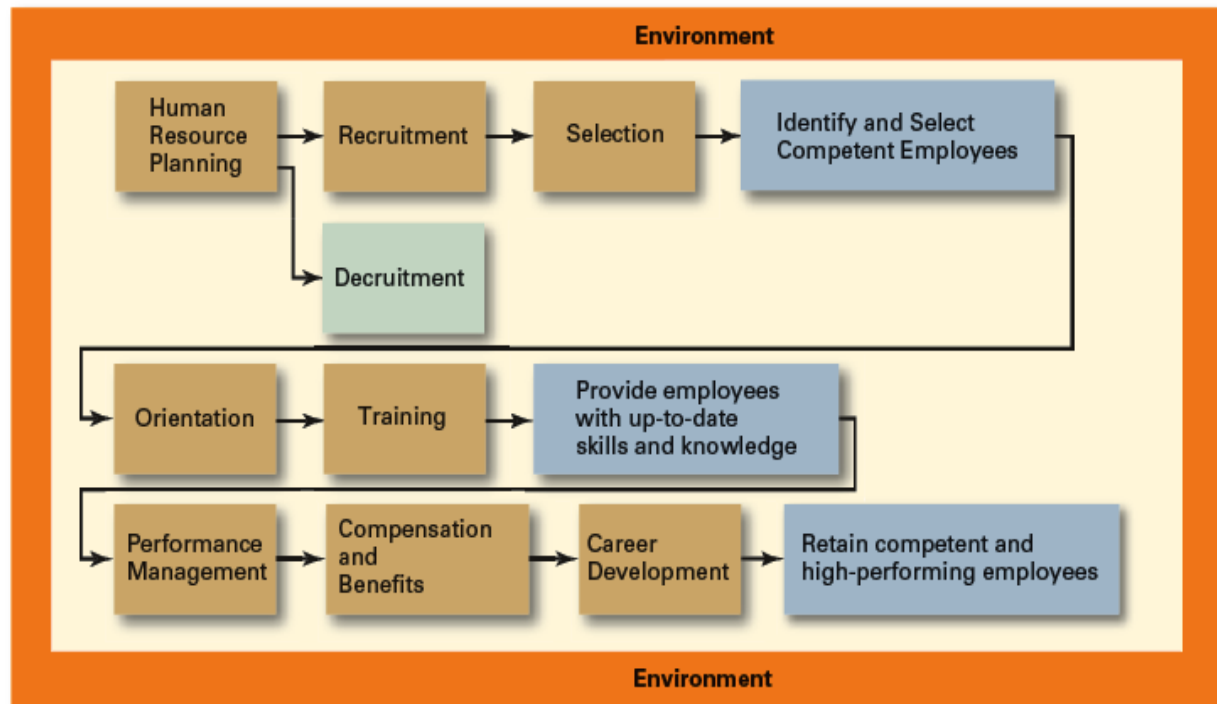


Figure 2.1: *Scope and Functions of HRM* (Source: Adapted from Landy and Conte (2007: 164))

2.3 The Concept of Human Resource Management

HRM can be defined as “The process of analyzing and managing an organization’s human resource needs to ensure satisfaction of its strategic objectives” (Hellriegel, Jackson, Slocum and Staude, 2008) and “The policies and practices involved in carrying out the ‘people’ or human resources aspects of a management position, including recruitment, screening, training and appraising” (Dessler, 2008).

“HRM is a pattern of planned HR development and activities which affect the behavior of individuals with the intention of enabling organizations to achieve their goals,” (Wood, Holman & Stride, 2006). All HR activities are dependent upon the manager’s efforts to formulate and implement the organization strategy. HRM refers to the policies, practices, and systems in organizations for recruiting and developing their employees, as well as influencing their

behavior, attitudes, and performance to achieve the organizations' goals. "HRM competency contains an organizations' ability to recruit, train and develop, maintain and utilize prospect-oriented employees with their capacities in a way that they comply with their organizations' goals" (Zaugg & Thom, 2003).

"Employees are resources in organizations, and as such they need to be trained and developed properly in order to achieve an organization's goals and expectations" (Ferreira, Neira & Viera, 2012) cited (Brewster, 2007). The initial development of the HRM concept is based on the effective utilization of people, and to treat them as resources leading to the realization of business strategies and organizational objectives. HRM contributes to create high performance work systems by linking various employees in different departments in the same organization. Organizations use the effectual HRM system to increase their competitiveness by investing in employee development.

2.4 The Concept of Employee Training

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

According to (Dessler, 2008), "even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees." This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation.

DeCenzo & Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job." This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of

skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

“Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels” Cascio (2004). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors.

Employee training is commonly used as a means to increase performance. “A gap between employee performance levels and standard for that performance are commonly addressed with training” Mejia, Balkin & Cardy (2012:256).

Training addresses gaps or discrepancies between an ideal and an optimal stage of development. However, from a comparison between desired and actual work methods or between desired and actual results, needs arise on the job. Smit and de Cronje (2003:78) “refer to three methods for identifying needs: the generic methods, performance analysis, and competency assessment.” Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then design a training programme to give the workers the skills they need. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired. Note that the difference between actual performance and required performance will ultimately form the training gap, and therefore indicate the extent of training needed.

2.5 Training Aims and Objectives

“The fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees” Stredwick (2005:376). Armstrong (2002) sets out three specific training objectives:

To develop the competencies of employees and improve their performance,

To help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization.

To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

2.6 Principles of Training

According to N.G. Nair & Latha Nair (2004), the following are some of the principles of training which are of universal application:

1. **Training plan:** Training must be planned, predesigned and ably execute. Effective implementation depends to a great extent to planning.
2. **Organizational objectives:** Training and development must meet objectives of the organization.
3. **Equity and fairness:** All employees must enjoy equal opportunity to drive benefit out of such training and must have equal chance to undergo such trainings.
4. **Appropriateness:** Training must be appropriate to suit the needs of organization as well as individuals.
5. **Application specific:** Training content is balanced between theory and practice. It must be “Application specific”.
6. **Upgrading information:** Training and development should be continuously reviewed at periodic intervals in order to make them up-to-date in terms of knowledge and skill.
7. **Top management support:** To management support is essential to make training and development effective.
8. **Centralization:** For economy of effort, uniformity and efficiency, a centralized training department is found more common and useful.
9. **Motivation:** Training and development must have motivational aspect like increment, promotion, pay, certificate etc.

2.7 Organization’s Need for Training

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. “Therefore; for an organization to grow and survive

in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programs that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network" Bediako (2008). Due to this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment. For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job.

Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two reasons:

Due to new technology and new organization structure design

Jobs change as a result of new technologies and improved methods,

Technical training has become increasingly important because of changes in organizational design; specially as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge of how their organizations should operate.

2.8 The Context of Training

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Because this process is tied to a variety of organizational purposes, training can be viewed either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs. "Sometimes a distinction is drawn between training and development, with development being broader in scope and focusing on individuals gaining new capabilities useful for both present and future jobs" Stredwick (2005:318).

2.9 Systems Approach to Training

The success of orientation or any other type of training can be gauged by the amount of learning that occurs and is transferred to the job. Too often, unplanned, uncoordinated, and haphazard training efforts significantly reduce the learning that could have occurred. Training and learning will take place, especially through informal work groups, whether an organization has a coordinated effort or not—because employees learn from other employees. But without a well designed, systematic approach to training, what is learned may not be what is best for the organization. Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. “It is one of several responses an organization can undertake to promote learning” Armstrong (2010:230). He also added that “training should be systematic in that it is specifically designed planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated.”

There needs to be a systematic approach to training, which means that training must be directed towards specific ends. A systematic approach is best explained through an analysis of the training cycle. “The relevant components of the three major cycles/phases in a training system are: (1) training need assessment (2) planning the training, (3) implementing the training, and (4) evaluating the training” Stredwick (2005:376).

2.9.1 Hidassie Telecom Sc Employees Training & Development Policy & Strategies

Human resource management’s effectiveness depends on its fit with the organization’s stage of development. As the organization grows and develops, human resource management programmes, practices and procedures must change to meet its needs. Consistent with growth and development models it can be suggested that human resource management develops through a series of stages as the organization becomes more complex.

A policy provides continuing guidelines and generalized guidance on how HR issues should be dealt with to ensure that an appropriate approach is adopted throughout the organization. Training policy is a set of principles. It reflects philosophy and values and fundamental aims of training and development, provides the principles and system on which the training manual(s) can be built.

The relevant components of training system include training need assessment, training planning, implementing training and evaluating training programmes. The HRM of Hidassie Telecom Sc, like any other business organizations HRM is expected to develop its company employees training and development policy and strategies. Although, the Sc approved its 5 years strategic plan to be implemented from July, 2016, the existing Sc human resource planning, recruitment, selection, training, benefit package, promotion & transfer, retirement and dismissal are practiced using separated procedures. Human resource activities are not only guided and accomplished by separated procedures alone and needs policy that broadly guideline the Sc human resource management. Employees training programme which includes the specific training cycle: need identification, training planning, implementation and training evaluation should have its own policy guideline and specific procedures to be followed. “Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated” Armstrong (2006:577).

As compared to other human resource functions procedure, Hidassie Telecom Sc training programme is not as such organized with training procedure. Off course, currently there is a need to study and develop training policy based on company 5 years strategic plan. However, Hidassie Telecom Sc employees' training programme is not systematically well organized to identify, plan, implement and evaluate training programme effectiveness. What is to be noted here is there are separated procedures for some human resource functions in the Sc. It can be said that there is no systematically compiled, well organized and documented policy manual to be referenced as employees training policy manual.

“Training needs analysis is sometimes assumed to be concerned only with defining the gap between what is happening and what should happen, i.e. the difference between what people know and can do and what they should know and be able to do” Armstrong (2006). Hidassie Telecom Sc learning needs should be analyzed, first, for the organization as a whole – corporate needs; second, for departments, teams, functions or occupations within the organization– group needs; and third, for individual employees – individual needs.

Thus, the Sc’s every training programme needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are

required. It is essential to consider carefully the objectives of the programme and to express these in the form of what behavior is expected from those involved in the workplace (terminal behavior).

The planning and implementation of training and development programmes is based on an understanding of training needs. A balanced training approach is required, making use of the various forms of learning and development to produce a coherent strategy that contains the plans for creating and maintaining a learning climate and developing and implementing complementary and mutually supportive training activities such as coaching and mentoring.

It is important to evaluate training programme in order to assess its effectiveness in producing the outcomes specified when the activity was planned and to indicate where improvements or changes are required to make the training even more effective. Hidassie Telecom Sc needs to assess the extent to which specific training objectives relating to changes in behavior and the application of knowledge and skills have been achieved. The Sc also should evaluate its “Return on Investment (ROI) as advocated by some commentators as a means of assessing the overall impact of training on organizational performance” Armstrong (2006) as follows:

$$\frac{\text{Benefits from training (£) – costs of training (£)} \times 100}{\text{Costs of training (£)}}$$

A policy is more fixed and concise than a manual. A manual is a far more detailed set of operating procedures and supporting notes for trainers and trainees. This generally dictates that training manuals are required in two different formats - one for trainers and one for trainees. A manual deals with how the aims are to be achieved in terms that describe (and if appropriate illustrate too) specific tasks and duties. Thus, the Sc’s training manual deals with how the aims of training are to be achieved, but it doesn’t reflect training philosophy, values and fundamental aims of training and development that training policy includes.

2.9.2 Training Needs Identification and Assessment

“A training need arises due to the identified gap between the required knowledge, skills and experience for the individual carrying out the work and that actually possessed by the employee concerned” Stredwick (2005:377). This identification of training needs process can take place in

a number of ways: when an employee starts new job, through annual appraisal, where specific incident occurs or exit interviews.

Training needs assessment is the first step in the establishment of effective and efficient training program as it formed the foundation for determining instructional objectives, selection and design of instructional programs, implementation and evaluation of training delivery. Armstrong (2012) clearly defined what a training need is: “An on-going management process for generating and analyzing information about performance in an organization to make better and informed decisions about where and when to use training.” It exist where there was a gap between an individual’s knowledge and skills for task execution and satisfactory task performance. The purpose is thus to identify this gap and determine the necessary intervention to bridge the gap.

“In the training analysis phase the learning goals and objectives are established and the learning environment and learner’s existing knowledge and skills are identified” Armstrong (2010:311).

“Training needs analysis is often described as the process of identifying the learning gap – the gap between what is and what should be,” Armstrong (2010:235). He added also “learning needs should be analyzed, first, for the organization as a whole – corporate needs; second, for departments, teams, functions or occupations within the organization – group needs; and third, for individual employees – individual needs.” These three areas are interconnected. Training needs analysis reveals the needs for well-targeted training that aids in constructing the appropriate solution to performance deficiency. Eric (2012) showed in his work summarized training needs identification and assessment into three broad areas for consideration:

- Organizational analysis

- Task analysis

- Man/employee analysis

Organizational analysis: Here the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization’s objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the

internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals.

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage's process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) from the above a performance standards for those jobs to done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance.

Individual analysis: At this final level or stage training needs could be defined in terms of Difference between desired performance and actual performance e.g. from a performance appraisal report:-

- Performance standards identified in the operational analysis
- Individual performance data from performance appraisals
- Diagnostic ratings of employees by supervisors
- Records of performance kept by employees in a diary form and
- Attitude and interview survey by researchers and management

Davis Woodruff showed four types of needs analysis in his research as follows:

The competencies analysis answers the question, "What are the competencies that an individual must have to perform this job?"

The organization analysis answers the question, "Where is training needed in the organization?"

The task analysis answers the question, "What must the employee learn in order to satisfy the required competencies?"

The person or individual analysis answers the question, "Who needs this training and what specific training do they need?"

2.9.3 Planning the training

“The design phase deals with subject matter analysis, the program outline and the use of learning aids and assessment instruments” Armstrong (2014:310). This phase includes training techniques, facilities, location and trainers.

In the development phase the detailed program is constructed as conceived in the design phase. This covers the session plan, the outline content and learning outcomes of each session, methods of delivery, preparation of visual aids, handouts, supporting material and exercises, the arrangements for administering the program (main lecture room, syndicate rooms, projectors, flip charts, etc) and the final printed version of the program for distribution to nominating managers and, later, to delegates. This will set out the objectives and benefits of the program and how these will be achieved.

According to Stredwick (2005:378), “there is no distinct cutting-off point between planning and implementing the training.” Inherent within the planning process is the decision on a number of issues:

Should the training take place on-the-job or off-the-job?

Should it be held in the company or outsourced to a training provider?

Which techniques should be used?

Designing the training program which clearly defined objectives is a vital step in the entire gamut of the training activities. Training is a means to achieve an end. It is not an end in itself. Unless the objectives are clearly defined and programs designed in such a way that it leads to achievement of the objectives set out, it will only be a wasted effort. “The linkage between the design and the objectives must be carefully thought out by the HR coordinator before announcing a program” Joshi (2013:39). According to him the following points are to be ensured for the success of a training program:

The trainer: The choice of faculty is critical to the success of any training program. The HR coordinator must insure that the selected trainer has the necessary general, technical and specialized knowledge of the subject, that his experience and skills are reflected in handling the training session, adapting his training style, generating interests in the subject being dealt with

and that he/she possesses the personality characteristics and attitudes such as openness to new ideas, observation power, a questioning mind and willing to experiment.

The Trainees: It should be ensured that the trainees have the necessary background, experience, intellectual and physical capabilities, diagnostic and application skills and personality characteristics required. Care should be taken so as to avoid too much disparity in the group.

The curriculum: The curriculum should be designed for the optimal utilization of resources available towards the achievement of the program objectives.

The training material: Care should be taken to ensure that the relevance and suitability of training material and the media of presentation to the subject under consideration. Write – ups or standards handouts for a particular topic should be suitably indexed to avoid duplication of effort.

The methods and techniques: The training methods and techniques should contribute to maintaining interest and high degree of participation, and are capable of including a transfer of knowledge and skills.

The timing and sequencing: In selecting a venue for the training, the adequacy of the room ventilation, relative freedom from noise and disturbances and overall comfort should be sought. It should be insured that the location is worth the cost and that the surroundings are suitable to create a good training environment.

The physical facilities and training equipment: The availability of certain basic facilities e.g. overhead/LCD projector, smart board should be ensured.

2.9.4 Carrying out the training

Styles and techniques of training

Many of the styles and techniques to be described can apply only to off the- job situations but some can also apply to on-the-job training. Another way to divide the techniques is between those that have considerably active learning ingredients, such as action learning, computer-based learning or working with case studies, and those that are essential passive, such as

demonstrations, lectures and videos. A final division is between those techniques that can apply to individual training, such as mentoring and those which apply to groups, large or small, such as role-play or workshops.

“In terms of carrying out the training, it is important to ensure that the employees concerned are fully aware of the objectives before they start and that they have the necessary information regarding the training itself” Stredwick (2005:380).

Training Methods /Techniques

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

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

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

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

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

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

2.9.5 Evaluating the Training

The last part of the cycle is vital to the whole process. Unless there can be reasonable proof that the training actually added value, then it becomes easy to dismiss it as a waste of time and money. There are two forms of evaluation, subjective and objective. Subjective evaluation can be made by the trainer, who will be aware whether or not the training went well. It will also emerge from the trainees who should be asked for their opinions at various stages through the program, both verbally and in written ‘happy sheets’. A final evaluation by the trainees should move towards the objective viewpoint, having to answer questions such as: ‘How has this training benefited you in the workplace?’, or ‘name a number of areas where you will put into effect improvements that have arisen from what you have learnt during this training.’

“Other objective measures can be involved in observing improved performance (productivity, quality, customer relations) and any measures considered robust by the organization. These will be balanced with subjective measures from the trainee’s manager and internal customers” Stredwick (2005:382).

According to Joshi (2013:41) “training evaluation is a systematic evaluation and assessment of deciding how best to utilize available resources in order to achieve organizational objectives.” Training is done with specific objectives. Hence evaluation of training is a must. It is necessary in order to determine:

- If the developmental objectives were achieved;

- If the method of instruction was effective;

- If the best and the most economical training activities were organized and implemented;

The sequences of training activities are shown in the following diagram:

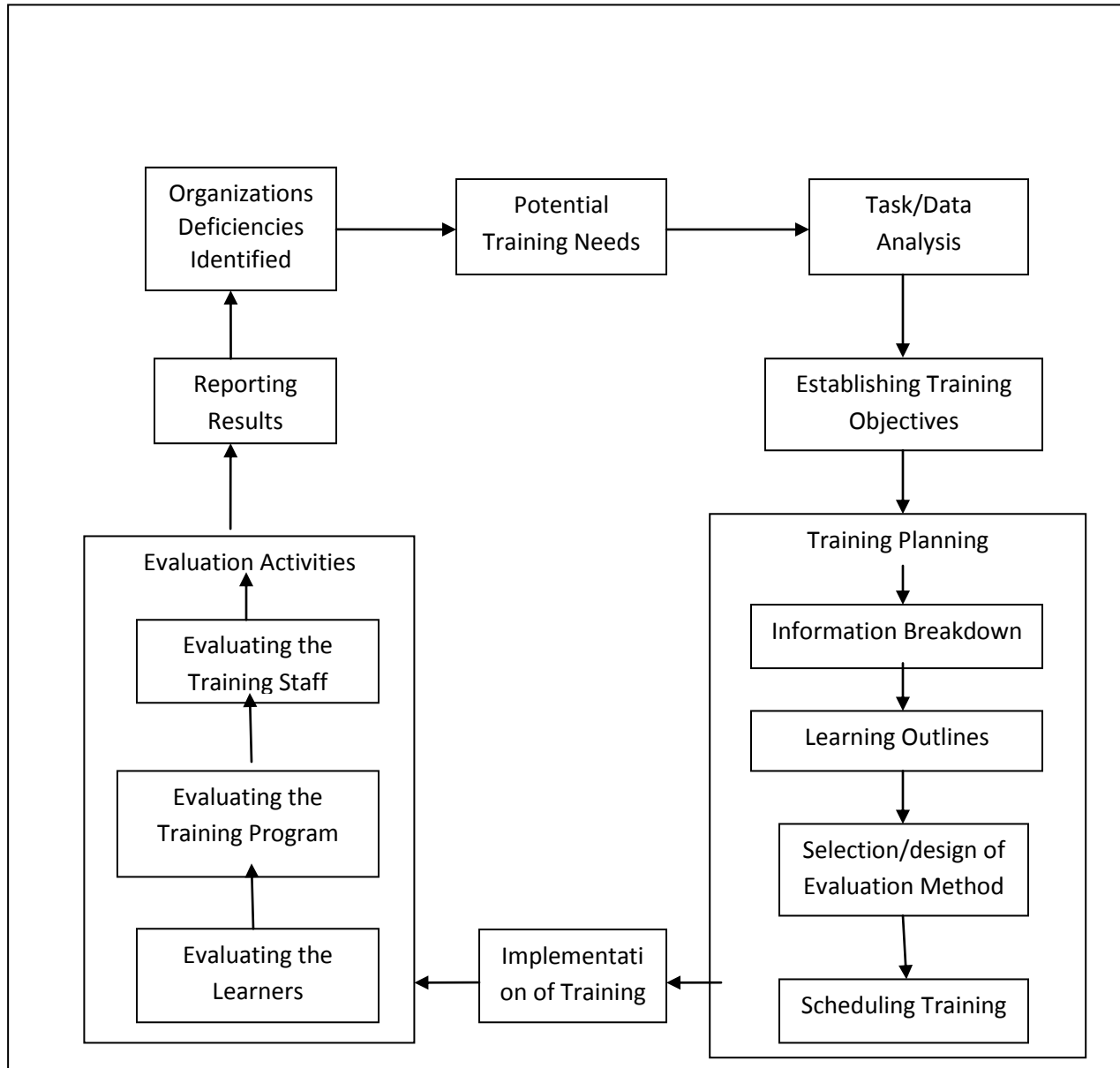


Figure 2.2: The sequence of training activities. (Source: Manmohan Joshi (2013))

Evaluation helps to tell us about the quality of the training on the one hand and the effect that it has created on the learners, on the other hand. Systematic evaluation can point out the weakness in the program, so that they could be corrected in the future program. It can also indicate the extent to which learners have learned what has been taught in the training sessions, the extent to which they have transferred their learning to the work situation and the results yielded thereafter.

He mentioned criteria for evaluation of training; any evaluation begins with the criteria which depend on the objectives as follows:

- “Reaction training trainees – whether the participants liked or disliked the program;
- Learning – whether the concepts, ideas, and principles of training were intellectually assimilated by the participants;
- Behavioral change – whether the training caused people alter their behavior on the job;
- Impact on organizational effectiveness – whether the modified behavior caused positive results, such as an increased output, improved quality and lower costs;”

It is important to evaluate learning, in order to assess its effectiveness in producing the outcomes specified when the activity was planned, and to indicate where improvements or changes are required to make the learning program even more effective.

“The best-known framework for evaluation was developed” by Kirkpatrick (1983); “as four levels, which become progressively more demanding and revealing are: reaction, evaluate learning, evaluate behavior and evaluate results” Armstrong (2010:238).

2.10 Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. “There are so many benefits associated with training; Cole (2002) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff. “

2.11 Training and Development

According to Joshi (2013:36) “after the candidates have been selected for various jobs, and induction program has been completed, there is need for the management to provide for their training and development.” This is because the efficiency of an organization depends greatly on the training and development of personnel. Particularly these days, when the process and techniques of management have become quite complicated, there is a great need in management for arranging training and development of its personnel.

Generally, the term ‘training’ and ‘development’ are used as though they are synonymous. There are differences in the contexts and techniques of employee training and development. Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It impacts specific skills for specific purposes. It is mainly job oriented. Training is given to both old and new employees throughout their stay in the organization. In contrast, development includes the process by which managers and executives acquire not only skills and competency in their present jobs but also capacities for future managerial positions.

2.12 Employees Performance

Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. “It is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements” Armstrong (2010:8).

2.12.1 Aims of Performance Management

The overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Its key purpose is to focus people on doing the right things by achieving goal clarity.

Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). “The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization” Armstrong (2010:9).

“Performance Appraisal is the identification, measurement and management of human performance in an organization” Gomez-Mejia, Balkin & Cardy, (2012).

2.12.2 Factors Affecting Employee Performance

There are many factors that influence performance and need to be in place to support desired performance. These factors include:

- Clear job expectations
- Clear and immediate performance feedback
- Adequate physical environment and tools
- Motivation and incentives to perform as expected
- Organizational and administrative support
- Skills and knowledge required to do the job

A thorough performance assessment will identify potential challenges related to these factors. Training is appropriate only when a performance gap is due to a lack of knowledge and skills. Because performance gaps often have multiple causes, the situation may require several integrated interventions.

Focusing on all factors that influence performance helps supervisors and workers ensure that the knowledge and skills acquired in training are applied and maintained in the workplace. Effective training makes optimal use of resources, maximizes learning, improves performance and, ultimately, improves program outcomes.

According to some researchers and practitioners, there are certain factors individually and collectively effect on the performance of employees in a positive or negative way, including:

2.12.2.1 Leadership

“Leadership is a process whereby an individual influences a group of individuals to achieve common goals” Northouse (2007). “Leadership style is the combination of attitude and behavior of a leader, which leads to certain patterns in dealing with the followers” Dubrin (2004). “The leadership style within an organization has a bearing on encouraging or inhibiting employee’s performance,” (Armstrong & Murlis 2004; Cronje et al 2001).

Leadership can be defined as the ability to persuade others willingly to behave differently. The function of team leaders is to achieve the task set for them with the help of the group. Leaders and their groups are therefore interdependent. “Leaders have two main roles. First, they must achieve the task. Secondly, they have to maintain effective relationships between themselves and the group and the individuals in it – effective in the sense that they are conducive to achieving the task” Armstrong (2006:299). As Adair (1973) pointed out, cited by Armstrong, in fulfilling their roles, leaders have to satisfy the following needs:

Task needs. The group exists to achieve a common purpose or task. The leader’s role is to ensure that this purpose is fulfilled. If it is not, they will lose the confidence of the group and the result will be frustration, disenchantment, criticism and, possibly, the ultimate disintegration of the group.

Group maintenance needs. To achieve its objectives, the group needs to be held together. The leader’s job is to build up and maintain team spirit and morale.

Individual needs. Individuals have their own needs, which they expect to be satisfied at work. The leader’s task is to be aware of these needs so that where necessary they can take steps to harmonize them with the needs of the task and the group.”

2.12.2.2. Coaching

Coaching is a one-to-one method of helping people develop their skills and competences. “Coaching is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behavior, for example leadership, but it is also something that can happen in the workplace” Armstrong (2010:366).

He then added the need for coaching may arise from formal or informal performance reviews, but opportunities for coaching also emerge during day-to-day activities. As part of the normal process of management, coaching consists of:

- Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing;
- Controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily (this gives managers an opportunity to provide guidance at the outset, although guidance at a later stage may be seen as interference);
- Using situations that arise as opportunities to promote learning;
- Encouraging people to look at higher-level problems and how they would tackle them.

“Coaching has become an important technique to improve performance” Champathes (2006). It is not a one way communication and proves to be a two way communications where coaches identify what can be improved and how it can be improved. Further coaching addresses the belief and behaviors that hinder performance. It can be further seen that coaching is all about helping someone else to improve performance. Coaching is a personal (usually one-to-one) approach to helping people develop their skills and knowledge and improve their performance. “The need for coaching may arise from formal or informal performance reviews, but opportunities for coaching will emerge during everyday activities” Armstrong and Taylor (2014:341).

2.12.2.3 Motivation

Motivation is the force that energizes, directs and sustains behavior. “High performance is achieved by well-motivated people who are prepared to exercise discretionary effort, i.e.

independently do more than is expected of them,” Armstrong and Taylor (2014:169). As described by Arnold *et al* (1991) the three components of motivation are:

- Direction – what a person is trying to do.
- Effort – how hard a person is trying?
- Persistence – how long a person keeps on trying?

“Well-motivated people engage in positive discretionary behavior – they decide to make an effort. Such people may be self-motivated, and as long as this means they are going in the right direction to attain what they are there to achieve, then this is the best form of motivation” Armstrong and Taylor (2014:170). “Motivation can be described as goal-directed behavior. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs. Well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals” Armstrong (2006:261).

2.12.2.4 Commitment

“Commitment represents the strength of an individual’s identification with, and involvement in, an organization. Commitment refers to attachment and loyalty. It is associated with the feelings of individuals about their organization” Armstrong and Taylor (2014:186). Mowday (1998) stated that “it is characterized by an emotional attachment to one’s organization that results from shared values and interests.” “The willingness to exert extra effort is the aspect of organizational commitment that has been shown to be most closely related to an employee’s job performance.’

The three characteristics of commitment identified by Mowday *et al* (1982) are:

- “A strong desire to remain a member of the organization.
- A strong belief in and acceptance of the values and goals of the organization.
- A readiness to exert considerable effort on behalf of the organization.”

2.12.2.5 Training

Training is a type of learning intervention that can improve workplace performance and facilitate the introduction of new job responsibilities by improving workers' knowledge, skills and behaviors. Training is an effective tool for improving performance, but it must be conducted with careful attention to the needs of learners, the context in which learners perform and current evidence about what makes training effective. This brief summarizes evidence and best practices for making the most of training interventions. It is designed to help program managers: (1) identify when training is appropriate to introduce a new job responsibility or help improve performance, and (2) ensure that training is effective.

Training is the use of systematic and planned instruction activities to promote learning. "The approach can be summarized in the phrase 'learner based training'. It is one of several responses an organization can undertake to promote learning" Armstrong (2005:308).

As Reynolds (2004: 45) pointed out, "training has a complementary role to play in accelerating learning: 'It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.'" He also commented that the conventional training model has a tendency to 'emphasize subject-specific knowledge, rather than trying to build core learning abilities'.

Training is very important in achieving the goal of the organization as it increases the efficiency and effectiveness of employees and adds value in the organizational performance. The performance of employees depends on different factors but training is most important because it enhances capabilities, skills and competencies of the employees. The organizational performance depends on employee performance and for employees performance training is a key factor.

2.12.2.6 Culture

According to Robbins & Judge (2005:513) "Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations." "The culture of an organization refers to the unique configuration of norms, values, beliefs and ways

of behaving that characterizes the manner in which groups and individuals combine to get things done” Armstrong (2006:304) cited Eldridge and Crombie (1974).

According to Anderson (2003:122), the following are the factors affecting employee “performance to increase productivity:

Experience: Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral. Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work–home balance: As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees’ personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them.

Manager interaction: If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a programme that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong.

Setting goals: To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals.”

2.13 Study Gaps

Several researches were conducted by different researchers in relation to effects of training on employees' performance, impacts training and development on employees' job performance, effects training and compensation on employees' job performance and so on. However, there are a number of gaps left by different reviewed literature in terms of geographical, methodological and the nature of organization studied. Ilham et al (2015) conducted a study on effects of training, compensation and work discipline against employee job performance. Their study focused on Service and Network Area that was the problem of training, compensation and labor discipline in improving employee performance problem faced by all companies. The training, compensation and work discipline simultaneously and partially have significant effects toward the employee work performance. The largest contribution comes from the training variable. Despite their study relevance, the study were conducted in Pakistan where geographical attributes, political inclination and socio- cultural values differs from Ethiopia. Benedicta Appiah (2014) researched on impacts of training on employees' performance. Their study aimed to examine to establish a correlation between its training programs and the success of the company in the Ghana context. These researchers left a gap of geographical location of study as well as culture. Neelam et al (2012) assessed the impact of training and development on employee performance and productivity by using a case of United Bank Limited of Pakistan. Pakistan bank operates in an advanced working environment compared to those found in Ethiopia. Therefore, their findings cannot be generalized to the Ethiopia environment. It can, thus, be said that although many studies were conducted to explore effects of training on employees, most of them were carried out in other countries particularly that found in Asia. Few studies were carried out to investigate the effects of training on employees' performance in African organizations. Atalay (2014) assessed training practice in Ethiopian Electric Power. All above mentioned studies conducted were on well established organizations. This study aims to fill the gap in previous research by investigating the effects of training on employees performance of Hidassie Telecom Sc, newly established by laid off employees from former Ethiopian Telecommunications Corporation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on the research design, data sources, and population and sampling techniques, method of data analysis collected from Hidassie Telecom Sc respondents in Addis Ababa.

3.1 Research Design

A research design is a conceptual structure that shows how all the major parts of the research project come together. According to Kothari (1985), “it constitutes the blueprint for the collection, measurement and analysis of data.”

In this study, the researcher adopted descriptive research design method in order to collect detailed and factual information, since; the aim of the research is to describe the effects of training on employees’ performance. Quantitative research design method was used. Thus, applying this technique helps to obtain the desired data type for the study.

3.2 Data Source

To obtain relevant, detailed and factual information about the effects of training on employees' performance in Hidassie Telecom Sc, the researcher applied both primary and secondary data collection methods. The primary data was collected from sales men, sales supervisors, sales team leaders, district managers, department managers and human resource and training staffs through questionnaire. Secondary data was collected from company manuals, web address, related literatures and others.

3.3 Population, Sample Size and Sampling Techniques

3.3.1 Targeted Population

Target population is defined as the entire group a researcher is interested in. Leedy (1997) defined that the “population can be viewed as a group or individual or object that would illustrate common features that would be advantageous to the researcher's interest.” The target population for the study was sales men, area supervisors, sales team leaders, district managers, department managers and training staffs in the human resource management department working in Addis Ababa which are 220 employees.

3.3.2 Sample Size

Sample size determination is an important element in any research. Exact test to check whether sample size is adequate for the analysis can be carried out by using statistical methods such as significance tests. “In many social studies, researchers who do not have the required statistical skills can use a more common-sense approach to determine sample size,” (John, Hafiz, Robert, & David, 2007). Gay (1987) also suggested that “10% of the population can be taken as the sample size for social studies.” In this regard, the researcher has taken 88 respondents as sample of the study, which is 40% of the total targeted population of 220.

3.3.3 Sampling Techniques

Sampling is a process of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population. “To carry out the study, one might bear in mind what size the sample should be, and whether the size is statistically justified and lastly, what method of sampling is to be used” Leedy (1997).

Due to the difficulty in addressing all districts throughout the country the researcher used a purposive (also known as judgmental or subjective) sampling technique and stratified sampling techniques for selecting the respondents. That is the researcher chooses staffs that hold appropriate characteristics relevant to the research topic and the respondents were randomly selected.

Purposive sampling is a non probability sampling in which the decision concerning the individuals to be included in the sample was taken by the researcher based on the fact that these individuals have been around long enough to have the knowledge of the research issue and also the willingness to participate in the research. Thus, purposive-random sampling is chosen for this research study and samples are then randomly selected from each stratum of these heterogeneous population. This is because all these categories of respondents are believed to be knowledgeable about effect of training on employee performance.

Therefore, this study targeted a total of 88 respondents from the total population of 220 in Addis Ababa comprising as follows:-

Table 3.1 Targeted Populations

Item No.	Composition	Total Population	Sample Taken	%age
1	Department Manager	3	3	100
2	District Manager	3	3	100
3	Sales Team Leaders	3	3	100
4	Sales Supervisors	20	10	50
5	Sales Men	188	66	35
6	Human Resource & Training Staffs	3	3	100
Total		220	88	40

Source: Company HR information

3.4 Data collection Tools

For this research, structured questionnaire was designed, distributed and filled by the sampled respondents to collect primary data. A total of 88 questions were distributed to the employees of Hidassie Telecom in three districts and human resource management training staffs in Addis Ababa. Out of the administered questions, 71 were collected. This makes the response rate to be 81.7%. The remaining 13 or 14.7% questions were not returned and 4 were rejected. 18 questionnaires sent via respondents' mail address of managers, team leaders, supervisors and training staffs were all returned, except 4.

3.5 Method of Data Analysis

The primary data was collected through questionnaire and analyzed by using descriptive statistics such as mean, frequency and percentage. The result is presented by using tables and graphs depending on the nature of the data. In general, the researcher chooses those methodologies to deeply examine and give an appropriate conclusion, recommendations and relevant suggestions.

3.6 Ethical Considerations

In this study all participants and data collected remain anonymous. Moreover, the privacy of all respondents was respected in the reporting of this research. The respondents are assured that their response will remain confidential and will not be exposed to other party. These responses are used for this research purpose only. To receive participants' informed consent a cover letter is attached to the questionnaire to explain the purpose of the study and the right to accept or refuse.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter focuses on the background of the organization, presentation, analysis and interpretation of data collected from Hidassie Telecom three districts and human resource management training staffs respondents in Addis Ababa.

4.1 Background of the Organization

Following the decision made by the Federal government to apply new structural change on the Ethiopian Telecommunications Corporation with a view to ensure quality service the telecom industry established, new organizational structural was put in place. This in turn resulted in nearly 4,000 workers to be laid off; out of these 1,000 were early retired and the remaining was laid off.

Hidassie Telecom Share Company was established on 10th August 2011 by the help of the government with a view to providing job security for those workers laid off following the structural arrangement applied in Ethio Telecom.

The share company engaged in the business with a capital currently standing at Birr 75 million. The company's annual sales turnover grows to an average Birr 6.8 billion in the year 2014/15. Currently, preparations are under way to start establishing mobile assembly and solar lights assembly factories.

The share company's head quarter is located about 1.5 km from center to south of Addis Ababa, the way Addis to Debrezeit Road, of Kirkos Sub city, at former Tele Garage. Currently the company is operating in all parts of the country. It has 3 district offices in Addis Ababa and 8 district offices out of Addis in Adama, Hawassa, Bahir Dar, Dire Dawa, Jimma, Nekemt, Desse and Mekele regional cities, strategically located in different parts of the country. There are 113 area offices and more than 750 outlets under these areas offices.

The company initially engaged about 2,570 workers. Currently the total number of sales force comprises 1,490 which are almost 58% of the total number of employees. The majority of the employees are share holders as well as employee of the share company.

Upon its establishment, the company had faced a number of problems as there were individuals who expected that the company wouldn't be effective; of course due to economical, social and psychological impact the layoff made, trust on the new company, government support and low level of awareness.

At the beginning of the establishment, Hidassie Telecom faced a number of ups and downs to bring commitment, unity and sense of fraternity in all concerned management and employees. There were no work policies, procedures, manuals to guide each employee on their daily tasks.

Although, the first step was screening and assigning employees according to their past work experience in the former organization, the majority of them couldn't assigned as per their profile, because of more vacant position available were in the sales activities. Thus, it became mandatory to assign the majority of the employees from different background into sales activities without any training provision. This in turn made another boring on a newly assigned sales employee's job performance and the company management.

The company has been conducting short term training programs to bring awareness, commitment, unity and sense of belongingness to employees' mind to increase their performance with one college and internal trainers towards company objectives that might help fill the skill gaps.

The company's annual sales turnover grows to an average Birr 7 billion in the year 2014/15. Currently preparations are under way to start mobile assembly and solar lights assembly factories in the near future.

So, the importance of training and its impact on employee performance is unquestionable for such a company that hired the laid off employees in the new work environment and new tasks assignment. Hence, the nature of company establishment, i.e. engaging in work with lay off

employees, and training for such employees and its effect on employee performance attracted the researcher's interest to conduct study with the mentioned research title.

4.2 Demographic characteristics of Respondents

Under this section, the profile of the participants is summarized in light of their gender, age group, education status, work experience, and their position classification.

Table 4.1: Sex composition of respondents

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	30	42.3	42.3	42.3
	Male	41	57.7	57.7	100.0
	Total	71	100.0	100.0	

Source: Survey Questionnaire

As shown in Table 4.1 above, a total of 71 employees responded to the questionnaire in study. A slightly greater, i.e. 57.7 % (41) of the study participants to the study were males.

Table 4.2: Age distribution of respondents

Age Group		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 to 35 years	21	29.6	29.6	29.6
	35 to 45 years	33	46.5	46.5	76.1
	45 to 55 years	15	21.1	21.1	97.2
	55 to 65 years	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Source: Survey Questionnaire

The data obtained from the questionnaire, shown in Table 4.2 reveals that the age of the respondents ranged between 25 and 65 years. 21 employees corresponding to 29.6% of the respondents were between the age group 25 to 35 years; while 33 respondents who were between

the age of 35 to 45 years represented 46.5% of the respondents, and the remaining 15 who were between 45 to 55 years represented 21.1% of the total respondents, the remaining 2 employees were between 55 to 65 years represented the least that is, 2.8% of the total respondents.

The results reveals that 29.6% of the respondents are within the age group of 25 to 35 years, they are younger, fresh and can pursue training activities so as to improve their performance and the majority, i.e. 46.5% of the respondents are within the age group 35 to 45 that can make reasonable positive change in Hidassie Telecom Sc. This benefits the company to easily adapt with a new technology and global working environment. Also it assists the company to give its sales service in a speedy manner.

Table 4.3: Respondents marital status

Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	25	35.2	35.2	35.2
	Married	45	63.4	63.4	98.6
	Divorced	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Source: Survey Questionnaire

According to the marital status of the respondents, the above table presents that the majority, or 63.4%(45) of the respondents were married, 35.2%(25) were single and the remaining 1.4%(1) of the respondents divorced.

Table 4.4: Education background of respondents

Respondents Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12th complete	11	15.5	15.5	15.5
	TVET/Diploma	36	50.7	50.7	66.2
	BA degree	22	31.0	31.0	97.2
	Masters degree	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Source: Survey Questionnaire

Regarding educational status of the respondents, the number of TVET/Diploma graduates takes the largest share which is around 15.5% (11) of the total respondents. Respondents with 12th complete, 50.70%(36) are TVET/diploma holders. BA degree holders takes the third share of the total respondents i.e. 31%(22). Masters degree holders take the least share of the respondents which is 2.8%(2). In all, the fact that almost all of the respondents being educated though in different levels is believed to contribute for the understanding of the questionnaire as desired by the researcher.

From the above analysis, most of the respondents are TVET/Diploma holders. This implies that the company is not organized with educated and skilled employees in order to add vales on their profession so as to render effective services to the customers by introducing modern ways of sales services.

The majority of the respondents 50.70%(36) were TVET/Diploma holders. This implies that the company is not organized with educated and skilled employees in order to add vales on their profession so as to render effective services to the customers by introducing modern ways of sales services and hence training may be a very important requirement in Hidassie Telecom Sc to improve employee skills so as to improve their performance at work.

4.3 Other Characteristics of Respondents

Table 4.5: Year of service in current position

Years Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 to 5 years	48	67.6	67.6	67.6
	5 to 10 years	9	12.7	12.7	80.3
	10 to 15 years	5	7.0	7.0	87.3
	15 to 20 years	5	7.0	7.0	94.4
	>25 years	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Around 67.6% (48) of the total respondents fall within 2 to 5 years service in their current position in Hidassie Telecom, which takes the largest portion of the total respondents. The number of respondents within the 5 to 10 years of current working experience takes the second position i.e. 12.7%(9). On the other hand, the number of respondents within 10 to 15 and 15 to 20 years of current working experience have an equal share which is 7.0%(5), takes the third portion of the respondents. The number of respondents greater than 25 years of working experience takes the least portion that is 5.6% (4). Since, the company was established around four years ago, most of the respondents have 2 to 5 years of stay in Hidassie Telecom. Thus, it makes them to have good understating about the effects of training on their current job performance.

Table 4.6: Respondents Position Classification

Current Job Position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Department manager	2	2.8	2.8	2.8
	District manager	3	4.2	4.2	7.0
	Sales team leader	3	4.2	4.2	11.3
	Area supervisors	19	26.8	26.8	38.0
	Sales men	42	59.2	59.2	97.2
	Training staff	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their current position classification in their organization. Table 4.6 above shows the current position classification of respondents in the company. As can be seen from the table, the larger share of the respondents was from sales men position, comprising around 59.2% (42) and 26.8% (19) was from sales supervisors. The remaining portion goes to respondents working in department managerial position and training staff comprising 2.8% (2) each and district manager and team leader position is around 4.2% (3) each respectively. The current position classification of respondents is presented in graph 4.3 on the next page.

Table 4.7: Selection for Training Programme

Selection Criterion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On joining the company	20	28.2	28.2	28.2
	Supervisors recommendation	12	16.9	16.9	45.1
	Compulsory for all employees	13	18.3	18.3	63.4
	Upon employees request	3	4.2	4.2	67.6
	Performance appraisal	10	14.1	14.1	81.7
	Don't know	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Table 4.7 above illustrates the results about how the respondents were selected for training in their company. The results indicate that 20 of the respondents were selected to participate and receive training on joining the company. This proportion of respondents is represented by 28.2%. As would be expected in many cases, 17 respondents were selected for training under the criteria of all employees going through the training and this represents by a 18.3%. It is however surprising that although 16.9%(12) employees were selected based on their supervisors recommendation, and 14.1%(8) on performance appraisal, the remaining 18.3%(9) of the response rate came from the respondents did not know how they were selected for training. This implies that selection for training approach employed is only understood by the superiors leaving the trainees unaware of the entire training process.

Table: 4.8: How often does employees undergone for training

Training Schedule		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quarterly	12	16.9	16.9	16.9
	every six months	7	9.9	9.9	26.8
	Once a year	39	54.9	54.9	81.7
	Every two years	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The schedule of employee training at Hidasie Telecom Sc as reported in the above table indicates that the majority of respondents represented by 54.9%(39) were selected under once a year training schedule. The other 18.3%(13) of the respondents were seen to participate in training every two years, 16.9%(12) participated quarterly, and 9.9% (7) participated every six months.

As can be seen from the Table 4.8 above, the frequency of training programme in the company is not predetermined because training programmes are not scheduled on regular basis. This means that Hidassie Telecom had no particular training schedule whereby they would be required to participate in training anytime as planned by the HRM department of the company.

Table 4.9: Methods of Training Facilitation

	Methods	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecture	21	29.6	29.6	29.6
	Demonstration	2	2.8	2.8	32.4
	Discussion	38	53.5	53.5	85.9
	Presentation	9	12.7	12.7	98.6
	Seminar	1	1.4	1.4	100.0
	Total		71	100.0	100.0

Source: Survey questionnaire

A number of methods of training facilitation that are commonly employed during training are presented in Table 4.9 above. These are important in understanding the different ways trainees receive training under the both the on-the-job and off-the-job training method classifications. As revealed above, the most common methods of facilitation identified by the respondents as prevailing during their trainings are discussions representing 53.5%(38) and lecture representing 29.6%(21). The other methods of facilitation are presentation, demonstration and seminar represent the remaining 12.7% (9), 2.8%(2) and 1.4%(3) respectively.

These results indicate that Hidassie Telecom Sc strongly emphasis on the discussions and lectures methods of training facilitation. This could be partly explained by the nature of the business of the company (being more customers oriented). The variety of training facilitation could also be due to difference in the company employees' education background and to meet this gap. However, more emphasis on discussion method is not a sound management discussion because it can be seen that from the Table 4.5 above most the company employees work experiences are within 2 to 5 years.

4.4 The Implementation of Training Programme

The following tables present respondents' assessment of their employer status with regards training, training effectiveness and performance.

Table 4.10: Training needs identification

1. Training program is designed based on the requirements of the job or employee deficiency of ability for the job?, (training needs identification)					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.6	5.6	5.6
	Disagree	9	12.7	12.7	18.3
	Neither agree, nor disagree	7	9.9	9.9	28.2
	Agree	33	46.5	46.5	74.6
	Strongly agree	18	25.4	25.4	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

In the review of the related literature part of the research, the purposes of conducting training need assessment were discussed. Training needs assessment is one of the very critical processes before designing and delivering training programmes.

Participants were asked to give their opinion whether training program was based on training needs identification of trainees or not. As can be seen from table 4.10 above, 46.5%(33) of the respondents agreed that training program was based on the requirement of the job or training needs identification, 25.4%(18) of participants strongly agreed, while 9.9%(7) of participants remained neutral on the issue. The remaining 12.7%(9) of participants disagreed and 5.6%(4)

strongly disagreed that training program was based on the requirements of the job or employee deficiency, that training needs identification.

In accordance with both the majority of participants who strongly agreed and agreed that training program was based on the requirements of the job or employee deficiency, training needs was fairly identified and training was designed based on their job requirements or employee deficiency.

“Learning needs analysis is often described as the process of identifying the learning gap – the gap between what is and what should be. Gap analysis involves identifying the gap between what people knows and can do and what they should know and be able to do, so that the learning needed to fill the gap can be specified” Armstrong (2014:302).

“There are three levels of analysis for deterring the needs that training can fulfill: Organizational analysis focuses on identifying where within the organization training is needed, operational analysis attempts to identify the concept of training- what an employee must do in order to perform competently and individual analysis determines how well each employee is performing the tasks that make up his or her job” Cascio (2004:297).

While assessing the company training needs identification, it is found that Hidassie Telecom Sc has no well organized training policy manual to determine its needs of training. Therefore, this implies that the company determines its training needs based on only operational analysis without considering organizational and individual analysis in to account.

Table 4.11: Applicability of training taken for the job

2. Is the type of training you have taken applicable for the job after the training?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.2	4.2	4.2
	Disagree	4	5.6	5.6	9.9
	Neither agree, nor disagree	13	18.3	18.3	28.2
	Agree	36	50.7	50.7	78.9
	Strongly agree	15	21.1	21.1	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to indicate their level of agreement if the training offered was applicable to their job or not. As it can be seen from table 4.11 above, the majority, or 50.7% (36) of the respondents agreed and 21.1 % (15) of them strongly agreed that training taken was applicable for their job, while 18% (13) respondents were neutral on the matter. The remaining 5.6% (4) and 4.2% (3) of the respondents disagreed and strongly disagreed respectively that training taken was applicable for their job. These employees realized that they attended training program that is not applicable for their job.

Table 4.12: Objective of the training

3. Do you have known the objective of the training?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	8	11.3	11.3	12.7
	Neither agree, nor disagree	11	15.5	15.5	28.2
	Agree	31	43.7	43.7	71.8
	Strongly agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion on whether or not they know the objectives of the training programme they attended. Table 4.12 shows respondents' level of agreement regarding the objectives of training they attended. Accordingly, 43.7(31) and 28.2%(20) of the participants agreed and strongly agreed that they knew the objectives of the training programme they took, while 15.5%(11) of participants gave neutral responses, thus indicating that they were not sure about training objectives. On the other hand, 11.3%(8) of participants disagreed and 1.4%(1) strongly disagree about training objectives they were attend.

In line with both 43.7(31) and 28.2%(20) of participants who agreed and strongly agreed, the purpose of training program was clearly defined. "The purpose of the training should be clearly defined in terms of the behavior required as a result of training" Armstrong (2014:344).

15.5%(11) of participants were neutral with regard to this issue; it could be that these employees do not see training objectives or have not attended any training session and are ignorant. Employees who disagreed must have attended a training session which was not aligned with the tasks they were carrying out in the organization.

"The fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees" Stredwick (2005:376). This implies that Hidassie Telecom Sc cannot able to evaluate and monitor the effectiveness of training programme against the training objectives that are set during the designing stages.

Table 4.13: Training goals and company's objectives fairly alignment

4. Do you think that training goals and company's objectives are aligned fairly?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	4	5.6	5.6	7.0
	Neither agree, nor disagree	15	21.1	21.1	28.2
	Agree	27	38.0	38.0	66.2
	Strongly agree	24	33.8	33.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

In analyzing the responses obtained from the respondents on the alignment of training goals and company objectives, the findings in the table 4.13 above showed that the majority of the respondents, 38.0%(27) and 33.8%(25) of the respondents believed that training goals and company objectives were fairly aligned, while 21.1%(15) were otherwise. However, 5.6% (4) and 1.4%(1) disagreed and strongly disagreed that training provided is aligned with business objectives.

In accordance with the 52% participants who agreed that training provided is aligned with business objectives, (Kum, Cowden and Karodia 2014) in their work referring Grobler *et al.* (2006:95) state that “it is important that the relevant training plans are devised in order to fit appropriately the trainees, the job description, the managers and supervisors, and their different levels of education and background.”

With regard to the 21.1%(15) who were neutral to this issue; it could be that these employees do not see any alignment between training and job objectives or have not attended any training session and are ignorant. However, employees who disagreed that training provided is aligned

with business objectives must have attended a training session, which was not aligned with the tasks they were carrying out in the organization.

Training objectives are objectives that specify the desired employee knowledge, skills, and other characteristics that employees will possess at the end of training. The objectives provide the standard for measuring what has been accomplished and for determining the level of accomplishment. In addition it should be attainable and measurable. It should also be clear to both supervisors and the employees because they can be used to evaluate their success. If the objectives are not met, failure gives the HR feedback on the programme and participants.

Table 4.14: Training improves skills, knowledge, attitude change, and new capability

5. Does training improves your skills, knowledge, attitude change, new capability?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	3	4.2	4.2	5.6
	Neither agree, nor disagree	12	16.9	16.9	22.5
	Agree	29	40.8	40.8	63.4
	Strongly agree	26	36.6	36.6	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to express their level of agreement on whether training improved their skills, knowledge, attitudes and new capability. As can be observed from Table 4.14 above, 77.0% (55) of participants agreed that training improves their skills, knowledge, attitude change and new capability; while 16.9% (12) were neutral on the matter and 5.6%(4) disagreed that training actually improves their skills, knowledge, attitude change and new capability.

Effective training programmes allow for the organization to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas. It also allows for employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.

16.9% of participants were neutral on this matter; these employees were not sure whether training gives employees the opportunity to improve their skills, knowledge, attitude change and new capability. On the other hand, a total of 5.6% of participants disagreed that training improve their skills, knowledge, attitude change and new capability. These employees probably attended a training session which was not applicable to their work in the organization.

Table 4.15: Training increases employees’ motivation to their job

6. Does the training increase your motivation to the job you do?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	9.9	9.9	9.9
	Neither agree, nor disagree	10	14.1	14.1	23.9
	Agree	28	39.4	39.4	63.4
	Strongly agree	26	36.6	36.6	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to express their level of agreement on whether training increases their motivation or not. As can be observed in the Table 4.15 above, a total of 76.0%(54) of participants agreed that training motivates employees to do their jobs; while 14.1%(10) were neutral and 9.9%(7) disagreed.

In line with these findings, Armstrong (2006:252) “state that well-motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Such people

may be self-motivated, and as long as this means they are going in the right direction to achieve what they are there to achieve, then this is the best form of motivation.” Most people, however, need to be motivated to a greater or lesser degree. So a motivated person is always aware of the fact that a specific goal must be achieved, and continuously directs his/her efforts at achieving that goal, even in the face of adversity.

Only 14.1% (10) of participants were neutral to the statement. Motivation can be described as goal-directed behavior. "People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward – one that satisfies their needs" Armstrong (2006:252). People will learn more effectively if they are motivated to learn. As Reynolds *et al* (2002: 34) commented: “The disposition and commitment of the learner – their motivation to learn – is one of the most critical factors affecting training effectiveness” Armstrong (2014:292).

Table 4.16: Relevance of training to respondents’ job

7. Do you think the trainings you received were relevant to your job?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	8.5	8.5	8.5
	Neither agree, nor disagree	12	16.9	16.9	25.4
	Agree	33	46.5	46.5	71.8
	Strongly agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The above Table 4.16 reports the results to know whether the trainings received by the respondents were relevance to their work or not. The analysis shows that 46.5%(33) and 28.2%(20) of the respondents answered in the affirmative that training received was relevant to achieve their work, while 16.9%(12) of respondents had neutral opinion to the question. The remaining 8.5%(6) disagreed to the relevance of training received to their work.

In accordance with the majority of the respondents, i.e. 64.7% (53) reported clear effectiveness of trainings on their work. This result is in line with the result earlier reported on the selection of respondents for training which revealed that most of these respondents were selected on joining the companies and compulsory training for all employees. This indicates that HRM puts emphasis on training that will add value to and thus relevant to the current work for those selected for training. The analysis is in line with the Bediako (2008) “report that training content must seek to achieve individual personal needs, goals and self development.”

Table 4.17: Training helped employees to improve their job performance

8. Do you think that training helped you to improve your job performance?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	7	9.9	9.9	11.3
	Neither agree, nor disagree	7	9.9	9.9	21.1
	Agree	32	45.1	45.1	66.2
	Strongly agree	24	33.8	33.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Table 4.17 above illustrates the results about whether training helped respondents to improve their job performance or not. In analyzing the responses obtained from the respondents, the findings showed that 45.1%(32) of the respondents agreed and 33.8%(24) strongly agreed that training helped them to improve their job performance, while 9.9%(7) had neutral response, thus indicating that they were not sure about training contribution to their job improvement. On the other hand, 9.9%(7) of participants disagreed and 1.4%(1) of the them were strongly disagreed that training they attend improves their job performance.

The overall finding indicated that the training methods used during training provision programme in Hidassie Telecom Sc clearly supported the majority of employees improve their job performance.

Table 4.18: Training is aligned to employees' real job

9. Do you consider that training is aligned to your real job performance?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	6	8.5	8.5	9.9
	Neither agree, nor disagree	11	15.5	15.5	25.4
	Agree	40	56.3	56.3	81.7
	Strongly agree	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion whether training provided was aligned to their real job or not to know the right training is provided to the right person. Table 4.18 above, shows analysis on training alignment with employees' real job at Hidassie Telecom Sc.

According to the table above, the result obtained indicates that the majority or 56.3%(40) of the respondents agreed and 18.3%(13) of them strongly agreed that training was aligned to their real job, while 15.5%(11) had neutral to the question. 8.5%(6) and 1.4%(1) of the respondents disagreed and strongly disagreed that training was aligned to their real job respectively.

Table 4.19: Training Relevance to the Job

10. The trainings you received were relevant to your job					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	12.7	12.7	12.7
	Neither agree, nor disagree	6	8.5	8.5	21.1
	Agree	36	50.7	50.7	71.8
	Strongly agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to express their level of agreement whether training provided by their company was relevant to their job or not. The table 4.19 above reports results from the relevance of the trainings received by the respondents to their work. A slightly majority of the respondents that is 50.7%(36) and 28.2%(20) agreed and strongly agreed that training was relevant to their job, while 8.5%(6) were neutral to the issue. The remaining 12.7%(9) of them disagreed that training was relevant to their job.

Majority of the respondents reported clear effectiveness of these trainings on their job. This result is in line with the result earlier reported on the selection of respondents for training which revealed that most of these respondents were selected on joining the companies they work for and compulsory training for all employees. This indicates that HRM puts a lot of emphasis on training that will add value to and thus relevant to the current work for those selected for training.

Table 4.20: Training contribution to managers to communicate a clear sense of company directions to its employees

11. Do you think that training helps managers to communicate a clear sense of directions of company to its employees?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.6	5.6	5.6
	Disagree	10	14.1	14.1	19.7
	Neither agree, nor disagree	12	16.9	16.9	36.6
	Agree	26	36.6	36.6	73.2
	Strongly agree	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

With regard to the training contribution to managers to communicate a clear sense of company directions to its employees, the larger share of the respondents, 36.6%(26) and 26.8%(19) was agreed and strongly agreed respectively that training contribute to managers to communicate a clear sense of company direction to its employees, while 16.9%(12) respondents were neutral to the question. The remaining portion goes to respondents those disagreed and strongly disagreed respectively with training contribution to managers communicate a clear sense of company direction to its employees which is around 14.1% (10), and 5.6% (4) each respectively.

In terms of the 66.4%(55) that agreed that clear directions were provided during training, Kum, Cowden & Karodia (2014) in their work citing Kleiman (2003:103) states that, “in the absence of objectives for providing direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the employee to ponder desired results.” Accordingly, objectives should include important directions and focus for obtaining the final product, which is a change in job performance. Only 16.9% of participants were neutral on the matter; these employees may be employees who are new to the organization and who do not know whether clear directions are provided during training. A total of 19.7% of participants

disagreed that clear directions are provided during training. The company human resource management has the responsibility to provide these employees with the information that enables them to perceive and correctly interpret the expectations of the organization.

“Good communications are important for three reasons. First, they are a vital part of any change management programme. Second, organizational engagement or commitment will be enhanced if employees know what the organization has achieved, or is trying to achieve, and how this benefits them. Third, effective communications generate trust, as organizations take trouble to explain what they are doing and why” Armstrong (2010:307).

Table 4.21: Management priority to the job satisfaction of employees through training

12. Does management give priority to the job satisfaction level of employees through training?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	12	16.9	16.9	19.7
	Neither agree, nor disagree	14	19.7	19.7	39.4
	Agree	33	46.5	46.5	85.9
	Strongly agree	10	14.1	14.1	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The responses in the Table 4.21 above were collected on the Hidassie Telecom management priority and support to the job satisfaction of employees through training. 46.5%(33) of the participants agreed, and 14.1%(10) of them strongly agreed that company management gives priority to the job satisfaction of employees through training, while 19.7%(14) were neutral to the question. The remaining small percent of the respondents, 16.9%(12) disagreed and 2.8%(2) strongly disagreed that Hidassie Telecom management gives priority to the job satisfaction of employees through training. Top management support is essential to make training and

development effective. However, the finding shows that company management is less committed to support training and towards job satisfaction of employees through training.

“Along with diagnosing training needs and determining which method of training works best for the training content, managers need to take steps to maximize the learning process” Hill & Mc Shane (2008:307). The most important issues to be considered are the trainees readiness to learn, well designed training practice and the trainee’s transfer of learning supported

Table 4.22: Training taken leads employees’ satisfaction

13. Does the training taken lead you to be satisfied with your job performance?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	3	4.2	4.2	7.0
	Neither agree, nor disagree	12	16.9	16.9	23.9
	Agree	39	54.9	54.9	78.9
	Strongly agree	15	21.1	21.1	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to express their level of agreement if training they attended satisfied on their job performance or not. Table 4.22 presents data collected. Based on the data collected, the majority i.e. 54.9%(39) and 21.1%(15) of the respondents agreed and strongly agreed that training leads them to be satisfied with their jobs, while 16.9%(12) had neutral response. The remaining 4.2%(3) and 2.8%(2) disagreed and strongly disagreed that training leads them to be satisfied with their jobs.

A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes toward the job. When people speak of employee attitudes, more often than not they mean job satisfaction.

Table 4.23: Respondents satisfaction with the overall aspect of training programmes

14. Are you satisfied with the overall aspect of the training programs in the organization?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	7	9.9	9.9	11.3
	Neither agree, nor disagree	15	21.1	21.1	32.4
	Agree	29	40.8	40.8	73.2
	Strongly agree	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The literature tells us that job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that employees can work hard and get promoted. Trained employees become more confident and motivated and lead to more satisfied employees who perform at exceptional level. Accordingly, the respondents were asked to express their level of agreement if they were satisfied with the overall training programme in Hidassie Telecom Sc or not. As illustrated in the Table 4.23 above, 40.8%(29) and 26.8%(19) of the respondents agreed and strongly agreed that they are satisfied with the overall aspects of training programme in their company, while 21.1%(15) were neutral to the question. The remaining 9.9%(7) and 1.4%(1) of the respondents disagreed and strongly disagreed that they are satisfied with the overall aspects of training programme in their company.

Blended learning is the use of a combination of learning methods to increase the overall effectiveness of the learning process by providing for different parts of the learning mix to complement and support one another. “A blended learning programme might be planned for an individual using a mix of planned experience, self-directed learning activities defined in a personal development plan, e-learning facilities, group action learning activities, coaching or

mentoring, and instruction provided in an in-company or external course” Armstrong (2014:345).

Table 4.24: Effectiveness of method of training used by the organization

15. Do you think the method of training used by the organization is effective?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	8	11.3	11.3	12.7
	Neither agree, nor disagree	14	19.7	19.7	32.4
	Agree	34	47.9	47.9	80.3
	Strongly agree	14	19.7	19.7	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The selection of training methods has to be considered many factors such as based identified training needs, training objectives, understanding the interests of the trainees, the resources available and an awareness of the learning principles.

Table 4.24 above shows participants response on the effectiveness of methods of training used by the Hidassie Telecom HRM. 47.9%(34) and 19.7%(14) of the respondents agreed and strongly agreed that training methods employed were effective enough, while 19.7%(14) of respondents were neutral on the matter. On the other hand, 11.3%(8) and 1.4%(1) of the respondents disagreed and strongly disagreed on the effectiveness of training methods used by the company. The finding shows more than 67% of the respondents agreed that the methods of training used by the company are effective.

In accordance with the effectiveness of training programmes, Ivancevich (2010) stated that “training contributes to improving efficiency and effectiveness of current or future performance of employees in any institution.” The effectiveness of learning is increased by joining up the

different methods available or blended learning. “Effective training uses the systematic approach defined above with an emphasis on skills analysis” Armstrong (2014:305).

Table 4.25: Adequacy of training programme

16. Do you have adequate training that enables you to do your job as required?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	15	21.1	21.1	22.5
	Neither agree, nor disagree	17	23.9	23.9	46.5
	Agree	25	35.2	35.2	81.7
	Strongly agree	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion whether training programme was adequate or not. Table 4.25 shows results of responses of participants regarding the adequacy of training programme to enable employees to do their jobs as required. 35.2%(25) and 18.3%(13) of respondents agreed and strongly agreed respectively that training they received was adequate to enable them to do their jobs as required. However, 23.9%(17) of the respondents have no clear opinion. 21.1%(15) and 1.4%(1) of the respondents disagreed and strongly disagreed respectively that training was adequate to enable them to do their jobs as required. All this shows the importance placed by employees on having training in their job.

The finding indicates that 53% of the respondents have taken training programmes with convenient ways. However, a slightly more than 47% of the respondents (including neutral response) have not been provided adequate training programmes by the company.

“This level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction” Armstrong (2014:346). The finding indicates that nearly half percent of the respondents are not believed in the adequacy (training content, trainers’ capabilities, training methods and so on...).

Table 4.26: Training about new technology and/or new assignment

17. Do you receive required training about new technology (POS, E-CAF technology and procedures) and/or when new assignment is given to you?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	7.0	7.0	7.0
	Disagree	12	16.9	16.9	23.9
	Neither agree, nor disagree	13	18.3	18.3	42.3
	Agree	21	29.6	29.6	71.8
	Strongly agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Participants were asked to give their response whether training provided about new technology and/or when new assignment is given to them. 29.6%(21) and 28.20%(20) of the respondents agreed and disagreed that they receive required training about new technology (POS, E-CAF technology and procedures) and/or when new assignment is given to them, while 18.3%(13) neutral the question. On the other hand, 16.9%(12) of the respondents disagreed and 7.%(5) strongly disagreed that they received required training about new technology (POS, E-CAF technology and procedures) and/or when new assignment is given to them.

Telecom sector is a dynamic sector due to change in the digital technology is changing the world's new way of communication and performing jobs. New training technologies are not the panacea, but they may contribute to a large extent to the development of both the necessary

attitudes and educational opportunities for learning. They may help to provide employees with the necessary knowledge and skills to retrain people so that they can adapt to evolving jobs.

Table 4.27: Training programme evaluation

18. Does the training program evaluated during or at the end of the program?					
Respondents opinion/position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.2	4.2	4.2
	Disagree	11	15.5	15.5	19.7
	Neither agree, nor disagree	15	21.1	21.1	40.8
	Agree	27	38.0	38.0	78.9
	Strongly agree	15	21.1	21.1	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The respondents of the study were asked to express their level of agreement on training programme evaluation related issues. Table 4:27 above reports respondents' level of agreement regarding training programme evaluation during or at the end of the programme. 38.0%(27) and 21.1%(15) respondents agreed and strongly agreed that training programme was evaluated during or at the end of the program, while 21.1%(15) gave neutral opinion. The remaining 15.5%(11) and 4.2%(3) of the respondents disagreed and strongly disagreed that training program was evaluated during or at the end of the program. The later group's opinion indicated that the company does not conduct the training evaluation programmes properly. In this case, the company can't able to determine whether the training programme is achieving the intended objectives or not.

In support of this, Robbins (2005:208) states that "training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor will facilitators understand the success of their programmes." The evaluation needs

to assess the extent to which specific learning objectives relating to changes in behavior and the application of knowledge and skills have been achieved. The setting of objectives and the establishment of methods of measuring results are, or should be, an essential part of the planning stage of any training and development programme. "Evaluation can take place at different levels, starting with immediate reactions to the learning event and completed with an assessment of the impact it has had on organizational performance" Armstrong (2014:345). The aim is to establish the extent to which the event has achieved its purpose. At the same time, it is necessary to consider how the information required for evaluation should be obtained and analyzed.

It is important to evaluate learning to assess its effectiveness in producing the outcomes specified when the activity was planned and to indicate where improvements or changes are required in order to make the training even more effective.

"The evaluation has to be based on before-and-after measures and should determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction" Armstrong (2014:346)

4.5 Effects of Training on Employees' Performance in Hidassie Telecom Sc

The second research question was about the effects of training activities on employees' performance. The literature tells us that employees will not perform well at work no matter hard they try and regardless of how much they want to until they how they are supposed to do it. It is knowledge and skills acquired for the job that makes employees effective and efficient. Therefore; training is the means by which skills and knowledge are effected or impacted to employees to improve performance and change their attitudes or behavior. These questions were therefore assessed using response from the questionnaires administered to the sample of the staffs as follows:

Table 4.28: Training increases productivity

1. In my opinion training helps me to increase productivity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Neither agree, nor disagree	10	14.1	14.1	18.3
	Agree	33	46.5	46.5	64.8
	Strongly agree	25	35.2	35.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The table 4.28 above shows that majority i.e. 46.58%(33) and 35.2%(33) of the respondents agreed and strongly agreed that training helped them to increase their productivity, while 14.1%(10) were neutral on the matter and 4.2%(3) of the respondents disagreed that training helped them to increase their productivity respectively.

Training has been an important variable in increasing organizational productivity. Many researchers showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity.

The evidence suggests that the link between an individual's job satisfaction and his or her productivity is very slightly positive. It turns out the productivity can be affected as much by external conditions as it is by job satisfaction. "The relationship between job satisfaction and productivity is stronger when the employee's behavior is not controlled by outside factors" Landy & Conte (2007:74).

Table 4.29: Training enhances performance

2. The training I received helped me to enhance high performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	6	8.5	8.5	11.3
	Neither agree, nor disagree	9	12.7	12.7	23.9
	Agree	31	43.7	43.7	67.6
	Strongly agree	23	32.4	32.4	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

As presented in the above Table 4.29, 43.7%(31) and 32.4%(23) of the respondents agreed and strongly agreed that training helped them to enhance their performance, while 12.7%(9) were neutral on the matter. The remaining 8.5%(6) and 2.8%(2) of the respondents disagreed and strongly disagreed that training helped them enhance their performance respectively.

This is significant because the purpose of training is to improve individual employees and organizational performance that most of the respondents prove that training has a positive effect on their performance. The result is also similar to the above response given to training increases employees productivity question.

Table 4.30: Training improve employees job quantity & quality

3. The training provided by my organization helped me to improve my job quantity & quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	5	7.0	7.0	9.9
	Neither agree, nor disagree	6	8.5	8.5	18.3
	Agree	35	49.3	49.3	67.6
	Strongly agree	23	32.4	32.4	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion whether training provided by their organization helped them to improve their job quantity & quality. Accordingly, Table 4.30 above, indicates that 49.3%(35) and 32.40%(23) of them agreed and strongly agreed that training provided by their company helped them to improve their job quantity & quality, while 8.5%(6) had neutral opinion on the matter, and the remaining 9.8%(7) of the respondents disagreed that training helped them to increase their job quantity and quality respectively.

Table 4.31: Training improved effectiveness and efficiency

4. Training contributed effectiveness and efficiency at Hidassie Telecom Sc					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.2	4.2	4.2
	Disagree	10	14.1	14.1	18.3
	Neither agree, nor disagree	13	18.3	18.3	36.6
	Agree	28	39.4	39.4	76.1
	Strongly agree	17	23.9	23.9	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to provide their opinion on the contribution of training on effectiveness and efficiency of employees' performance at Hidassie Telecom Sc. The results are summarized as shown in the Table 4.31 above, 39.4%(28) and 23.9%(17) of the respondents agreed and strongly agreed that training contributed to effectiveness and efficiency at Hidassie Telecom Sc., while 18.3%(13) were neutral and 14.1%(10) and 4.2%(3) of them disagreed and strongly disagreed about training contribution to their company effectiveness and efficiency.

A total of 36% of the respondents (in the neutral and disagree categories) were not believed in the contribution of training programme provided their performance effectiveness and efficiency. As this is a significant number, it needs further investigation whether it could be due to inefficiency in training needs analysis or implementation problems.

Table 4.32: Training reduced frequency of supervision

5. In my opinion training helped me to reduce frequency of supervision					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	7	9.9	9.9	12.7
	Neither agree, nor disagree	12	16.9	16.9	29.6
	Agree	31	43.7	43.7	73.2
	Strongly agree	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion whether training reduce frequency of supervision or not. Based on the Table 4.32 above, 43.7%(31) and 26.8%(19) of participants agreed that training reduce frequency of supervision, while 16.9%(12) of participants were neutral on the issue and 9.9(7) and 2.8%(2) disagreed and strongly disagreed that training reduces frequency of supervision.

Among the benefits of training is, it reduces the frequency of supervision. In supporting this idea, (Naseem, Sikandar, Hameed and Khan, 2012) in their work referring (Chandrasekar, 2011) confirmed that “supporting and positive attitude of immediate supervisor with employees create favorable workplace environment and encourage employees that directly affects their performance.”

Table 4.33: Training increased job satisfaction

6. In my opinion training helps me to increase job satisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	11.3	11.3	11.3
	Neither agree, nor disagree	10	14.1	14.1	25.4
	Agree	34	47.9	47.9	73.2
	Strongly agree	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Table 4.33 above shows respondents' opinion regarding the statement that training increases employee's motivation or not. A total of 74.7%(53) that is (47.9%+ 26.8%) of participants agreed that training motivates employees to do their jobs; while 14.1%(14) were neutral and the remaining 11.3%(8) disagreed.

“A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes toward the job. When people speak of employee attitudes, more often than not they mean job satisfaction” Landy & Conte (2007:84).

The above questions regarding employees' productivity, output, quality and job satisfaction can be summarized as follows. A cost/benefit analysis is required that compares the benefits, expressed in quantified terms as far as possible, which will result from the learning activity. “Investing in learning and development can refer to improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; and attract high-quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction, to gain higher rewards and to progress within the organization” Armstrong (2006).

Table 4.34: Training maintained team work and efficiency

7. I am confident that the training brings strong team work and helped me to increase work efficiency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.8	2.8	2.8
	Disagree	10	14.1	14.1	16.9
	Neither agree, nor disagree	10	14.1	14.1	31.0
	Agree	28	39.4	39.4	70.4
	Strongly agree	21	29.6	29.6	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion if training contributed to build strong team work and work efficiency or not in the company.

As can be observed from the Table 4.34 above, 39.4%(28) and 29.6%(11) of participants agreed and strongly agreed that training maintained team work and efficiency, while 14.1%(10) of participants were neutral on the issue and 14.1%(10) and 2.8%(2) disagreed and strongly disagreed that training maintained team work and efficiency.

Training and manpower development build a team that is effective, efficient and well motivated, thereby enhancing the confidence and self-esteem of employees. The employees' knowledge and skills are thus developed to adapt to new technologies and other organizational changes.

Table 4.35: Effects of training on the performance of the respondents'

8. The training you received has an effect on your job performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.2	4.2	4.2
	Disagree	6	8.5	8.5	12.7
	Neither agree, nor disagree	7	9.9	9.9	22.5
	Agree	37	52.1	52.1	74.6
	Strongly agree	18	25.4	25.4	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

This section of the analysis focused on the effects of training on employees' job performance in Hidassie Telecom Sc. The relationship is considered relevant as it is the center of this thesis. The results of the data collected revealed that 52.1%(37) and 25.4%(18) of the respondents held the view that training has enhanced their job performance, while 9.9%(7) were neutral to the matter. Incidentally, 8.5%(6) and 4.2%(3) of the respondents disagreed and strongly disagreed with this view and stated that training has not enhanced their job performance. The latter category of respondents argued that other factors contribute to their improved job performance. However, the overall results indicate that training plays a significant role in improving employee's performance in Hidassie Telecom Sc. The implication of this finding is that organizations will rely on trainings to engender employees' skills, knowledge and initiatives to identify and resolve problems.

Respondents' response on the effect of training on employee performance can be summarized as resulting in improvement of skills, the acquisition of new knowledge, increase in efficiency and better performance. This agrees with De Cenzo and Robbins (1996), who stated that "training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior." Moreover, this finding is also supported by

Rothwell and Kazanas (2006:145), who state that “effective employee training leads to an increase in employee performance. Consequently, accuracy, effectiveness, good work, effective safety practices and satisfactory customer services can be expected.” The fact that 9.9%(7) of participants were neutral may have been because these employees are never sent for training in the organization. In total, 12.7% of participants disagreed that training affects their performance positively. Johnson and Redmond (2006:18) state that “new employees cause a great deal of wastage. Moreover, organizations experience wasted time owing to inexperienced replacement staff. Management and other staff spend valuable time not doing their job but trying to orientate the replacement staff.” In addition, productivity can be affected; wastage can be stationary, breaking machine, default goods as the new employee is learning in the organization.

Table 4.36: Training helped organization to ensure its success with customers’ satisfaction

9. I feel that training helped my organization to ensure its success with customer satisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	4.2	4.2	4.2
	Disagree	9	12.7	12.7	16.9
	Neither agree, nor disagree	13	18.3	18.3	35.2
	Agree	32	45.1	45.1	80.3
	Strongly agree	14	19.7	19.7	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to express their level of agreement on whether employees training helped organization to ensure its success with customers’ satisfaction or not. The data collected shows that 45.1%(32) and 19.7%(14) of the respondents believe that training helped their organization to ensure its success with customers’ satisfaction, while 18.3%(13) of participants do not feel that training provided by the company helped organization to ensure its success with

customers' satisfaction. However, 12.7%(9) and 4.2%(3) of them disagree and strongly disagree that training helped organization to ensure its success with customers' satisfaction.

The evidence indicates that satisfied employees increase customer satisfaction and loyalty.

“There are three reasons why happy employees tend to result in happy customers. First, job satisfaction is related to employee performance—particularly higher motivation to provide friendly service. This increased effort includes trying to serve customers more effectively. Second, employees are usually in a more positive mood when they feel satisfied with their jobs and working conditions. Employees in a good mood display more naturally friendly service, which most customers interpret as higher-value service. Third, employees with higher job satisfaction are less likely to quit their jobs, so they have better knowledge and skills to serve clients,” Hill and Mc Shane (2008:355).

Satisfied employees are more likely to be friendly, upbeat, and responsive-which customers appreciate. Because satisfied employees are less prone to turnover, customers are more likely to encounter familiar faces and receive experienced service. These qualities build customer satisfaction and loyalty.

Table 4.37: Enhance employees commitment

10. I think that employees become more committed toward their jobs after getting on-the-job training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.4	1.4	1.4
	Disagree	6	8.5	8.5	9.9
	Neither agree, nor disagree	9	12.7	12.7	22.5
	Agree	35	49.3	49.3	71.8
	Strongly agree	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

Respondents were asked to give their opinion whether training enhanced their commitment or not. The data indicated in Table 4.37 above shows that 49.3%(35) and 28.2%(20) of the respondents agreed and strongly agreed that training enhanced their commitment towards their jobs after getting on-the-job training, while 12.7%(9) were neutral to the issue, and the remaining 8.5%(6) and 1.4%(1) of them disagreed and strongly disagreed that training enhanced their commitment towards their jobs after getting on-the-job training.

The result indicates that the study company employees are motivated to be committed to their job by the training already given by the company.

Along with job satisfaction, managers need to ensure that employees have reasonably high levels of organizational commitment. Managers need to pay attention to this attitude because loyal employees are less likely to quit their jobs and be absent from work. They also tend to provide better customer service because long-tenure employees have deeper knowledge of work practices, and clients like to do business with the same employees. “Employees with greater commitment also have higher work motivation as well as somewhat superior job performance,” Hill and Mc Shane (2008:356).

Table 4.38: Employees become more responsible after getting on-the-job training

11. In my opinion employees become more responsible after on-the-job training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	9.9	9.9	9.9
	Neither agree, nor disagree	8	11.3	11.3	21.1
	Agree	30	42.3	42.3	63.4
	Strongly agree	26	36.6	36.6	100.0
	Total	71	100.0	100.0	

Source: Survey questionnaire

The data collected in the above Table 4.38 indicates that 42.3%(30) and 36.6%(26) of the respondents agreed and strongly agreed that they become more responsible after getting on-the-job training, while 11.3%(8) had neutral opinion and the remaining 9.9%(7) of them disagreed that they become more responsible after getting on-the-job training.

Training serves as a motivating force in improving the efficiency and productivity of the workers and many organizations have seen it as a veritable tool to enhance their organizational performance. According to Cole (2002), “among other benefits, training provides recognition, enhanced responsibility and the possibility of increased pay and promotion.”

Tests of Variables Relationships

The correlation coefficient is a measure of linear association between two variables. Values of the correlation coefficient are always between -1 and +1. As can be seen from the table 4.40 above, the Pearson Correlation results between variables show points less 1, that there is a positive relationship between dependent variable (performance) and independent variable (training). Correlation is also significant at the 0.01 level.

Spearman's correlation analysis was carried out to examine the effects of training on employees' performance. Table 4.40 in Annex highlights the co-efficient correlation paradigm between the training (independent variable) and employees' performance (dependent variable).

The Table 4.40 shows that association between all variables is positive. Significant relationship is also found among many variables. All the independent and the dependent variables were bonded with each other and had the positive and significant correlation. The most considerable correlation and relationship between all the variables was training improves skills, knowledge, attitude change and new capability $r = .338$, $p < 0.01$ with employee performance was medium. The following next considerable and mediating correlation was seen between training increases employees motivation to do their jobs with employees performance was $r = .357$, low, $p < 0.01$, training helped employees to improve their job with employees performance was $r = .326$, low, $p < 0.01$, and trainings was relevant to employees jobs with employees performance was $r = .342$, low, $p < 0.01$. While training improves skills, knowledge, attitude change, new capability with

training increases employees motivation, training was relevant to employees jobs and training helped employees to improve their job performance were positively correlated at $r = .678$, $r = .619$ and $r = .514$ respectively substantial and medium, $p < 0.01$. Table 4.40 shows positive coherence between all the variable of training improves your skills, knowledge, attitude change, new capability, training increase motivation, trainings received were relevant to the job and employee performance.

Regression Analysis

Table 4.41 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.588	.549	.65673
<i>a. Predictors: (Constant), Method of training effectiveness, Training improves job performance, Training leads to job satisfaction, Management gives priority to the job satisfaction of employees through training, Training received was relevant to the job, Training increases job motivation</i>				

Source: Survey questionnaire

Table 4.42 Findings of Regression Analysis

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.159	1	12.159	13.438	.000 ^b
	Residual	62.432	69	.905		
	Total	74.592	70			
<i>a. Dependent Variable: Training enables to improves skills, knowledge, attitude change, and new capability</i>						
<i>b. Predictors: (Constant), a. Predictors: (Constant), Method of training effective, Training improve job performance, Training lead to job satisfaction, Management gives priority to the job satisfaction of employees through training, Training received was relevant job, Training increase job motivation</i>						

Source: Survey questionnaire

Regression table measures the amount of total variation in dependent variable due to independent variable. Table 4.41 above shows that the value of Adjusted R² is 0.549. This value indicates that there is almost 54.9% variation in dependent variable (Job Performance). The ANOVA table 4.42 above shows the F value is 13.438 at 0.000 significant levels which is less than 0.05.

$R^2 = .767$ a $adj.R^2 = .588$ $F = 13.438$ (p-value= 0.000)

The p-value of the model is less than 0.0001 which is lower than the alpha value which is 0.05 as stated in the table 4.42 and 4.43 and hence the F-statistic is proved to be significant. This result also indicated that proposed model can moderately describe the relationship between independent variable and the dependent variable (employee performance). Furthermore, the result also supports that between some independent variable can explain the dependent variable (employee performance).

R-square value is the percentage or value that indicates how the independent variables can explain the dependent variable. The more significant the independent variables can explain the dependent variable, the higher the R-square value would be. The R-square value of the current study is 0.588 which propound that the model is 58.8% explain the dependent variable and 42.2% of the variation cannot be explained through this model which means that there are other factors can be used to explain employee performance.

Table 4.43 Coefficient

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.020	.481		-.041	.968
1. Training increases job motivation	-.282	.111	-.276	-2.549	.013
2. Trainings relevant to job	.171	.110	.156	1.556	.125
3. Training improves job performance	.359	.105	.362	3.413	.001
4. Management gives priority to job satisfaction of employees through training	.257	.103	.237	2.497	.015
5. Training leads employees to be satisfied with their job	.239	.102	.218	2.329	.023
6. Training methods effectiveness	.314	.099	.307	3.162	.002

a. Dependent Variable: I feel the training enables me to improves skills, knowledge, attitude change, and new capability

Source: Survey questionnaire

Moving on the beta value of independent variable (Training increases job motivation) is -.276 with t value -2.549 and significant level of 0.013. The beta value of independent variable (Trainings relevant to job) is 0.156 with t value 1.556 and significant level of 0.125. The beta value of independent variable (Training improves job performance) is 0.362 with t value 3.413 and significant level of 0.001. The beta value of independent variable (Management gives priority to job satisfaction of employees through training) is 0.237 with t value 2.497 and significant level of 0.015. The beta value of independent variable (Training leads employees to be satisfied with their job) is 0.218 with t value 2.329 and significant level of 0.023. The beta value of independent variable (Training methods effectiveness) is 0.307 with t value 3.162 and

significant level of 0.002. This beta value indicates the amount of change in the dependent variable (Job Performance) due to changes in independent variables (Training increase motivation, Training relevant to job, Training improves job performance, Management gives priority to job satisfaction of employees through training, Training leads employees to be satisfied with their job and Training methods effectiveness).

The coefficient table tests each predictors at $\alpha = .05$. Accordingly, the results of the coefficients of predictors in the above Table 4.43 are summarized as follows:

Table 4.44: Test Results Interpretation

Question No.	Predictor	Test Result	p-value
6	Training increases job motivation	Significant	(p = .013)
7	Trainings relevant to job	Not Significant	(p = .125)
8	Training improves job performance	Significant	(p = .001)
11	Management gives priority to job satisfaction of employees through training	Significant	(p = .015)
12	Training leads employees to be satisfied with their job	Significant	(p = .023)
14	Training methods effectiveness	Significant	(p = .002)

Source: Survey questionnaire

4.6 Human Resource Strategy and Training Policy Manual of the Company

Strategic HRM is an approach that defines how the organization's goals will be achieved through people by means of HR strategies and integrated HR policies and practices. "Strategic HRM can be regarded as a mindset underpinned by certain concepts rather than a set of techniques. It provides the foundation for strategic reviews in which analyses of the organizational context and

existing HR practices lead to choices on strategic plans for the development of overall or specific HR strategies” Armstrong (2010).

The fundamental aim of strategic HRM is to generate organizational capability by ensuring that the organization has the skilled, engaged, committed and well-motivated employees it needs to achieve sustained competitive advantage. Schuler (1992) stated that:

“Strategic human resource management is largely about integration and adaptation. Its concern is to ensure that: (1) human resources (HR) management is fully integrated with the strategy and strategic needs of the firm; (2) HR policies cohere both across policy areas and across hierarchies; and (3) HR practices are adjusted, accepted and used by line managers and employees as part of their everyday work.”

Human resource management’s effectiveness depends on its fit with the organization’s stage of development. As the organization grows and develops, human resource management programmes, practices and procedures must change to meet its needs. Consistent with growth and development models it can be suggested that human resource management develops through a series of stages as the organization becomes more complex.

A policy provides continuing guidelines and generalized guidance on how HR issues should be dealt with to ensure that an appropriate approach is adopted throughout the organization. Training policy is a set of principles. It reflects philosophy and values and fundamental aims of training and development, provides the principles and system on which the training manual(s) can be built. A policy is more fixed and concise than a manual.

A manual is a far more detailed set of operating procedures and supporting notes for trainers and trainees. This generally dictates that training manuals are required in two different formats - one for trainers and one for trainees. A manual deals with how the aims are to be achieved in terms that describe (and if appropriate illustrate too) specific tasks and duties. Because training manuals contain operating procedures, instructions and supporting notes that are specific to the training concerned, most training manuals are more liable to change than a policy, and this flexibility for changing and updating content is an important aspect in deciding the overall system for producing and administrating training manual documentation, which is best addressed and defined in the training policy.

Training and development can act as catalysts for change in organizations in the sense that workshops in which certain techniques are used can be conducted to sensitize the workforce on new issues, but also to assist in the strategic changes a company intends to make in the turbulent and fluctuating business environment.

To assist companies to achieve and maintain a competitive edge is another strategic purpose of training and development. Not only will strategic goals be achieved, but organizations which invest more in training and development will attract better candidates. By using training and development as a strategic human resource tool to meet organizational objectives, the company can enhance the overall improvement of organizational outputs.

In analyzing the secondary data of the company, it is found that there is no well organized company training policy manual. Although, the company was established before four years ago, training policy manual is not yet developed and implemented.

Hidassie Telecom Sc, offcourse, currently approved five years strategic plan to be implemented in the new budget year. However, training programmes have been implemented without training policy manual development.

Preparing training manual for Hidassie Telecom Sc is an important management decision because without training policy manual implementation and evaluation of training is unthinkable.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains summary of major findings and makes conclusions that are drawn from the findings of the study, which are presented, discussed and interpreted in chapter four. In addition, the chapter includes the limitation of the study, the recommendations that are forwarded for the identified effects of training on employees' performance and further study.

5.1 Summary

The study of this research aims to assess the effects of training on employees' performance in the case of Hidassie Telecom Sc. Hence, the data collected was primarily used to reach the objectives of the study explained in chapter one. The discussion of the results was done in terms of these objectives.

A slightly more males (57.7%) are involved in this research study as compared to females comprising 42.3%. 46.5% are within the 35 to 45 years of age interval and 63.2% of them are married. The majority or 50.7% are TVET/Diploma holders.

Most of the respondents which account for 67.7% are in their current position from 2 to 5 years. 28.2% of the respondents were selected to participate in training on joining the company, 18.3% of them due to training was compulsory for all employees, while a surprisingly 18.3 % don not know how they were selected for training. 54.9% of the respondents' undergone training by once a year training programme schedule. The most common methods of training facilitations identified by respondents were discussion and lecture which account 53.5% and 29.6% respectively.

Most of the respondents stated that training need assessment has been conducted by using personal and task analysis technique which are essential to design appropriate training programmes optimally. However, the company has less concern for organizational analysis techniques.

The result of the study indicated that most of the respondents agreed with the training objectives and training goals alignment with company objectives fairly. However, there are significant numbers of respondents attending training without knowing the objectives of training and training goals alignment with company objectives.

It is found in the study result that training improves respondents' skills, knowledge, attitude change, and new capability of doing their jobs and also motivated them.

The finding also indicated that the training methods used during training provision programme in the company clearly supported the majority of employees to improve their job performance.

Concerning training programme effectiveness, most of the respondents indicated that training programme evaluations were carried out during and at the end of the training programme. Hidassie Telecom has not been developed training policy manual. Training programme impact assessment cannot be conducted without preparing training manual. It is an important management decision.

The importance of training in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine any issues related to training in any organizations. The purpose of this study is to examine the effects of training on employees' performance within Hidassie Telecom Sc. Sub goals are developed to facilitate a clear achievement of the purpose of the study.

5.2 Conclusion

The findings reported in this study suggested that training has an effect on employees' job performance. The finding result is broadly consistent with prior management literature on training. In order to gain more specific knowledge of training from the company understudy, different questions were distributed to respondents and collected and examined. These questions are focusing on employees participation in training, selection for training, methods of training facilitation, training needs identification, training objectives, training goal alignment with

company objectives, contributions of training to employees motivation, improvements of employees skills, attitudes and knowledge, job quality and quantity, relevance of training to employees job, training programme evaluation and effects of training on employees job performance. These questions have been of particular interest because they facilitate an understanding of the training practices in the company's under study. The results from the questions on employees participation in training and selection for training indicated that most of them were provided with opportunities to train and on the joining the company or under the compulsory practice of the company

In examining the question relating to the training programme needs identification, the results indicate that the training programme undertaken by the case company is relevant as considered by the respondents' opinion. But, needs assessment has been conducted by using personal and task analysis technique and less concern for organizational analysis techniques.

The company does not practice clear criteria to select employees for providing training programmes aligning with training policy. This implies that in the absence of training policy manual, training could be provided to employees who are unrelated to the job and the training programmes are wasting the company resources consequently.

Hidassie Telecom Sc has not practiced appropriate training evaluation and it overlooks one of the critical issues in training to ensure the effectiveness of the return on investment from the training programmes. This shows that training evaluation in the absence of training policy manual couldn't indicate the overall effect of training programmes given by the company on employees' performance improvement and the achievements of organizational goals.

5.3 Recommendations

Based on the research findings, the following recommendations are suggested to improve the training practice of Hidassie Telecom Sc: -

5.3.1 Training Policy Manual

The training and development policy provides guidelines for developing employees' skills, knowledge and attitudes through a systematic training and development approach which creates a highly skilled human resource base, and stimulates a culture of productivity, efficiency, effectiveness, professionalism and accountability in the delivery of services.

Training policy manual includes objectives of the training policy, purpose of training and development, training needs analysis, types of training and development, bonding agreement, training budgets for short-term and long-term training, preparing learners, skill transfer, training evaluation, training reports and monitoring.

Hidassie Telecom Sc is investing considerable amount of budget for employees training to get satisfactory return on investment. However, the share company has no clearly stated company training policy which addresses budgets of the training, selection criteria, time table and qualification of trainer and so on. So, it is not easy and proper way to evaluate the success or failure of training programme without training policy manual. To ensure the return on investment from the training programmes, training policy manual has to be developed with its planning training, implementation and evaluation methods and criterion to assess the effect of training in the long- run. Therefore, the company should have given attention to develop training policy manual and conduct assessment properly to ensure its investment effectiveness on training.

5.3.2 Improve Criteria for Trainees Selection

The current methods and criteria for selection of employees on training need review. Training is an investment made on employees' skills, attitudes and knowledge for the sake of job performance improvements. Training programmes helps an organization to accomplish its goals and objectives when it is provided to employees by identifying key areas where it can make a real contribution to the organization success.

Although, a considerable number of respondents expressed that training need assessment was made, there is no well organized training policy manual to refer as a bench mark. Thus, the researcher highly recommended that the company should develop training policy manual guidelines for training needs identification.

5.3.3 Improving Management support

Top management support is essential to make training and development effective. However, the finding shows that company management is less committed to support training and towards job satisfaction of employees through training.

The company can grow and address its shareholders interest only when employees' capabilities are continuously acquired, sharpened and retained. In comprehensive training programmes, it must be clearly understood that training is not only the task and responsibility of human resource management of the company, but also the responsibility of all managers at each level.

The company should determine the cost and benefits of the proposed training before preparing training programme, top management also should consider this analysis result as the benchmark to authorize the requested and proposed training type, nature, approach and training cost.

5.3.4 Improving Training Schedule

Training needs identification requires knowledgeable supervisors to identify training opportunities. The company human resource management should take a lead and responsibility in identifying training needs of employees that should take into consideration and adjust training schedule based on the needs of the share company and its budget for such training.

5.3.5 Limitations of the Study

To assess the effectiveness of the training programme on employees' performance, there were certain constraints. The major of limitation was non availability of adequate documented data, which could be useful to get clear picture about the training expenditure by the company.

Although, the data were not available as required, the company has been making training expenditure to improve employees' performance since company establishment besides training budget increase made in each year. Lack of training needs assessment documents (training policy manual as a whole) become constraints to analysis properly the training process and its cost benefits.

5.3.6 Further Research

As this research study was limited to Hidassie Telecom Sc of Addis Ababa districts by adopting quantitative methods, further studies could be done in other companies around the country, to find out whether other areas need similar attention. A qualitative research study could be conducted to look at the impact of training on employee performance. Qualitative methods would allow the researcher to use interviews to collect data from the respondents, as in-depth interviews give more information compared to questionnaires.

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Annexure I

St. Mary's University
School of Graduate Studies
Department of General MBA

Dear Respondent,

This letter is an introduction to the main reason as to why your participation in this questionnaire is required.

This study is a research study on the thesis title **Effects of training on employees' performance: (The case of Hidasie Telecom Sc.)**. It is in partial fulfillment of one of the requirements for the attainment of the award of the Master's degree in Business Administration from the St. Mary's University.

My research project endeavors to generate knowledge to be utilized in understanding training of employees. The study specifically focuses on how training affects employees' performance. As a representative of your company, your views are of importance in my study and the study result would also importation for your company and our country as well. I would appreciate your responding to this questionnaire. This is purely for academic purpose and your response will be kept confidential and anonymous. Your name is not going to be required (registered) and the information you give should be kept confidential and will be used only for study purpose. Therefore; please kindly co-operate in filling the following questionnaire.

Thank you in advance for your time, co-operation and contribution to my study.

Yours faithfully,

Eshetu Megerssa

0911-256686

Eshe_meg@yahoo.com

Instruction

I. Background Information:

The following questions describe about respondents demographic background. Please put “X” mark in the space provided in front of choices in relation to your personal background.

1. Gender: a) Female () b) Male ()

2. Age interval: a) 25 to 35 Years () b) 35 to 45 Years ()
 c) 45 to 55 Years () d) 55 to 65 Years () e) Above 65 years ()

3. Marital status: a) Single () b) Married ()

 c) Divorced () d) Widowed ()

 e) Separated ()

4. Educational Background: a) 12th complete () b) TVET/Diploma ()

 c) BA degree () d) Masters ()

5. Length of service in your current position: a) 2 to 5 years () b) 5 to 10 years ()
 c) 10 to 15 years () d) 15 to 20 years () e) more than 25 years ()

6. Please indicate your status within your organization:
 a) Department Manager ()
 b) District Manager ()
 c) Sales Team Leader ()
 d) Area Supervisor ()
 e) Sales men ()
 f) Training Staff ()

7. How were you selected for training?
 a) On joining the company ()
 b) Supervisors recommendation ()
 c) Compulsory for all employees ()
 d) Upon employee request ()
 e) Performance appraisal ()

f) Don't know ()

8. How often do you undergo training?

a) Quarterly ()

b) Every six months ()

c) Once a year ()

d) Every two years ()

9. What are the methods of facilitation at the training you have attended?

a) Lecture ()

b) Demonstrations ()

c) Discussions ()

d) Presentation ()

e) Seminar ()

Part – II: Questionnaire on Training

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

Assume 1= Strongly Disagree, 2 = Disagree 3 = Neither Agree, Nor Disagree 4 = Agree, and 5 = Strongly Agree

No.	Question	Your opinion/position				
		1	2	3	4	5
1	Do you think the training program is designed based on the requirements of the job? Or employee deficiency of ability for the job					
2	Is the type of training you have taken applicable for the job after the training?					
3	Do you have known the objective of the training?					

4	Do you think that training goals and company's objectives are aligned fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does training improves your skills, knowledge, attitude change, new capability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the training increase your motivation to the job you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Do you think the trainings you received were relevant to your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do you think that training helped you to improve your job performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Do you consider that training is aligned to your real job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you think clear directions were provided during training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Does management give priority to the job satisfaction level of employees through training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Does the training lead you to be satisfied with your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Are you satisfied with the overall aspect of the training programs in the organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Do you think the methods of training used by the organization were effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Do you have enough training that enables you to do your job as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Do you receive required training about new technology (POS, E-CAF technology and procedures) and/or when new assignment is given to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17	Does the training program evaluated during or at the end of the program?					

Part: III Questionnaires on Workers Performance

The following phrases evaluate the return of the training relative to its objective of training and impact on the organization. Please answer by putting “X” in the box you think represent the result of the training in front of each question.

Assume 1= Strongly Disagree, 2 = Disagree 3 = Neither Agree, Nor Disagree 4 = Agree, and 5 = Strongly Agree

No.	Question	Your opinion/position				
		1	2	3	4	5
1	In my opinion training helps me to increase productivity					
2	The training I received helped me to enhance high sales services					
3	The training provided by my organization helped me to improve my job quantity & quality					
4	Training contributed effectiveness and efficiency at Hidassie Telecom Sc.					
5	In my opinion training helped me to reduce frequency of supervision					
6	In my opinion training helps me to increase job satisfaction					
7	I am confident that the training brings strong team work and it helped me to increase work efficiency					

8	The training you received has an effect on your job performance	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
9	I feel that training helped my organization to ensure its success with customers satisfaction	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
10	I think that employees become more committed toward their jobs after getting on-the-job training	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
11	In my opinion employees become more responsible after on-the-job training	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					

Appendix II

Reliability

For the reliability purpose, Cronbach's Alpha is commonly used for data collection. The results in Cronbach alpha depend on the total number of questions used in the questionnaire. For the reliability of the Cronbach alpha, it should be equal to 1.

Table 4.39 Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.920	29

Appendix III

Correlations between dependent (performance) and independent (training) variables

Correlations

Spearman's rho		training increase motivation	trainings received were relevant to job	training improve job performance	training improves skills, knowledge, attitude change, new capability	training received has an effect on job performance
training increase motivation	Correlation Coefficient	1.000	.514**	.619**	.678**	.357**
	Sig. (2-tailed)	.	.000	.000	.000	.002
	N	71	71	71	71	71
trainings received were relevant to job	Correlation Coefficient	.514**	1.000	.376**	.457**	.342**
	Sig. (2-tailed)	.000	.	.001	.000	.003
	N	71	71	71	71	71
training helped improve performance	Correlation Coefficient	.619**	.376**	1.000	.477**	.326**

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

Appendix IV

Descriptive Statistics

	Mean	Std. Deviation	N
Do you think the training program is designed based on the requirements of the job? Or employee deficiency of ability for the job?	3.7429	1.15075	70
Is the type of training you have taken applicable for the job after the training?	3.9718	.77408	71
Do you have known the objective of the training?	4.0143	.85961	70
Do you think that training goals and company's objectives are linked fairly?	3.9718	.95576	71
Does training improve your skills, knowledge, attitude change, new capability?	4.0704	.91533	71
Does the training increase your motivation to the job you do?	4.0282	.95576	71
Do you think the trainings you received were relevant to your job?	3.9437	.89263	71
Do you think that training helped you to improve your job performance?	4.0000	.98561	71
Do you consider that training is linked to your real job performance?	3.8169	.88334	71
Do you think that training helps managers to communicate a clear sense of directions of company to its employees?	4.6620	6.01651	71
Does management give priority to the job satisfaction level of employees through training?	3.7606	.90182	71
Does the training lead you to be satisfied with your job?	3.8732	.89330	71
Are you satisfied with the overall aspect of the training programs in the organization?	3.8169	.99009	71
Do you think the method of training used by the organization is effective?	3.7324	.95555	71
Do you have enough training that enables you to do your job as required?	4.1831	5.97210	71
Do you receive required training about new technology (POS, E-CAF technology and procedures) and/or when new assignment is given to you?	3.5493	1.26252	71
Does the training program evaluated during or at the end of the program?	3.5634	1.11781	71
In my opinion training helps me to increase productivity	.	.	0
The training I received helped me to enhance high sales services	4.3380	.75486	71
The training provided by my organization helped me to improve my job quantity & quality	3.9437	1.02661	71

