



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF TRAINING PRACTICE
AT ETHIOPIAN CONSTRUCTION WORK'S CORPORATION

BY
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LIST OF ABBREVIATIONS /ACRONYMS

ECWC: Ethiopian Construction Works Corporation

MBA: Masters of Business Administration

OJT: On- the –Job Training

PhD: Doctor of Philosophy

SMART: Specific, Measurable, Attainable, Relevance and Timely

SPSS: Software Package for Social Sciences

TNA: Training Needs Assessment

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ABSTRACT

Now a day organizations operate in a complex and dynamic environment, to cope with this changing environment organizations need to pay more attention to train its human resource by helping them to contribute towards the achievement of the organizational goals and objectives. The purpose of this study was to assess the overall training practice of Ethiopian Construction Works Corporation (ECWC). It looks through how the training policy align with the corporation strategic business objective, how TNA is conducted, how training program is designed, how it is implemented and evaluated, and finally to find out possible factors that hinder effective training practice in corporation. Descriptive type of research design with a mixed approach (quantitative and qualitative) was employed. Proportionate stratified random sampling technique was used and the sample size of the study was 235. Among this 34 are team leaders and 201 are employees. Primary data were collected through a questionnaire and interview. The quantitative Data obtained have been analyzed by using descriptive statics. Moreover, the qualitative data obtained using interviews have been analyzed and interpreted using content analysis by identifying patterns and themes drawn from participants' responses. The study shows that the corporation's training policy and strategic business objective is implemented in moderate way. The corporation's need assessment practice, trainees' selection criteria and training program evaluation were not effective to address its objectives in the achievement of the overall goals of the organization. The paper ends by offering useful suggestions to ECWC management to be properly review and manage its TNA, design, and implementation and evaluation practice.

Keywords: *Strategic Business Objective, Training Needs Assessment, Training Objective, Training Design, Training Implementation, Training Evaluation*

CHAPTER ONE

INTRODUCTION

This chapter briefly introduces the back ground information of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, and scope of the study, definition of terms and concepts and organization of the entire paper.

1.1 Background of the Study

These days, organizations operate in a complex and dynamic environment which greatly enhances and influences its growth. To survive with this changing environment and technological advancement, organizations must need to develop and train their employees.

According to Snell and Dean, (1992) effective management of human capital, especially in relation to building employee skills and commitment, was the key factor in releasing the productive potential of advanced manufacturing technology. As when employees would be more trained and developed, they would be more satisfied with the job, more committed with the job and the performance would be increased.

Human Resource has become strategic resource to gain sustainable competitive advantages in this age of globalization. It is the differentiator between a good company and a great company. One significant function of Human Resource Management to the effective use of human resources is training. Effective Training is an investment in the human resources of an organization, with both immediate and long-range returns. The primary role of training is to improve the employee's skill for current and future duties and responsibilities. Researches reveal that training enables most organizations to meet their goals and objectives. In doing so employees are able to learn new work concepts, refresh their skills, improve their work attitude and boost their performance (Cole, 2002). Training is a tool to fill the gap and firms should use it wisely to improve employee performance (Stanca, 2008).

Training is defined as a set of activities which react to present needs and is focused on the instructor (Reynolds, 2004). According to Armstrong (2006), training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to import knowledge and help people to acquire the skills necessary for them to perform their jobs

satisfactorily. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002). A well-organized training program should incorporate four phases. These are training needs assessment, training design, training implementation and training evaluation. (Furjanic and Trotman, 2006). Needs assessment begins with identifying needs which can show the gap between what is currently in place and what is needed. Its' result help the manager to set the training objective and to identify the real gap for improvement of employee skill, knowledge and attitude. Training design must be in-line with the training objective, because the design has to be responding for what kind of trainers, trainees, plan and methods used to train. The training program implementation has to be managed efficiently otherwise it is a cost for the company whatever the design is best. Finally organizations should have organized and systematic evaluation, feedback and follow up system after training.

In the Construction industry, Human Resources skills and expertise are very important assets that determine productivity and performance. Because, most of the construction industries needs high professional competencies to assures the quality of the projects. Therefore, training in Construction Company is essential in seeking to improve the performance and competence of its employees. Thus, the purpose of this study was to assess the training practice of Ethiopian Construction Works Corporation as a case study and provided suggestions to the corporation as how they can make best use of training programs to make employees perform well on their job.

The Ethiopian Construction Works Corporation (ECWC) is a newly established public enterprise based on council of Ministers Regulation No. 3990/2016, on September 28/0016 and governed by the public Enterprises proclamation No. 25/1992.

The mission of the corporation states that “By using skilled manpower and modern technology, delivering quality construction works both domestically and overseas, assembling construction machineries, and equipment, manufacturing spare parts as well as acquiring, owning and administering dams constructed by the government, collecting charges from the beneficiaries of such dams and expanding such development activities.”

The corporation has a purpose for construction work in domestic and overseas as a contractor to construct, upgrading and maintenance of roads, bridges, and works relating to dams, irrigations, hydro generations, water supply system, sewerage system, drainage system, deep water wells,

reclamations, river diversions, construction of buildings, air fields, rail ways, ports and other civil works. (Company magazine may, 2017)

Thus, to achieve the corporation purpose for better performance through effective training practices, this study has tried to assess the experience of Ethiopian Works Corporation on employee training with a view to understanding the practices and problems being faced.

1.2 Statement of the Problem

The competitive advantage and success of an organization is determined by the skills, ability, competencies and motivation of its employees. As pointed out by Kossen, (1991) skill and knowledge can easily become out of date in the same way as machines or technology. Training plays an indispensable role to have skillful, competent, motivated and productive employees. As described by Burke and Cooper (2005), human resource development strives to have competent human resource.

According to Laird D, (1985), there are different factors that affect the training and development practices of organization. Among the factors that hindered the practice of training, economic, social, technological and governmental changes. Training practice can be influenced by perception of the individuals on method of delivery, content of the training, trainee and trainer selection criteria and pre and post evaluation mechanism. In line with this absence and poor alignment of the training policy with the strategic business objective of the organization, the absence of well- established training policy, lack of need assessment, inadequate budget, poor trainee and trainers selection criteria, outdated training methods, inappropriate training objective and lack of close supervision and follow up are some of the major problems in that most organizations faces.

Many researchers have conducted researches on training practices in organizations; they focus on the benefits and importance of training in general. There is however, limited concern on pre and post training evaluations and the training process practices in the organization.

As per the training manual of the corporation shows that a list of training such as, induction, on – the - job and off- the – job training, training for the new job position and experience sharing designed to deliver for employees to different work units. (ECWC Training manual page 7). And

also, there is different training programs conducted each year based on needs collected from work units. The implementation of the programs are mainly in cooperation with Ethiopian management institute for management and professional staff and in-the house training, “Alemgena” training center is used for technician and operational trainings and for administrative support staffs the training was conducted in collaboration in Chambers of commerce institution .

A very recent preliminary survey, which was undertaken by the researcher herself by interviewing some individuals randomly on the basis of their skill and knowledge that they have towards the subject matter, has shown that there is a gap or problems in the practices of training specifically in assessing training needs and training programs evaluation. Since, majority of respondents have given their negative feedbacks towards the training program practices in the corporation. Therefore, due to the existence of the above problems and also due to the absence of any related study on this topic the researcher has become initiated to conduct this study to contribute for the effective practices of training.

1.3 Research Questions

To address the stated problems, the researcher has designed the following basic questions with a view to provide possible solutions.

1. To what extent the training policy of the corporation aligned with the corporation’s strategic business objective?
2. What are the techniques used by the organization to conduct training need assessment?
3. What are the criteria that are used in selecting trainees and trainers?
4. What are the methods used to design the training programs?
5. How does the corporation evaluate the training outcome?
6. What is the perception of employees as to the training practices of the corporation?

1.4 Objectives of the Study

The study has general and specific objectives as discussed below.

1.4.1 General Objective

The main objective of this study is to assess the training practice of Ethiopian Construction Work's Corporation.

1.4.2 Specific Objectives.

The specific objectives of the study are;

- To assess whether the training policy of the corporation aligned with the corporation Strategic objective or not.
- To describe the techniques that are used to conduct training need assessment of ECWC.
- To identify the trainee and trainers selection criteria of the corporation.
- To assess the training methods used by the corporation.
- To examine how the training outcome evaluated.
- To assess the perception of employees as to the training practices of the organization.

1.5 Significance of the Study

The survey of existing literature shows, there is no sufficient research has been done in ECWC on similar topic, due to this facts, the company does not take the advantages of learning from research.

The outcome of this research provides useful information to the Human Resource Division of Ethiopian Construction Works Corporation about the existing training practice and it also show the strength and weakness of the existing company practice. In the other hand internal and external customers of ECWC get better service and satisfaction. In the same way the corporation performance will be increased.

In addition, the finding results may serve as a secondary source of data for those who are interested to conduct further research on this topic.

1.6 Scope of the Study

The study is applicable only to the practices of training in ECWC situated in Addis Ababa.

This study was limited to assess the training practice of ECWC by collecting the desired data in Addis Ababa at head office. Since it was not feasible to encompass all Branch offices which were located out of Addis since they are located in far dispersed manner and become costly and takes much time to do so.

Although assessment of other human resource capacity building programs is equally important; the research limited only to the training as a means to improve employees' job performance. The assessment did not include training held abroad outside the country. Since the study is conducted on one organization, the findings cannot used as a generalization to all organizations but for organization with similar situation.

1.7 Definition of Terms

The following operational definitions of key terms are provided below;

Training: It is a type of activity which is planned, systematic and it results in improved level of knowledge, skills and attitudes that are necessary to perform the job effectively and efficiently (Gordon, 1992).

Employee performance: It is the outcome or contribution of the employees to achieve organizational objectives (Herbert, John & Lee, 2000).

Training need assessment: It is a systematic analysis of specific training activities required by a business to achieve its objectives (Lesli W.Rue & Lloyd L. Byars, 1992)

Employees: refers to workers employed by Ethiopian Construction Works Corporation.

Organization: refers to the Ethiopian Construction Works Corporation.

1.8 Limitation of the Study

The study was limited on assessing the overall training practice of ECWC and forwards the possible recommendations accordingly. In addition, the study was limited to the employee training component of the human resource management field and the employee development part was not addressed. In addition to the above limitation, difficulty to get all confidential information's sufficiently and late and unreturned questionnaires by respondents was among various problems encountered by the researcher during the study.

Through these and other limitations, the researcher tries to exploit any options that help to reduce the problems (reminding respondents through telephone and personal contact to fill and returned questionnaires and also making a flexible interview appointment as per the interviewee).

1.9 Organization of the Study

The paper is organized in to five chapters. The first chapter incorporates with introduction, back ground of the study, Company profile, Statement of the problem, research question, Objective of the study, significance of the study, scope of the study, limitation of the study and definition of terms and organization of the research paper. The second chapter focuses on the review of the related literature of the study and key concepts that are used in the paper to place the problem in a broader perspective of literature. Empirical studies have been assessed in this chapter. Chapter three describes how the research is carried out in terms of research design, sampling procedure, source of data, method of data collection, the method of data analysis and ethical consideration. The fourth chapter devote on presentation, analysis and interpretation of the primary and secondary data. Finally the fifth chapter summarizes the main findings in the conclusion part and recommendations to assist the organization in the future.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the reviewed literature part which consists of general concept of training, objective of training , importance of training , training and employee performance, and methods of Training . The review also covers key terms and concepts in relation to training process from needs assessment to evaluation of the training program.

2.1 Theoretical Literature

2.1.1 The Concepts of Training

Training is today having become an integral part of any company's operations. Employers depend on the quality of their employee's performance to achieve their organizational objective.

Different authors have defined the term training by using their own explanation. Armstrong (2006) defines training as the planned and systematic modification of behavior through learning events, programs and instruction, which enables individuals to achieve the level of knowledge skill, and competency needed to carry out their work effectively.

According to R.P Singh training and human resource development are interrelated. They are dependent upon each other. Training is one of the important methods of human resources development. Human resources are developed on the job through systematic informal training program in adult education and through membership in various political, social religious and cultural groups. (Management of Training program, R.P Singh, 1st Edition, 2000)

“Training is a systematic development of knowledge, skills and attitudes required by an individual to perform adequately a given task or job” (A handbook of human resource management practice, 2001).

According to the Edwin B Fippo, “Training is the act of increasing knowledge and skills of an employee for doing a particular job.”(Personnel management, McGraw Hill; 6th Edition, 1984)

The term training indicates the process involved in improving the aptitude, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. ‘Successful candidates placed on the jobs need training to perform their duties effectively. (Human resource and personnel management, New Delhi: Tata McGraw–Hill publishing company limited, 2000)

Nowadays, many organizations organize a training program for the new recruits just after their selection and induction, to let them know about the rules, policies and procedures for directing their behavior and attitude as per the organizational needs. Training also helps the employees to change the conduct towards their superior, subordinates and colleagues. Induction training, apprenticeship training, job training, promotional training, internship training are some of the major types of training.

2.1.2 Objective of Training

The major objectives of training program is to sustain good performance of employees throughout their careers, to improve the existing performance of employees at all department and levels, to encourage existing employees to increase their capacity of assuming and handling greater responsibilities and finally to enable the organization to have the availability of required number of employees with the required skill to meet the present and future needs of the organization.

The other objective of training is to ensure that all employees know the basics required to conduct the job efficiently and smoothly. The training unit is responsible for the basic know-how of the business that makes the business profitable. However, some of the most popular objectives of training are to prepare both new and old employees to meet the present as well as the changing requirements of the job and the organization, to impart the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job, to prepare the employees for higher level tasks, to assist the employees to function more effectively in their present positions, to build up a second line of competent officers and prepare them to occupy more responsible positions and to ensure economic output of required quality.

In addition to that, there are four other objectives: Individual, Organizational, Functional and social.

A. Individual Objectives: These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.

B. Organizational Objectives: Organizational objectives assist the organization with its primary objective by bringing individual effectiveness.

C. Functional Objectives: These objectives are maintaining the department's contribution at a level suitable to the organization needs.

D. Social Objectives: Social objectives ensure that organization is ethically and socially responsible to the needs and challenges to the society.

2.1.3 Benefits of Training

Training brings the necessary skills and abilities which required performing organizational activities. Consequently, employees can contribute for a better performance for their organization which again leads to a greater organizational effectiveness (King 2003; Baruch, 2001).

Training has distinct role for the achievement of organizational goal by incorporating the interests of the organization and the workforce (Storey, 2002 cited in Thang, 2010). From the organization side it leads stability and flexibility, besides contributing to its capacity to grow. Accidents, scrap, and damage to machinery and equipment can be minimized. In other side employees benefited from training in many ways it help employees in making better decision and effective problem solving, increases job satisfaction and recognition, encourages self-development and self -confidence.

According to Saleem and Mehwish (2011) training is an organized increase from know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, it also enhances the capabilities of panel of employees in very effective way by motivating them and transforming them into well organize and well-mannered, that ultimately affects the performance of organization, it results in higher productivity both quantitatively and qualitatively, it develops a number of skills in the employees, improved performances, cooperative environment of the organization, it builds confidence in the employees for doing a job, decreases employee turnover, and lesser chances of accidents.

In general, Training program is useful in increasing the quantity and quality of output, It helps each individual member to utilize and develop employees full potential, employees feel that they are being taken care of by the management, and this leads to an increase in their morale, by training the worker is enabled to make the most economical and best use of the materials and equipment, this results in reduced cost of production. And also trained employees need less supervision; because of this the supervisor can increase his span of management. This results in

reduced cost of supervision. In addition; the availability of trained personnel ensures long term stability and flexibility in the organization.

2.1.4 Types of Training

Organizations apply different types of training programs to any number of employees to ensure the skills needed for different positions. According to Goldstein (1993), companies gear training program towards both specific and general skills, including communications training, organizational development, technical training, career development, supervisory and management development. The objective of all training programs is for trainees to acquire new knowledge and skills.

Communications Training:

Communication training concentrates on the improvement of interpersonal communication skills, including writing, oral presentation, listening, and reading.

Organizational Development:

It refers to the use of knowledge and techniques from the behavioral sciences to analyze existing organizational structure and implement changes in order to improve organizational effectiveness.

Technical Training:

Technical training seeks to impart technical knowledge and skills using common training methods for instruction of technical concepts, factual information, and procedures, as well as technical process and principles.

Career Development:

Career development of employees cover the formal development of an employee's position within an organization by providing a long term development strategy and training programs to implement this strategy and achieve individual goals.

Management and Supervisory Development:

Management and supervisory development involves the training of managers and supervisors in basic leadership skills enabling them to function effectively in their position.

2.1.5 The Training Process

The training process is an integral part of human resource management and organization. The training process includes four stages that are performed by the trainer to successfully deliver training program. Bhata, (2005:9) describes the four process of training as follow. Assessment of

training need, designing training program, deliver training program and evaluate the training program. Each of these stage presented in detail on separated sub unit. These four stages in the training process play an equally important part in shaping the success of the training process.

1. Training Needs Assessment

Training need assessment (TNA) is the method of determining if the training need is exists and, if it does, what training is required to fill the gap. The root of TNA is the gap analysis. It seeks to identify accurately the gap between the knowledge, skill, and attitudes that employees in the organization currently possess and knowledge, skills and attitudes that they required to meet the organizations objective. The gap between present statuses may indicate problems that in turn can be translated in a training need. (Monday and Noe 1978)

TNA is used or identifying gaps and to provide information for decision making on whether the gaps could be addressed through training. Organizations before committing resources on training programs they should do well to assess the training needs of their employees. Because conducting training programs without need assessment may be make error.

According to K Aswathappa (1997), need assessment occurs at two levels: group and individual. An individual obviously needs training when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problem of performance deficiency by the absence of skills and knowledge can be remedied by training. If the performance deficiency caused by other problems like faulty selection, poor job design, uninspiring supervision or some personal problem it is not remedied by training rather organizations should use non training measures such as job redesign, transfer , improving quality of supervision or discharge will solve the problem.

Training needs assessment occurs at the group level when any change in the organization's strategy necessitates training of group of employees. For example, when the organization decides to introduce a new line of products, sales personnel and production workers have to train to produce, sell and service the new products.

Once the needs are identified, the objectives for which the training is to be conducted are established. Without clearly set goals it is not possible to design a training program and, after it has been implemented, there will be no way of measuring its effectiveness. The objectives could

be based on the gaps seen in the training programmers' conducted earlier and the skill sets developed by the employees.

Clearly stated training objectives will help employers communicate what they want their employees to do better, or to stop doing. Learning objectives do not necessarily have to be written, but in order for the training to be as successful as possible, they should be clear and thought-out before the training begins.

2. Designing Training Program:

The next step is designing the training program in line with the set objectives. Every training program must encompass certain issues such as: Who are the trainees? , who are the trainers? what methods are to be used for the training? etc. Also the comprehensive action plan is designed that includes the training content, material, learning theories, instructional design, and the other training requisites.

According to Mc Namara 1997 this phase typically includes identifying learning objectives which culminate in reaching the learning goals, needed facilities, necessary funding, and course content.

3. Implementation of the Training Program:

Once the designing of the training program is completed, the next step is the training design finally put it into the action. It is also considered as a delivery phase. Training should be conducted by professionals with knowledge and expertise in the given subject area. It may be use in-house, experienced talent or an outside professional training source as the best option. An effective training program allows employees to participate in the training process by participating in discussions, asking questions, contributing their knowledge and expertise, and learning through hands-on experiences and even through role-playing exercises.

Training may also be implemented on – the job or of f– the job. On the – job training refers to training given while doing the job. This does not require sending the trainee away from work place. In the off– the job training trainees leave their workplace and concentrate their entire time towards the training objectives.

According to Stredwick (2005) 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 should have necessary information regarding the subject matter.

4. Evaluation of the Training Program:

The last stage in training process is the evaluation of the training results. Kenney et al.(1992) stated that the training program is reviewed during and after its completion by training officer, the line manager, and if it is necessary, by trainees themselves. The main objective of evaluating the training program is to determine if they are accomplishing a specific training objective that is, correcting performance deficiencies. The other reason is to ensure that any changes in trainee capability are due to the training program and not due to any other condition. K Aswathappa (1997) also pointed that if the training is conducted, the employees are asked to give their feedback on the training session and whether they felt useful or not. Through feedback, an organization can determine the weak spots if any, and can rectify it in the next session. The evaluation of the training program is a must because companies invest huge amounts in these sessions and must know it's effectiveness in terms of money. There are several methods for evaluating training programs. Beardwell and Holden (1993) have discussed some of these methods as follows: Questionnaires: it is a common way of draw out trainee response to course and programs; Test and examination: these are common on formal course and can be also employed after non certificate short course to check the progress of trainees; Structured exercise and case study also provide opportunity to apply learned skills; observation of the trainer and evaluators and interview of trainees after the training are another technique for gathering information directly from the trainee.

Evaluation is the last stage in training process and it aimed at analyzing whether or not the training has been effective in achieving the objective (the competency gap), changing attitude, and developing new skill.

There are several model of training evaluation that organize the process, provide guidelines for the content and outline the phases of its implementation. According to Pineda (2010), the most commonly used is the Kirkpatrick model which has four hierarchical levels:

Level 1 Evaluation–Reaction: evaluation at this level measures what did the participant think about the program? It attempts to answer questions regarding the participants perception did they like it? Does the material relevant to their work?

It helps to measure the reaction of the trainee regarding the learning experience, the instructor, the methodology used, and the like.

Level 2 Evaluation – Learning:

It deals with the measurement of what new skills, knowledge, and/or change in attitude acquired by way of testing or self-assessment. It answers the question that did the participant learn what was expected? Assessing at this level moves the evaluation beyond trainee’s satisfaction and attempt to assess the extent trainees have advanced in skills, knowledge, or attitude

Level 3 Evaluations –Behavior:

This level measures the transfer that has occurred in trainee’s behavior due to the training program. Evaluating at this level attempts to answer the question Are the acquired skills, knowledge, or attitude being used in the everyday environment of trainee?

Level 4 Evaluations – Results:

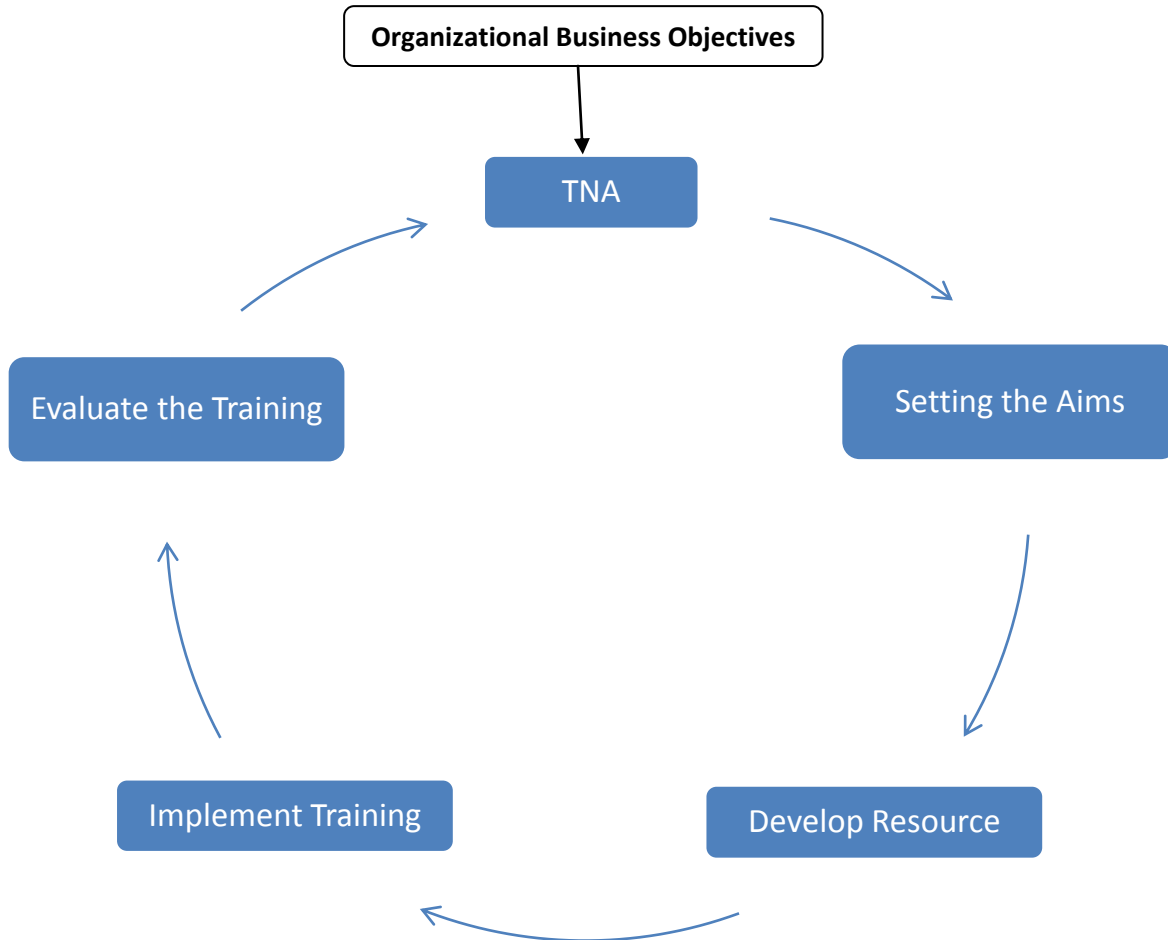
At this level evaluation attempt to assess that the training contributed towards the overall performance or well-being of the organization?

Evaluation ultimately measures tangible outcomes of training, such as greater profit, reduced cost, or fewer errors.

2.1.6 Basic Steps in Training and Process

The systematic Training approach which is a step by approach to complete the cycle is shown below.

Fig 2.1 Systematic Training Model



Source: Adapted from Bratton 2008: 329

2.1.7 Methods of Training

There are several training methods available. The use of a particular method depends which method accomplishes the training needs and objectives. Training methods can be broadly classified in to two categories: which are on-the job training method and off-the-job method.

On-the-job training methods refer to the methods of training in which a person learns a job by actually doing the job. It is a mechanism of training a person works on a job and learns and develops expertise at the same time. It is normally given by a senior employee or supervisor.

Methods of on–the-job Training

According to Goitom Abraham (2012), the methods of on the job training can be classified in to:

- A. Vestibule training:** it involves class room training imparted with the help of equipment and machines identical to those in use at place of work. Theoretical training is given in class room while practical training is given on the actual production line. It is generally used to train clerks, bank tellers, inspectors, machine operators, etc.
- B. Coaching:** A trainee is placed in a new job and is told how it's to be performed. Coaching and instruction are given by experienced workers, first line supervisors or by special training instructor.
- C. Apprenticeship:** it is a technique of training under which a major part of training is spent on the productive job work. This method is appropriate for training in crafts, trades and technical areas. It helps trainees to learn things by doing and quickens the process of self - and self- correction.
- D. Job rotation:** it is a technique of training under which trainees are periodically rotated on different but related assignments. It enables the employees to get experience of different jobs in the organization. For example in case of banks, job rotation technique is very popular.
- E. Simulation:** it is an extension of vestibule training. Under this technique, a trainee works in closely duplicated real job condition. It is essential in cases in which actual in-t-job training is expensive and or it might result in serious injury.

F. Demonstration: it is a technique of training under which a trainee demonstrates how to do a certain work and gives step by step explanation of ‘why’, ‘how’, and ‘what’ of what he is doing.

The main advantage of on-the-job training is that no special facilities are required; also, the new employee does productive work during the learning process.

Methods off-the-job Training

These methods require trainees to leave their workplace and concentrate their entire time towards the training objectives. The techniques of off- job- training include the following.

1. **Conferences:** under this method, employees of the same organization or of different organization comes together to discuss various aspects of a particular subject. Participants exchange their ideas and experiences to arrive at better method of dealing with the given problem.

2. **Seminar:** under this method the trainees learn through discussion of a paper on a selected subject in depth.

3. **Discussion:** under this method, the subject matter and related issues are discussed and clarified. The objective of a discussion should be clearly specified in advance.

4. **Case study:** under this method, the real business problem is presented to the trainees who are required to identify the problem involved, to suggest various alternatives to solve them. This method is extensively used in professional schools of law and management and in supervisory and executive training programs in industry.

5. **Role playing:** it is a technique of training which is imparts practical orientation to a given role in the enterprise. It brings into sharp focus the interdependencies and interactions involved in different role and positions (Goitom Abraham, 2012).

2.2 Empirical Literature

Empirical finding is one of the important components of literature review in any research study. It contributes a lot to the effectiveness of the investigation under the study by enlightening the gap what the researcher wants to find out. It also helps the researcher by providing the insight about what and how assumes the investigation.

Minwagaw Dismisses (2015) was conducted the study in Metal Industry Development Institute to assess the employees training and development practice.

The main objectives of Minwagaw Dismisses (2015) research were to assess whether the training and development programs have a link with the institute's objective, and to investigate whether the institute apply the basic training and development steps and trying to assess whether the institute used the trainees and trainer selection criteria or not.

The researcher employed descriptive research method and used both primary and secondary data sources through closed ended questioners and interview methods. Besides to this, total population of the study was considered from five directorates, which have total population of 69 employees with the sample size of 62. The researcher applied a selective or purposive sampling technique by believing that the selected groups could maximize the possibility of obtaining optimum data.

The finding of the study revealed that the training and development programs do not have a tight link with the institute's objective so that the training and development programs create insignificant performance change. The training and development programs are awarded randomly, rather than based on employee's profile and trainee's selection policy. The basic training and development steps are not applied in the institution in an organized way. And also the institute has a training policy, but mostly not applied on training practices. There was no evaluation of trainings before awarded to decide whether the training is value adding or not, and to select the right candidate.

The researcher concludes on few things; such as; the respondents negative perception of the effectiveness of training and development offered by the institute is perhaps the most serious the findings for the institute. The ineffectiveness of training and development programs are due to; Selection of non -customized trainings to the Metal and Engineering industries, problem in identifying the right trainee and the real performance gap, not following the common training and development process model. Finally the researcher recommends that; the capacity of training expertise should be updated periodically. Trainee selection policies and procedures should be applied consistently.

And also recommend on, training impact evaluation technique should be in place for future improvement. The strength of this research is: it supports with the findings and literatures of

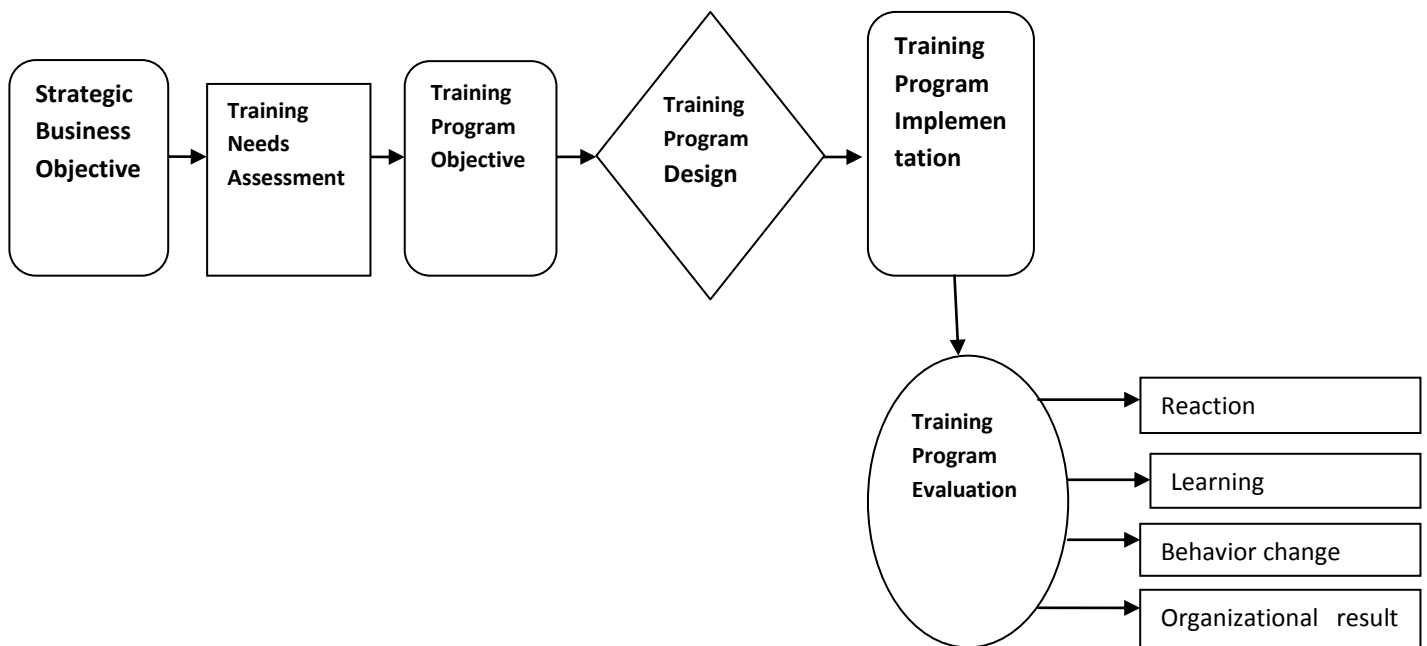
different scholars. And the researcher uses the right methodology. In the case of descriptive research type the method the researcher used is suitable.

The main limitation of this research is insufficient sample size due to small number of population were taken. Due to this fact, the representation of the sample to infer the population is weak.

2.9 Conceptual Framework of the Study

The conceptual model below was formulated from various literature reviewed. It sets the stage for the presentation of research questions that drive the investigation being reported based on the problem statement. The model guide for understanding of the subject throughout this study.

Fig. 2.2 Conceptual Frame works



Source: Own Design, 2017

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter briefly presents the methodology applied in the course of study. Research design, target population, sample size and sampling technique, data sources and data collection tools, data analysis techniques, validity test and ethical issues are part of this chapter.

3.1 Research Design and Approach

According to Saunders et.al (2007) a research design is a general plan of how the research question that has been identified. It is a master plan in which the researcher will specify the source of data to be used. The main objective of this research is to assess and describe the training practice of ECWC. To achieve this objective, descriptive type of research design has been applied. The researcher preferred descriptive type of research design due to the fact that the method is best to describe the training practice of the corporation. Both qualitative and quantitative (mixed approached) has been used to achieve better outcome of the study. The mixed research method is considered as a very efficient in answering research questions. Therefore, by using a mixed approach it is able to capitalize the strength of both qualitative and quantitative approach and remove any biases that exist in any single research method.

3.2 Population, Sample Size and Sampling Techniques

3.2.1 Research Population

As the study assesses the training practice in Ethiopian Construction Work's Corporation, the employees of ECWC at head office have been taken as a population. The sample framework of this study was payroll registration of the corporation. As of March 31, 2017, ECWC has a total 570 permanent staff member at head office which their experience is more than one year. And of the total population 83 were team leaders whereas 487 were employees.

3.2.2 Sample Size and Sampling Techniques

According to Sarantakos (1997) Sampling is the process of choosing the units of the target population which are to be included in the study in such a way that the sample of selected elements represent the population. Proportionate stratified random sampling has been adopted which is categorizing the population (N) in to two strata's which are team leaders and employees.

The researcher has chosen members of the sample, those employees who were stayed at least one year(570 employees and team leaders) and those who can relatively better to tell their experience on training which could allow for adequate representation of the different views expressed and excluding those who are temporary workers.

As shown below in table 3.1 41.22% from each respective stratum was taken as sample to represent the whole population. Assuming the level of confidence for the research has been 95%. Therefore, the sample size was computed by using the following formula which was developed by Yamane Taro (1967):

$$n = N/1+N (e)^2$$

$$n = 570/1+570(0.05)^2$$

$$n = 570/2.425$$

$$n = 235$$

Whereas, n = sample size

N= Total population

e=sample error that will be encountered

The sample size taken from each stratum based on proportion of their population size.

$$\text{Sampling \%} = n/N = 235/570 = 41.22\%$$

Thus, the sample size for the study is computed by using the above formula indicated below:

Table 3.1 Sample size

S.No.	Variables(sampling frame)	Population Size	Sample Size
1	Team leaders	83	34
2	Employees	487	201
Total		570	235

Source: Own Survey, 2017

3.3 Source of Data

To fulfill the purpose of this research both primary and secondary data sources are used to have both the primary as well as the secondary data type. The primary data were gathered from the target respondents through distributing questionnaires to the respective respondents (i.e., Team leaders and employees of the ECWC) and by conducting interview with Human Resource Department Manager and Human Resource Planning and Performance Management Team Leader using structured interview.

The secondary data were collected through detailed review of related literature i.e. books, articles, journals, magazines, bulletins, annual reports and the corporation's available documents.

3.4 Data Collection Instruments

3.4.1 Questionnaires

The researcher has employed self-administered questionnaires which as Bailey (1994) noted that questioner is instruments of data collection that is handed out to respondents and are filled by them without any assistance from the researcher. Therefore, as the research is intended to assess the training practice, a set of questionnaires were be distributed to two categories which were team leader and employees.

The 5 points Likert scale method was preferred to make questions interesting to respondents and thereby enhance their cooperation, ultimately to ensure maximum response rate. The questionnaire was developed and evaluated on a 1-5 Likert scale, where 5 indicates strongly agree with the statement, and 1 refers to strongly disagree statement.

3.4.2 Interviews

Interview as described by Campion and Hudson (1994) it enable the interviewer to establish rapport with respondents; allow interviewer to observe and listen; permit complex questions to be asked and allows investigating interviewee's emotions, feelings, attitudes and opinions. To get additional information for the desired outcome, the researcher has interviewed two key informant including Human Resource Department Manager and Human Resource Planning and Performance Management Team Leader assuming that they have a shortage of time to go through a questionnaire.

3.5 Procedure for Data Collection

The researcher has followed the following steps to collect the data:-

1. Has contacted the Human Resource Department Manager to seek authority to access documents and information regarding training practice of ECWC.
2. Has distributed Self-administered questionnaires to the respective participants (i.e., to selected sample of ECWC employees.
2. Has conducted interview with two key informants through appointments to have additional information.

3.6 Pilot Testing

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction.

3.6.1 Validity

Validity refers to the extent to which a test measures what actually wish to measure. To make sure that the study measures what it intendeds to measure different books are reviewed and questionnaires were distributed and interview was conducted by the researcher.

3.6.2 Reliability

Reliability tests the accuracy and precision of a measurement procedure Kothari, 2004. The coefficient alpha, developed by Cronbach (1951), is the most commonly used index for estimating the reliability of measurement instruments such as scales, multiple item tests, questionnaires, or inventories (Raykov 1997). Of the measures of internal consistency, the most

frequently preferred is Cronbach alpha (Cronbach, 1951), can be used for three, four, or five point likert scale items. Alpha is easily interpreted and ranges from 0 to 1 gives low to very high internal consistency.

Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003)

Accordingly, the reviewed questionnaire was pre-tested using Cronbach’s alpha reliability measurement scales on a sample of 20 randomly selected employees and five team leaders. And the result scored was at Alpha value shown as below table 3.2 for 24 numbers of items. This value ensures the reliability of each variable.

Table 3.2 Reliability Test Table

Variables	Cronbach's Alpha	N of Items
Strategic Business Objectives alignment	0.966	4
TNA and Trainee Selection Criteria	0.950	4
Training Objective	0.968	4
Training Design	0.947	4
Training Implementation	0.955	4
Follow up and Evaluation	0.969	4

Source: own survey, 2017

3.7 Ethical Considerations

Regarding ethical consideration an attempt was made to ensure all respondents to keep their identity and responses as confidential; so that all the information was given in full confidence. The questionnaire was distributed based on permission of the corporation and willingness of each respondent. In addition, the purpose of the questionnaire and interview was clearly indicated beforehand within questions. All the sources referred have been duly acknowledged.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presents the major findings beginning with the socio-demographic variables followed by a presentation of the issues of practices of training in ECWC. It has three sections. In the first section of the chapter, the demographic profile (characteristics) of the respondents is presented. In the second section, quantitative results from close-ended survey items are presented using descriptive statistics analysis techniques. The last section of this chapter is used to present qualitative results from open-ended items; in order to gather more information and to triangulate the survey result, interview questions were forwarded to HRM department manager and human resource planning and performance management team leader. Thus, the responses to the questions are described. Individual interview and document analysis are presented in support of the quantitative results. The analysis of the data is processed in line with basic research question and objective of the study.

4.1. Return Rate of Questionnaire Distributed

As per the sample size of the study, 235 questionnaires were distributed to sample employees. A total of 218 were returned which is 31 team leaders and 187 employees and 17 questionnaires were not returned. Table 4.1 below summarizes the respondent's general information on Population, sample and number of returned questionnaires.

Table 4.1 Return Rate of Questionnaire Distributed

Category	Total No. of Population (N)	Sample (n)	Returned questionnaires	Non returned
Team leaders	83	34	31	3
Employees	487	202	187	15
Total	570	235	218	17

Source: Own survey, 2017

As shown in table 4.1 from the total respondents 31 were team leaders, 187 are employees. A total of 235 questionnaires were distributed among employees at head office of ECWC as per pre-determined sample size, out of which 218 questionnaires which 92.76 % of team leader and

employee respondents were kind enough to fill and return the questionnaire and the rest 7.23% failed to return the questionnaire distributed to them.

As stated by Chalchisa (2009), the return rate more than 80% increases confidence that the returned data correctly reflect the sample, which reflects characteristics in the population in the population from which the sample was drawn. Having this, the return rate of 92.76% in the above table implies the sample is representative of the population under study.

4.2 Demographic Characteristics of Respondents

The demographics information of respondents of ECWC under the study was presented for analysis. The analysis was to provide information in related to gender, age, marital status, educational background, and work experience of respondents.

Table 4.2 Demographic Characteristics of Respondents

Category	Team leader		Employee		Total		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Gender	Male	26	83.87	148	79.14	174	79.82
	Female	5	16.13	39	20.86	44	20.18
	Total	31	100	187	100	218	100
Age	20-25	0	0	27	14.44	27	12.39
	26-30	3	9.68	97	51.87	100	45.87
	31-40	14	45.16	29	15.51	43	19.72
	41-50	11	35.48	12	6.42	23	10.55
	>50	3	9.68	22	11.76	25	11.47
	Total	31	100	187	100	218	100
Marital Status	Single	0	0	49	26.20	49	22.48
	Married	31	100	138	73.80	169	77.52
	Divorced	0	0	0	0	0	0
	Widow	0	0	0	0	0	0
	Total	31	100	187	100	218	100
Educational Status	TVET	0	0	1	0.53	1	0.46
	Diploma	0	0	31	16.58	31	14.22
	BA/BSc	18	58.06	134	71.66	152	69.73
	MBA/MA	13	41.94	21	11.23	34	15.59
	PhD	0	0	0	0	0	0
	Total	31	100	187	100	218	100
Work Experience	1-4	0	0	45	24.06	45	20.64
	5-9	2	6.45	94	50.27	96	44.04
	10-19	9	29.03	23	12.30	32	14.68
	20-30	18	58.07	6	3.21	24	11.01
	> 30	2	6.45	19	10.16	21	9.63
	Total	31	100	187	100	218	100

Source: Own survey, 2017

The data obtained from the questionnaire shown in table 4.2, reveals that out of 218 respondents 79.82(%) were males and the remaining 20.18(%) were females. It implies that the corporation dominated by male employees and female's participation in team leader position were very low relative to male team leaders so the corporation should empower its female employees to minimize the gender distribution gap.

As shown in table 4.2, above the majority team leader respondents (45.16%) were within the age category of 31-40 years which signifies that the corporation has mature and well experienced management staff. But, majority (45.87%) of employee respondents was within the age category of 26-30 years. This indicates that majority of the employees of the corporation have a young and productive work force to be developed in future through intensive training programs.

With regard to marital status majority of respondents (77.52%) were married and the rest 22.48% were single. This has an implication that if the employees are married turn over could be slightly reduced as a result of settled life.

Educational background of the employee is very important factor in undertaking their respective responsibilities and making decision. As shown in table 4.2 most of respondents are first degree holders accounting for 134 (71.66%) of employees and 18(58.06%) of team leaders followed by second degree holders with aggregate of 34 (15.59%), while the remaining 31(14.22%) and 1(0.46%) were College diploma holders and technical school graduates respectively. There were no PhD holder respondents. This implies that the majority of team leader and employee respondents were first and second degree holders with no PHD respectively and the corporation should plan for the development of its workers for the next educational level in order to increase their job competency.

With regard to work experience, the largest group of team leader respondents 18(58.07%) and employee respondents 94(50.27%) served the corporation from 20-30 and 5-9 years respectively. The second group aggregate of 45(20.64%) has working experience of 1-4 years, the third group of respondents 32(14.68%) work at the corporation between 10-19 years and the remaining groups 21(9.63%) respondents has work experience within the corporation more than thirty years. From this we can conclude that majority of the team leaders have a good work experience.

But most of employee respondents have less experienced thus, the corporation has to conduct intensive training programs for those who have less experience.

In general, the result of the demographic characteristics of the respondents indicates that they can clearly understand and responded to the questions provided to them.

4.3 Data Analysis Pertaining to the Study

The data analysis is based on the respondents awareness about the following thematic areas: organizational strategic objective, training needs assessment, techniques used for TNA, training objectives and design, training delivery methods, training follow up and evaluation and finally factors that hinder effective training practice in the corporation.

In this section different statistical data analysis tools such as frequency, percentiles, mean and standard deviation are used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5- point Likert scale (“1” being “strongly disagreed” to “5”being “strongly agreed”).

According to Zaidaton & Bagheri (2009) the mean score below 3.39 was consider as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considered as high. Based on the data collected from a total of 218 employee and team leader respondents, the training practice of ECWC has been discussed and interpreted hear under:

4.3.1 Organization Strategic Business Objective

Employee awareness about organization Strategic business Objective has a big contribution to effectively use their talent towards achieving the organization goal. Here under the response of employee and team leaders regarding strategic business objectives of the ECWC discuss and analyzed as follows:

Table 4.3 Respondents Awareness about Organization Strategic Business Objective and Training Policy

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
The corporation training policy is align with its strategic business objective	SA	14	7.49	2.9091	0.94884	4	12.90	3.5806	1.02548
	Agree	24	12.83			18	58.06		
	Neutral	90	48.13			1	3.23		
	Disagree	49	26.20			8	25.81		
	SD	10	5.35			0	0		
	Total	187	100			31	100		
The strategic business objective of the corporation is clear and known by employees	SA	7	3.74	3.7380	1.00579	6	19.35	3.7742	1.30919
	Agree	34	18.18			13	41.94		
	Neutral	69	36.90			4	12.91		
	Disagree	67	35.83			6	19.35		
	SD	10	5.35			2	6.45		
	Total	187	100			31	100		
The training program supports employee by increasing skill in order to achieve the organization's strategic goal	SA	41	21.93	3.0588	1.14148	7	22.58	3.5806	1.23218
	Agree	84	44.92			14	45.16		
	Neutral	41	21.92			2	6.45		
	Disagree	14	7.49			6	19.36		
	SD	7	3.74			2	6.45		
	Total	187	100			31	100		
The training policy is clear and well communicated to the employees	SA	13	6.95	2.62 57	1.139468	1	3.23	2.293	1.18866
	Agree	41	21.93			6	19.36		
	Neutral	45	24.06			3	9.67		
	Disagree	67	35.83			12	38.71		
	SD	21	11.23			9	29.03		
	Total	187	100			31	100		

Source: Own Survey, 2017

Where, F= Frequency, % = Percentage, SA=Strongly Agree and SD=Strongly Disagree

As shown in the above table 4.3; Employees awareness about organization strategic business objective and training policy has been evaluated by different variables. Out of the total 218 number of sample group, 187 employees sample group 48.13% of the respondents respond as

neutral (undecided) about the corporation training policy is aligned with its strategic business objective. 26.20%, 12.83%, 7.49% and 5.35% of employee respondents respond disagree, agree, strongly agree and strongly disagree respectively with the issue in mean difference of 2.9091 and standard deviations of 0.94884. This indicates that the corporation training policy was not aligned with its strategic business objective.

Regarding the team leaders responses, out of the total 31 sample groups, aggregate 70.96% of team leader respondents agree that the corporation training policy is align with its strategic business objective and 12.90% of team leaders disagreed with the statement in mean of 3.5806 and St. deviation of 1.02548. The answer of team leaders are opposite to that of Employee respondents. Thus, 48.13% of employee respondents' undecided in the issue and 31.55% of them in aggregate disagree with the issue.

The researcher asked the respondents, if the strategic business objective of the corporation is clear and known by employees, 36.90% of employee respondents neutral or not sure that the strategic business objective of the corporation is clear and known by employees. 35.83% of employee respondents disagreed, the rest 18.18%, 5.35%, 3.74% of employee respondents replied agree, strongly disagree and strongly agree respectively with the mean difference value of 3.7380 and Standard deviation value of 1.00579. Which confirms that the moderate acceptance of respondent on the question asked. The result shows that the strategic business objective of the corporation was moderately known by employees.

Regarding the team leaders responses, 41.94% of team leader respondents agreed on the statement, 19.35% of them strongly agree while 19.35% and 6.45% of team leader respondents disagree and strongly disagree respectively in mean difference of 3.7742 by 1.30919. It indicates, there is moderate level of acceptance of the respondents.

According to the above table 4.3 a majority 66.85% of employee respondents agreed that the training program supports them by increasing their skill in order to achieve the organization's strategic goal. 21.92% of them neutral and the aggregate of respondents 11.23% disagreed in the mean difference value 3.0588 and 1.14148 St. Deviation. This indicates that the existing training program has a good opportunity in order to improve their skill in order to achieve the organizations strategic goal.

The majority of team leader respondents in aggregate 67.74% said the training program supports employees by increasing their skill in order to achieve the organization's strategic goal. But 25.81% of team leader respondents disagree to the issue in mean difference of 3.5806 and St. deviation of 1.23218. Based on the data it can be inferred that ECWC training provide its employee has a significantly increase employees skill that contribute to the corporation's strategic goal.

Regarding the training policy clarity, the aggregate 28.88% of employee respondents agreed it is clear and well communicated. But in other side the aggregate of 47.06% employee respondents were disagreed with the issue and there rest 24.06% of them was neutral in mean difference value of 2.6257 and 1.139468 St. Deviation. This indicates that training policy is not clearly communicated with employees.

Majority of team leader respondents 38.71% disagree and 29.03% strongly disagree. The rest 19.36%, 9.67%, 3.23% of respondents agree, neutral and strongly agree with the issue in mean difference of 2.2903 by St. deviation of 1.8866. The team leaders' response on the issue was same as employee respondents. Even if the majority of 61.29% team leaders answered that the strategic business objective of the corporation is clear and known by its employees, but 25.8% of team leader respondents and 47.06% of employee respondents show their level of agreement by disagree with the statement.

In the other hand the interviewed managers responds that strategic business objective and training police well aligned. But both group of respondents and interviewed managers admitted that, there is no clarity by employees on strategic business objective and training policy of the corporation. Therefore, the corporation should highly focus on giving awareness to its employees about its strategic objective and the training policy.

4.3.2 Training Needs Assessment

Training need assessment is a proactive and reactive action of the organization focuses foreseeing the performance problems which may occur in the future or current problems in the organization. Therefore, the strategic plan can be created and applied to help the employees handle this change (Blanchard et.al. 2010: para.2). Thus, training needs assessment improves the

process, reduce the cost and increase employee's satisfaction. Here under data gathered from employee and team leader respondents of ECWC regarding training needs assessment practice presented and discussed as follows:

Table 4.4 Respondents View on Training Need Assessment and Trainee Selection Criteria

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
The training programs are carryout in the organization by conducting training need assessment	SA	21	11.23	3.0588	1.14148	8	25.81	2.2903	1.1887
	Agree	50	26.74			14	45.16		
	Neutral	49	26.20			6	19.35		
	Disagree	53	28.34			3	9.68		
	SD	14	7.49			0	0		
	Total	187	100			31	100		
Employees involved in the training need assessment phase	SA	8	4.28	2.2032	1.14130	1	3.23	2.2903	1.18866
	Agree	34	18.18			6	19.35		
	Neutral	10	5.35			3	9.68		
	Disagree	79	42.24			12	38.71		
	SD	56	29.95			9	29.03		
	Total	187	100			31	100		
The trainee was selected based on employees' performance gap for job requirement	SA	28	14.97	2.6257	1.39468	2	6.45	3.000	0.96609
	Agree	30	16.04			8	25.81		
	Neutral	18	9.63			9	29.03		
	Disagree	66	35.30			12	38.71		
	SD	45	24.06			0	0		
	Total	187	100			31	100		
The trainee selection was based on the performance appraisal report	SA	14	7.49	2.4706	1.28805	2	6.45	2.8710	1.25809
	Agree	38	20.32			11	35.48		
	Neutral	21	11.23			4	12.91		
	Disagree	63	33.69			9	29.03		
	SD	51	27.27			5	16.13		
	Total	187	100			31	100		

Source: own survey, 2017

As indicated in the above table 4.4; 28.34% of employee respondents did not agree with the statement that the training programs are carryout in the organization by conducting training needs assessment. 26.74% of employee respondents agree and 26.20%, 11.23%, 7.49% of employee respondents said neutral, strongly agree and strongly disagree respectively in mean difference value of 3.0588 and St Deviations of 1.1414.

According to the data gathered from team leaders, an aggregate of 70.97% of team leader respondents agree with the corporation practice of training need assessment, but 9.68% of them said disagree and 9.68% of them respond neutral in mean difference of 2.2903 and St. deviation of 1.18866.

From the data we can conclude that most of employee respondents viewed that, the training programs were not carryout in the organization by conducting training needs assessment. But majority of team leader respondents agreed with the corporation practice of the organization about training need assessment was carryout sufficiently. It indicates that a gap to understand the need assessment concept by employees or team leaders were not willing to admit their poor role execution. However the corporation has to work on the trainee need assessment process.

Regarding employee encouragement for participation in training need identification phase has not got good opinion, with the aggregate of 72.19% employee respondents replayed that they are not involved in the training need assessment phase. 18.18% of them agree, 5.35% and 4.28% of employee respondent neutral and strongly agree in mean difference value of 2.2032 and 1.14130 St. Deviations.

The team leader response on the issue was the same with employee respondents; aggregate of 67.74% of team leaders respondents said they are not involved in the training need assessment phase. 19.35% agree, 9.68% neutral and 3.23% answered strongly agree in mean difference of 2.2903 and St. deviation of 1.18866. It indicates that, without participation of employees on training program need assessment, it is not possible to design and implement effective and systematic training program. Therefore, ECWC should conduct effective training program by involving employees to participate in the training need assessment.

From the above table 4.4 majority of employee respondents 59.36% replied that the trainee selection was not based on their performance gap for job requirements, while as can be shown in the table 4.4, aggregate of 31.01% respondents agree and the rest 9.63% employee respondents were neutral with the mean difference of 2.6257 and St. deviation of 1.39468.

Similarly most of team leader respondents 38.71% were answered that the trainee selection conducted were not based on performance gap for job requirement. 29.03%, 25.81%, and 6.45%

of team leader respondents were respond neutral, agree and strongly agree no one answered strongly disagree in mean difference 3.000 by St. deviation of 0.96609.

Most of 60.96% employee respondents in aggregate disagree with the issue that the trainee selected was based on the performance appraisal report result. 27.81% employee respondents were agreed and the rest of them neutral in mean difference of 2.2086 and St. Deviations of 1.08476. This shows the corporation executes need assessment and trainees’ selection was not satisfactory.

According to the data gathered from team leaders, ECWC training need assessment practice, an aggregate of 70.97% of team leader respondents agree with the corporation practice of training need assessment, but 9.68% of them said disagree and 9.68% of them respond neutral in mean difference of 2.2903 and St. deviation of 1.18866. This fact gives signal for ECWC to reshape its trainee’s selection criteria as per the corporation policy and procedure. Thus, ECWC has to look to improve its trainee’s selection criteria to ensure effective training program implementation.

Table 4.5 Respondents Response on TNA Techniques used by the Corporation

Training need assessment techniques	Team Leader		Employee		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Questionnaires	0	0	0	0	0	0
Interview with employees	0	0	0	0	0	0
Supervisor recommendation	8	25.81	117	62.57	125	57.34
Performance appraisal report result	11	35.48	4	2.14	15	6.88
Departmental Plans	3	9.68	56	29.94	59	27.06
Organizational goal and objectives	9	29.03	10	5.35	19	8.72
Total	31	100	187	100	218	100

Source: own survey, 2017

Table 4.5 depicts that most of both respondents (57.34%) replied that supervisor recommendation is used to determine training need in the corporation. 27.06% of respondents replied that departmental plans are used. 8.72% and 6.88% of respondents replied that organizational goal and objectives and performance appraisal report result is used to determine training need in the

corporation. The analysis implies that the corporation was dominantly use supervisor recommendation and departmental plans. All respondents replayed that questionnaires and interview with employees have never been used to determine training needs assessment by the corporation.

As per the managers responses based on interview session, the interviewee said that the training needs assessment conducted by gathering the training need from different departments and also they respond sometimes the employee's performance result used in to some extent.

There are different techniques that are used to determining training needs the most commonly used techniques are ; survey, questionnaires, focus group discussion, observation. Most needs assessment employ one or several techniques. (Gupta, 1999)

In general based on respondents view, the corporation's training needs assessment practice and trainee selection criteria is not good. Therefore, ECWC shall use different appropriate techniques such as a questionnaires, interview and observation to address the skill gap.

4.3.3 Training Program Objectives

Training program objective is a must for training delivery. Setting training program help the organization to state specifically the learning objectives, measure objectives, enable good assessment development, encourage reflection, good course of design development and reduce unnecessary cost. Here under data gathered from employee and team leader respondents regarding training program objectives practice presented and discussed as follows:

Table 4.6 Respondent’s View on Training Program Objectives

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
The training program conducted in the corporation initially sets its own objective	SA	11	5.88	3.3797	0.9505	9	29.03	3.8387	1.15749
	Agree	90	48.13			15	48.39		
	Neutral	55	29.41			2	6.45		
	Disagree	21	11.23			3	9.68		
	SD	10	5.35			2	6.45		
	Total	187	100			31	100		
The training objective of the corporation is clear and achievable	SA	20	10.69	3.1497	1.14019	12	38.71	3.7742	1.30919
	Agree	67	35.83			9	29.03		
	Neutral	31	16.58			3	9.68		
	Disagree	59	31.45			5	16.13		
	SD	10	5.35			2	6.45		
	Total	187	100			31	100		
Training objective measures the entire training program	SA	10	5.35	2.9465	1.03036	8	25.81	3.4516	1.36232
	Agree	47	25.13			11	35.48		
	Neutral	70	37.43			2	6.45		
	Disagree	43	23			7	22.58		
	SD	17	9.09			3	9.68		
	Total	187	100			31	100		
The training objective has important and helpful for enhancing employee job performance.	SA	55	29.41	3.6845	1.23215	2	6.45	2.8710	1.25809
	Agree	72	38.5			11	35.48		
	Neutral	18	9.63			4	12.91		
	Disagree	30	16.04			9	29.03		
	SD	12	6.42			5	16.13		
	Total	187	100			31	100		

Source: own survey, 201

Table 4.6 shows the majority 54.01% of the employee respondents were answered that the training program conducted in the corporation initially sets its own objective. But 16.58% employee respondents did not agreed with the issue, the rest of 29.41% of employee respondents’ neutral in mean difference of 3.379 and St. deviation of 0.95050. This shows employees moderately clear about the objectives of each training program they took. According to Stredwick (2005) 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 should have necessary information regarding the subject matter.

Accordingly, data gathered from team leaders, majority 48.39% of team leader members agree with the issue, 29.03% strongly agree, 9.68% , 6.45%, 6.45% of them said disagree, neutral and strongly disagree respectively in highest mean difference of 3.8387 by St. deviation of 1.15749. It infers that, the corporation sufficiently set training program objective initially.

Regarding the clarity of the training objective majority 46.52% of employee respondents answered that the objective of the corporation is clear and achievable. The rest 36.90% of employee respondents disagree with the issue and 16.58% of them were not sure about the issue in mean difference of 3.1497 and St. deviation of 1.14019.

In a same way, the aggregate of 67.74% of team leader respondents was agreed with the training objective is clear and achievable. But aggregate of 22.58% of them disagree with the issue and 9.68% of team leader respondents were respond neutral with the mean difference value of 3.7742 and St. deviation of 1.30919. This result shows tha, team leader respondents moderately agreed that training objective of the corporation is clear and achievable.

As indicated in the above table 38.50% of employee respondents were believed that the training which they participated has importance and helpful for enhancing their job performance. 29.41% of employee respondents strongly agree on the statement and the rest 16.04%,9.63% and 6.42% of employee respondent are said disagree, neutral and strongly disagree respectively in mean difference of 3.6845 and St. deviation of 1.23215 From this result one can infer that the corporation have clear and achievable training program that help to improve employee knowledge and skill to achieve organizational objective.

Accordingly, majority 35.48% of team leader respondents were agree, 25.81%, 22.58%, 9.68% and 6.45% of them replied by strongly agree, disagree, strongly disagree and neutral respectively with the importance and training contribution of towards their job performance in mean difference of 3.4516 by St. deviation of 1.36232.

Data gathered from the interview session also indicate that the training programs are initially set own objective and well defined, clear, achievable and well communicated with trainees.

4.3.4 Training Program Design

According to Mc Namara 1997, the training program design phase typically includes identifying learning objectives which sets to reaching the learning goals, needed facilities, necessary funding, and course content. It is the method of designing a comprehensive action plan which includes that the training content, training material, learning theories and instructional design. The response of employee and team leader of ECWC regarding the practice of the training design presented in detail here after:

Table 4.7 Respondents' View on Training Program Design

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
Training contents are clear, simple and understandable	SA	34	18.18	3.7487	1.00319	9	29.03	4.0323	0.87498
	Agree	104	55.61			17	54.84		
	Neutral	27	14.44			2	6.45		
	Disagree	12	6.42			3	9.68		
	SD	10	5.35			0	0		
	Total	187	100			31	100		
The criteria used to select trainees and trainers are based on the objectives stated on the training program	SA	20	10.69	2.4866	1.27995	3	9.68	3.1613	1.09839
	Agree	30	16.04			9	29.03		
	Neutral	10	5.36			12	38.71		
	Disagree	88	47.06			4	12.9		
	SD	39	20.85			3	9.68		
	Total	187	100			31	100		
Trainers use the right methodology and techniques to address the subject matter	SA	27	14.44	3.6471	1.00190	11	35.48	3.9032	1.13592
	Agree	73	39.04			12	38.71		
	Neutral	66	35.29			3	9.68		
	Disagree	17	9.09			4	12.9		
	SD	4	2.14			1	3.23		
	Total	187	100			31	100		
There is adequate budget to carry out the training program	SA	63	33.68	4.0695	0.89831	15	48.39	4.1290	1.05647
	Agree	90	48.13			9	29.03		
	Neutral	21	11.23			3	9.68		
	Disagree	10	5.35			4	12.9		
	SD	3	1.61			0	0		
	Total	187	100			31	100		

Source: own survey, 2017

The above table 4.7 shows, more than half 73.79% of employee respondents in aggregate replied that training contents are clear, simple and understandable. But 11.77% of employee respondents disagreed with the clearness of training contents. The rest of employee respondents 14.44% neutral on the statement with the mean difference of 3.7487 and St. deviation of 1.00319 this indicate that the even if the employee respondents moderately agree in the issue ECWC further may require improving its training design.

As indicated in (table 4.7) above, more than half of team leader respondents 54.84% agree with the statement training contents are clear, simple and understandable. 29.03% of them replied strongly agree, rest of 9.68% and 6.45% of them were respond disagree and neutral respectively no one said strongly disagree in high mean difference score of 4.0323by St. deviation of 0.87498. The result shows that the training programs conducted by the corporation has clear, simple and understandable content it help employees easily understand and apply to their job.

In related to selection of the right candidates to the right training, most of the employee respondents in aggregate were disagree 67.91%, 26.73% of respondents agree and 5.36% were neutral in mean difference of 2.4866 and St. deviation of 1.27995. From the result we can conclude that, greater than half employee respondents with the low mean score value said that the right candidates have not been selected for the right training in the corporation.

According to team leader respondents, most of them were replayed neutral (i.e. 38.71%), and 29.03%, 12.90% were agree and disagree respectively and rest of team leaders respond strongly agree and disagree in the same percentage (9.68%) in mean difference of 3.1613 and by St. deviation of 1.09839. This result indicates that trainees and trainers selection process of the corporation was not based on the objective of the training program. The result was similar with response of employee respondents. So the corporation should establish clear and transparent trainee and trainers selection criteria based on the training program objective because absence of effective trainee selection might lead the corporation to providing the training programs for inappropriate trainees. Due to this fact the corporation should select trainees and trainers based on the objectives stated on the training program and the corporation has to conduct effective training need assessment before implementing the training program.

Regarding trainer's aggregate 53.48% of employee respondents agreed that the trainers use the right methodology and techniques to address the subject matter. But the aggregate of 11.23% of them disagreed with the issue and rest of them 35.29% undecided with the mean difference of 3.6471 and St. deviation of 1.00190.

Team leader's response on the issue is similar with of employee respondents. Thus, 23(74.19%) of them were in aggregate agreed, 4(12.90%), 3(9.68%), 1(3.23%) team leader respondents were replied disagree, neutral and strongly disagree respectively in mean difference of 3.9032 and by St.deviation of 1.13592. This indicates that, trainers of the training program of the ECWC use the right methodology and techniques to address the subject matter.

Regarding the training budget adequacy, aggregately 81.81% of employee respondents were agreed with there is adequate budget for the training program implementation, 11.23% of employee respondents said neutral and the rest 5.35% and 1.61% of employee respondents replied disagree and strongly disagree respectively in mean difference of 4.0695 by St. deviation of 0.89831. From the employee respondents answer it is possible to say ECWC has given due emphasis for training of its employees.

Accordingly, most of the team leader respondents in aggregate, 77.42% agreed that there was adequate training budget for training program in the corporation, 11.23% of them replayed neutral and aggregate of 6.96 of them disagreed with a mean difference value of 4.1290 and St. deviation of 1.05647 also conform the result.

From the result one can inferred that, regarding adequacy of training budget all respondents (i.e employees, team leaders and the interviewees) response was the same and it indicate that the corporation allocate adequate budget for the training program it can be seen as strength and the corporation should keep this strength.

Table 4.8 Respondents View on Training Methods

Methods of Training	Team Leader		Employee		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
On the job	0	0	107	57.22	107	49.08
Off the job	31	100	42	22.46	73	33.49
Both	0	0	38	20.32	38	17.43
Others	0	0	0	0	0	0
Total	31	100	187	100	218	100

Source: own survey, 2017

As indicated in table 4.8, we can find the corporation were used both methods, on - the - job and off- the- job methods. All of team leader respondents 31(100%) have taken off- the- job training method. 107(57.22%) of employee respondents replayed that on- the- job training methods. 42(22.46%) of employee respondents replied that they have taken off- the job training which is conducted outside the job to develop the skills of manager and non-manager employees. The rest of them 38(20.32%) respondents are replied that they have taken both on- the job training and off- the –job training.

This includes training which was conducted in their work place and external training which was carried out in training institutions. Regarding the managerial staffs all were used off- the- job training method. The implication of the data presented in the above table is the emphasis of the corporation in providing its employees on the job training more frequently and with less emphasis in off-the-job training. The result was similar with data gathered from the interview session.

The interviewed managers also replayed that both on- the –job and off-the- job training methods are suitable for the corporation. According to their view on – the – job training method is more suitable for technical employees and off- the- job training method is more useful for non - technical staffs.

4.3.5 Training Program Implementation

Training programs implementation should be conducted by trainers who have sufficient expertise knowledge and having good professional competencies in the training program subject matter area. An effective training program allows employees to participate in the training process by participating in discussions.

Table 4.9 Respondent's View on Training Program Implementation

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
The trainers have subject matter expertise	SA	45	24.06	3.9198	0.81583	10	32.27	4.129	0.71842
	Agree	92	49.2			15	48.38		
	Neutral	40	21.39			6	19.35		
	Disagree	10	5.35			0	0		
	SD	0	0			0	0		
	Total	187	100			31	100		
The training program are well organized and executed according to the objective	SA	24	12.83	3.5027	0.99122	8	25.81	3.70097	1.18866
	Agree	80	42.78			14	45.16		
	Neutral	59	31.55			3	9.68		
	Disagree	14	7.49			4	12.9		
	SD	10	5.35			2	6.45		
	Total	187	100			31	100		
The training delivered is descriptive and job related	SA	14	7.49	2.9037	1.15066	8	25.81	3.7742	1.11683
	Agree	55	29.41			15	48.39		
	Neutral	35	18.72			2	6.45		
	Disagree	65	34.76			5	16.13		
	SD	18	9.62			1	3.22		
	Total	187	100			31	100		
The trainers used participatory way of training delivery strategies	SA	41	21.93	3.9198	0.76831	18	58.06	3.7842	1.30919
	Agree	97	51.87			9	29.03		
	Neutral	42	22.46			0	0		
	Disagree	7	3.74			3	9.68		
	SD	0	0			1	3.22		
	Total	187	100			31	100		

Source: own survey, 2017

Table 4.9 shows that, the trainers of the training program have subject matter expertise, ability to communicate their knowledge clearly and have an ability to motivate trainees. Thus, 73.26% of employee respondents were in aggregate agreed, 21.39% are said neutral, and the rest 5.35% of employee respondents were respond disagree no employee respondent said strongly disagree in

mean difference of 3.9198 and St. deviation of 0.81583. This high mean's score value shows, the trainer of the training program in ECWC has sufficient knowledge in the subject matter what they provided.

In the same way data gathered from team leaders shows that, the aggregate 80.65% of team leader respondents agree and 19.35% of team leader respondents were responded neutral non team leader respondents answered disagree and strongly disagree about the issue with high mean difference score of 4.1290 and St. deviation of 0.71842. The result infers that, the trainers have sufficient subject matter expertise and knowledge to deliver the training program.

Accordingly, the aggregate of 55.61% employee respondents agree with the training programs of the corporation were well organized, but 12.84% of them disagree and 31.55% of employee respondents neutral in mean difference of 3.5027 and St. deviation of 0.99122.

As noted in (table 4.9), majority (70.79%) of team leader respondents in aggregate were agree that the training programs are well organized and executed according to the objective. But the aggregate of 19.35% of them said disagree and the rest 9.68% team leader respondents replied neutral in mean difference of 3.70097 and St. deviation of 1.18866. This indicate that, the training programs that are delivered by ECWC were moderately well organized.

Most of 34.76% employee respondents believed that, the delivered training was not job related. 29.41%, 18.72%, 7.49% and 9.62% of respondents were replied agree, neutral, strongly disagree and strongly agree in mean difference of 2.9037 and St. deviation of 1.15066.

As can be seen from the table 4.9, 48.39% team leader respondents agree with the issue, 25.81% were strongly agree, 16.13%, 6.45%, 3.22% respondents were replied disagree, neutral and strongly disagree in mean difference of 3.7742 by St. deviation of 1.11683. The above result shows the training program delivered was moderately delivered and job related.

Majority 73.80% of employee respondents were give their positive level of agreement towards the trainers used a participatory way of training delivery strategy with the mean difference of 3.9198 and St. deviation of 0.76831 and the rest 22.46% of theme undecided and 3.74% replied disagree.

In the same manner aggregate of 87.09 % of team leader respondents agreed that trainers used participatory way of training delivery strategy. But the aggregate of 12.90% of them disagreed with the issue. The above result shows ECWC training program implementation process is moderately good.

4.3.6 Training Program Evaluation and Follow up Practice

Evaluation is the last stage in training process and it aimed at analyzing whether or not the training has been effective in achieving the objective (the competency gap), changing attitude, and developing new skill.

Respondents' view of training program evaluation and follow up practice discussed here under:

Table 4.10 Respondent's View on Training Evaluation and Follow up Practice

Statements	Rating Scale	Employee				Team Leader			
		F	%	Mean	St. dev.	F	%	Mean	St. dev.
Employees applied the learned knowledge and skills acquired on day to day work	SA	28	14.97	3.2086	1.27183	8	25.81	3.4194	1.31083
	Agree	66	35.29			7	22.57		
	Neutral	34	18.18			10	32.26		
	Disagree	35	18.73			2	6.45		
	SD	24	12.83			4	12.91		
	Total	187	100			31	100		
The training program helped employees to contribute towards the achievement of the organization objective	SA	21	11.23	2.984	1.10461	6	19.35	3.3548	1.37957
	Agree	29	15.51			13	41.93		
	Neutral	83	44.39			3	9.68		
	Disagree	34	18.18			4	12.91		
	SD	20	10.69			5	16.13		
	Total	187	100			31	100		
The training program increases employee performance on their job	SA	24	12.83	3.4652	1.01739	3	9.68	2.5806	1.36074
	Agree	78	41.71			7	22.57		
	Neutral	56	29.95			3	9.68		
	Disagree	19	10.16			10	32.26		
	SD	10	5.35			8	25.81		
	Total	187	100			31	100		
I am satisfied with the over all aspects of the training practice of the corporation	SA	17	9.09	2.5455	1.13678	8	25.81	3.4516	1.36232
	Agree	19	10.16			11	35.48		
	Neutral	40	21.39			2	6.45		
	Disagree	84	44.92			7	22.58		
	SD	27	14.44			3	9.68		
	Total	187	100			31	100		

Source: own survey, 2017

Most of employee respondents (50.26%) agree that the training programs provided are relevant and after training they applying the learned knowledge and skills on day to day work. However, 31.56% employee respondents answered that they are not applying the learned knowledge and skills on their day to day work. The rest 18.18% employee respondents were replied neutral about the issue with the mean difference value of 3.2086 and 1.27183.

Regarding the team leader responses; As shown in the above (table 4.10) Most of team leader respondents 32.26% were neutral with the statement employees applying the learned knowledge and skills acquired on day to day work. 25.81%, 22.57%, 12.91%, 6.45% team leader respondents were respond strongly agree, agree, strongly disagree and disagree respectively in mean difference of 3.4194 by St. deviation of 1.31083. The result indicates that, employees moderately applied their learned knowledge in day to day work.

44.39% of employee respondents were not sure about whether the training program helped them to contribute towards the achievement of the corporation objective. In other side 26.74% of employee respondents believe that the training program helped them to contribute towards the achievement of the corporation objective and the rest of 28.87% employee respondents disagreed with the statement in mean difference value of 2.984 and St. Deviation of 1.101461. It shows that the employees of ECWC have low response, which respond that training program did not helped them to contribute for the achievement of organization objective.

As shown in table (4.10), aggregate of 61.28% of team leader respondents were believed that the training program helped employees to contribute towards the achievement of the corporation objective. In other side 29.04% of team leader respondents strongly disagree and 9.68% of team leader respondents were said neutral in mean difference of 3.3548 and by St. deviation of 1.37957.

Regarding the level of satisfaction majority 59.36% of employee respondents replied that they are not satisfied on the overall aspects of the training practice of the corporation. 28.34% of respondents satisfied and the rest 21.39% of employee respondents respond neural with the mean difference of 2.5455 and St. deviation of 1.13678. This result gives the corporation an evidence to work hard in its training process to improve the weakness of existing practice so as to make those respondents who never satisfied.

Regarding the overall satisfaction level majority 35.48% of team leader respondents replied that they are satisfied on the overall aspects of the training practice of the corporation. 25.81% of team leader respondents highly satisfied and the rest 22.59% of team leader respondents replied not satisfied and 9.68% of them strongly disagree towards the over all aspects of the corporations training programs, it is completely opposite to the view point of the employee respondents. Because, majority of the employee respondents 41.18% were disagreeing with the overall aspects of the corporations training programs in mean difference value of 3.4516 1 and St. Deviation of 1.36232. Therefore, the corporation has to improve its training programs.

The main objective of evaluating the training program is to determine if they are accomplishing a specific training objective that is, correcting performance deficiencies and also the training evaluation is very important to know whether the trainee expectation is achieved, the behavioral and performance changes of trainee after training programs. Thus, it can be inferred that ECWC has remedies to make effective training evaluation process.

Table 4.11 Evaluation of Training Program Outcome

Is there training outcome evaluation?	Team Leader		Employee		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	4	12.90	38	20.32	42	19.27
No	27	87.10	149	79.68	176	80.73
Total	31	100	187	100	218	100

Source: own survey, 2017

Evaluation is the last step in the training process that is used not only to verify whether trainees can be able to do the jobs for which they have been trained but also to determine the method used for future trainings.

Table 4.11 indicates that more than half of both team leaders and employee a total of 80.73% respondents replied that training program outcome evaluation has not been done. Whereas 19.27% respondents replied that there is training program outcome evaluation.

The interview result of the issue also aligned and same with the questionnaire result. The interviewees replied that there was no appropriate training evaluation practice in ECWC. Only the trainee reactions are gathered and analyzed no further impact assessment of training conducted.

Thus the absence of training program outcome evaluation might result in less relevant training program designing and irrelevant training method. Besides, without training outcome evaluation, there is no assertion whether the skill has been transferred or not. Hence, there is a clear indication that the corporation has poor practice of evaluating trainees at various phases of training.

4.3.7 Strength and weakness of Training Program Practice

Based on the data gathered from both team leader and employee respondents through open ended questions and interview response, the strengths and weakness of Ethiopian Construction Works Corporation in related to training practice, are listed and summarized here under.

Strengths

The following strengths were raised by both team leader and employee respondents and also by interview session regarding to ECWC training practice.

- Adequate budget for the training program
- Training is conducted regularly
- The training program delivered by knowledgeable trainers.
- The training program try to include all type of positions
- The training programs were conducted in favorable environment.
- Initiation to establish its own training center.
- Availability of training policy and manual

Weaknesses

The following weaknesses were raised by both groups of respondents regarding to ECWC training practice.

- Lack of trainee and trainers selection criteria, due to this trainee's selection take place with the willingness of supervisors.
- Most of the time trainees were selected based on relationship, not based on knowledge gap analysis. Because of this, employees were repeatedly selected for the same training program.
- Lack of proper training need assessment practice.
- Lack the of training program evaluation mechanism before and after training
- There is no skill gap analysis practice in the organization.
- Lack of induction training for new employees.
- Employees that have high work load were not selected for training programs.

According to employees and team leaders' response, the major strengths of ECWC are allocation of adequate budget for training program and the training program delivered by knowledgeable trainers. These strengths were address in the same way by the respondents in their questionnaires. So ECWC must give attention and keep budget allocation for efficient and effective implementation of training program and keeping the good practice of trainers' selection. In general ECWC must be maximize its strength and focus on the weakness and working to minimize and improve it.

4.6 Possible Factors that Hinder Effective Training Practice of the Corporation

The following factors were raised by both team leaders and employees respondents regarding to ECWC training practice.

- Lack of management commitment
- Geographic dispersion of the corporation and multidisciplinary job position
- Insufficient time allocation

- Lack of enough training institutions within the country
- The financial system of the corporation does not allow buying service of training programs from private training centers. It only focus government owned training institution.
- Lack of knowledgeable experienced man power to conduct training program evaluation.
- Lack of proper training impact assessment

Based on the interview result factors that hinder the effectiveness of the training program mainly classified in to two: internal and external factors.

Internal factors:

- Size of the corporation and it has high geographical dispersion.
- Lack of experienced man power in training practice in the human resource department.
- Trainees from different projects not attending the training program conducted due to different reasons.
- Lack of advanced training facility requirements.
- Unable to pay prepayment requests for training facility providers on time.
- Poor training program implementation of organization training institute.

External factors:

- Lack of alternative governmental training institution.
- Difficulty to conduct the training program with the corporations schedule because of inflexible training policy and schedule of the training institutions.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMNDATIONS

In this chapter the findings that have been analyze and discussed in the previous chapter are briefly presented. Furthermore, based on the findings of the study possible recommendations are forwarded.

5.1 Summary of Major Findings

Based on the analysis of collected data, the following basic findings have been identified.

- The study shows that Most of (31.75%) employee respondents have witnessed that Ethiopian Construction Works Corporation training policy was relatively low alignment with its strategic business objective which implies that, it is not well advanced as expected. Likewise, 58.06% of team leader respondents stated that the training policy is align with ECWC strategic business objective. This seems contrary idea with two group of respondent (i.e. employees and team leader respondents).
- Training needs assessment is very important step in training process; it is not executed in the organization in an effective way. Majority (35%) of employee respondents shows their negative level of agreement regarding the overall training needs assessment practice of the corporation. Whereas, 57.34% and 27.06% of the respondents have said that the corporation was dominantly use supervisor recommendation and departmental plans respectively as a technique to assess the training needs of the employees.
- The finding of this research indicated that 67.91% of employee respondents responded trainees' selection is not based on training program objective, rather trainee's selection was done simply by supervisor recommendation which might be leads to biases. Whereas, 29.03% of team leader respondents responded that, trainees' selection practice of ECWC was based on training program objective. It seems a paradox with the employee group of respondents' response. It implies that, the corporation did not have clear trainee selection criteria.

- Most of both groups of respondents (57.22%) responded that the corporation mostly used on-the-job training method and in a little bit off-the-job method for employees and mostly off-the-job method for managerial staffs.
- The Majority of team leader respondents (87.10%) and (79.68%) of employees respondents responded that there is no training program outcome evaluation practice in the corporation. Due to this fact, ECWC could not know the impact of the training program delivered.
- The finding shows that, (59.36%) of employee respondents and (32.26%) of team leader respondents have given their negative levels of agreements regarding the overall satisfaction level as to the overall aspects of the training practice of the corporation.

5.2 Conclusions

Now a day organizations operate in a complex and dynamic environment to cope up the dynamic environment, organizations need more attention to train its human resource which contribute towards the achievement of the organizational goals and objectives. Moreover, training could take as an integral part of an organization's investment plan. Thus, based on the finding of the study the following conclusions can be drawn;

- The finding shows the corporation's training policy is moderately aligned with its strategic objective. But the strategic objective and the training policy of the ECWC not well communicated with employee. It implies, the corporation long term plan did not achieved because of ineffective communication of strategic objectives.
- Based on the analysis result of the study, the training needs assessment are not conducted appropriately. Also employees were not participating in need identification. The corporation was dominantly use supervisor recommendation and departmental plans respectively as a technique to assess the training needs of the employees.
- And trainees not selected based on performance gap or performance appraisal report, rather trainees' selection was done by supervisor's recommendation. There was poor trainee selection practice due to lack of clear and transparent trainee and trainer selection criteria sometimes the wrong candidate selected for the training program it leads to inefficient resource utilization and leads to biases.

- The corporation dominantly used on- the –job training method and in a little bit off- the-job method for employees and mostly off- the- job method for managers.
- The research also found that ECWC does not measure the effectiveness of its training programs. However, effectiveness of training program is not evaluated , it is unknown how much both employees and organization benefited from the training program.
- Most of employees of the corporation are not satisfied with the overall training practice of the corporation. Because, training programs are not designed by involving trainees rather it is made supervisors, but if trainees involved, it would make the training effective and successful.

Based on the above conclusions, ECWC has been properly review and manage its training need assessment, design, and implementation and evaluation practice and need to critically follow up training program.

5.3 Recommendations

Based on the findings and conclusions, the following suggestions have been forwarded to Ethiopian Construction Work’s Corporation human resource management division.

- ✓ The finding of the study shows the training policy of the corporation was moderately aligned with the corporation strategic objective, but both the strategic objective and the training policy were partially perceived by its employees. The employee’s awareness of the organization strategic objective has a big contribution to effectively use their skill and knowledge towards achieving the organizational strategic goal.

Therefore, ECWC should focus on giving awareness about strategic objective and training policy for its employees.

- ✓ A continuous training need assessment enable to know the problematic area and employee’s knowledge gap. Bohlander, (2001) pointed that recognition of training need is the key element of any training activity. Performance gaps in terms of knowledge, skills and gap have to be identified in order to bridge the skills gap through appropriate training program. Therefore, ECWC should conduct procedural way of TNA by involving the employees in

identifying their training needs and shall use different appropriate techniques such as questionnaires, interviews, observation, to address the individual as well as organizational problems.

- ✓ ECWC must be set a clear and transparent trainee and trainer selection criteria to select the right candidate for the right training program.
- ✓ The corporation should make a balance between on-the job and off-the job training methods to take advantage of benefits realized from both methods. In addition of this as a construction corporation training should focus on experience sharing and knowledge transfer.
- ✓ ECWC does not given due attention for the training program outcome evaluation. According to Donald Kirkpatrick (1994), the four training evaluation levels (i.e. Reaction, Learning, Behavior change and Results) are very important but not implemented within the corporation. The corporation should apply trainee's reaction, learning outcome, behavior changes and result as a level of training outcome evaluation on regular basis instead of assessing the immediate reaction of trainees.

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Appendix A

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

Questionnaire to be filled by Ethiopian Construction Work Corporation Employees

Dear Respondent:

The purpose of this questionnaire is to gather data in order to assess employees training practices in Ethiopian Construction Work's Corporation, for the partial fulfillment of Master's degree in Business Administration. To achieve this purpose your genuine, complete and timely responses have a great value. Besides, I would like to assure that the data collected using this questionnaire is used only for academic study purpose. And your responses will be kept confidential.

If you need further explanation, you can contact me through the address indicated below:

Aster Asefa.

Mobile: 0920745718

Email: astiassefa1972@gmail.com

Thank you in advance for your cooperation!

General Instructions:

- ❖ No need of writing your name
- ❖ Kindly give more attention and return the completed questionnaire as much as possible.

PART I: General Information about the respondents

Instructions: please put a tick mark (√) in the box provided against your choice.

1. What is your Gender? Male Female
2. Which is your age category? (years): 20-25 26-30 31-40

41-50 above 50 years

3. What is your marital status: Single Married Divorced Widowed

4. What is your current educational status?

Technical School Graduate College Diploma

BA/BSc Degree Master's Degree PhD

5. How long have you worked in this corporation? (years): 1-4 5-9 10-19

20-30 above 30 years

6. Which of the following types of training methods have you taken so far?

On-the-job Off- the-job Both

Others (if any) _____

7. Which of the following methods used in your organization to determine employees training need?

Need assessment questionnaires

Performance appraisal report result

Interview with employee

Departmental plans

Supervisor recommendation

Organizational goal and objectives

8. Does your organization evaluate your training outcome? Yes No

PART II: Questions related to Employees training practices

Please read each statement carefully and show the extent of your agreement on the statements by putting a tick mark (✓) in the boxes against each rating scale of choice. The rating Scale represents your level of agreement as follows:5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

I. Organization Strategic Objective

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The corporation training policy is align with its strategic business objective					
2	The strategic business objective of the corporation is clear and known by employees					
3	The training program supports me by increasing my skill in order to achieve the organization's strategic goal					
4	The training policy is clear and well communicated to the employees					

II. Training Need Assessment

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The training programs are carryout in the organization by conducting training need assessment					
2	I am involved in the training need assessment phase					
3	The training program I was attended were based on my performance gap for job requirement					
4	The training program I was attended were based on the performance appraisal report					

III. Training Objectives

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The training program conducted in the corporation initially sets its own objective					
2	The training objective of the corporation is clear and achievable					
3	Training objective measures the entire training program					
4	The training objective I was participated has important and helpful for enhancing my job performance.					

IV. Training Program Design

S/N	Statements	Rating scale				
		5	4	3	2	1
1	Training contents are clear, simple and understandable					
2	The criteria used to select trainees and trainers are based on the objectives stated on the training program					
3	Trainers use the right methodology and techniques to address the subject matter					
4	There is adequate budget to carry out the training program					

V. Training Program Delivery

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The trainers have subject matter expertise, ability to communicate their knowledge clearly and ability to motivate trainees					
2	The training program are well organized and executed according to the objective					
3	The training delivered is descriptive and job related					
4	The trainers used participatory way of training delivery strategies					

VI. Follow up and Evaluation

S/N	Statements	Rating scale				
		5	4	3	2	1
1	I am applying the learned knowledge and skills acquired on day to day work					
2	The training program helped me to contribute towards the achievement of the organization objective					
3	I feel the training program increased my performance on job					
4	I am satisfied with the over all aspects of the training practice of the corporation					

Please describe your comments regarding the strength and weaknesses of ECWC training Practices.

Strength:

Weakness:

What are the possible factors that hinder effective training practice in your corporation?_____

Appendix B

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

Questionnaire to be filled by Ethiopian Construction Work Corporation Managers

Dear Respondent:

The purpose of this questionnaire is to gather data in order to assess employees training practices in Ethiopian Construction Work's Corporation, for the partial fulfillment of Master's degree in Business Administration. To achieve this purpose your genuine, complete and timely responses have a great value. Besides, I would like to assure that the data collected using this questionnaire is used only for academic study purpose. And your responses will be kept confidential.

If you need further explanation, you can contact me through the address indicated below:

Aster Asefa.

Mobile: 0920745718

Email: astiassefa1972@gmail.com

Thank you in advance for your cooperation!

General Instructions:

- ❖ No need of writing your name
- ❖ Kindly give more attention and return the completed questionnaire as much as possible.

PART I: General Information about the respondents

Instructions: please put a tick mark (√) in the box provided against your choice.

1. What is your Gender? Male Female
2. Which is your age category? (years): 20-25 26-30 31-40
 41-50 above 50 yrs.
3. What is your marital status: Single Married Divorced Widowed
4. What is your current educational status?
 Technical School Graduate College Diploma
 BA/BSc Degree Master's Degree PhD
5. How long have you worked in this corporation? (years): 1-4 5-9 10-19
 20-30 above 30 years
6. Which of the following types of training methods have you taken so far?
 On-the-job Off- the-job Both
Others (if any) _____
7. Which of the following methods used in your organization to determine employees training need?
 Need assessment questionnaires Performance appraisal report result
 Interview with employee Departmental plans
 Supervisor recommendation Organizational goal and objectives
8. Does your organization evaluate your training outcome? Yes No

PART II: Questions related to Employees training practices

Please read each statement carefully and show the extent of your agreement on the statements by putting a tick mark (√) in the boxes against each rating scale of choice. The rating Scale represents your level of agreement as follows: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

I. Organization Strategic Objective

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The corporation training policy is align with its strategic business objective					
2	The strategic business objective of the corporation is clear and known by employees					
3	The training program supports employees by increasing their skill in order to achieve the organization's strategic goal					
4	The training policy is clear and well communicated to the employees					

II. Training Need Assessment

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The training programs are carryout in the organization by conducting training need assessment					
2	Employees involved in the training need assessment phase					
3	The training program conducted by the corporation was based on the employees performance gap for job requirement of employees					
4	The training program conducted by the corporation was based on the performance appraisal report					

III. Training Program Objectives

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The training program conducted in the corporation initially sets its own objective					
2	The training objective of the corporation is clear and achievable					
3	Training objective measures the entire training program					
4	The training objective has important and helpful for enhancing employee job performance					

IV. Training Program Design

S/N	Statements	Rating scale				
		5	4	3	2	1
1	Training contents are clear, simple and understandable					
2	The criteria used to select trainees and trainers are based on the objectives stated on the training program					
3	Trainers use the right methodology and techniques to address the subject matter					
4	There is adequate budget to carry out the training program					

V. Training Program Delivery

S/N	Statements	Rating scale				
		5	4	3	2	1
1	The trainers have subject matter expertise, ability to communicate their knowledge clearly and ability to motivate trainees					
2	The training program are well organized and executed according to the objective					
3	The training delivered is descriptive and job related					
4	The trainers used participatory way of training delivery strategies					

VI. Follow up and Evaluation

S/N	Statements	Rating scale				
		5	4	3	2	1
1	Employees applying the learned knowledge and skills acquired on day to day work					
2	The training program helped employees to contribute towards the achievement of the organization objective					
3	The training program increases employee performance on their job					
4	I am satisfied with the over all aspects of the training practice of the corporation					

Please describe your comments regarding the strength and weaknesses of ECWC training Practices.

Strength:

Weakness:

What are the possible factors that hinder effective training practice in your corporation? _____

Appendix C

INTERVIEW QUESTIONS

This interview is designed to seek information purely for academic purpose. The main purpose of the study is to conduct a thesis on the topic: “Assessment of Training practice in Ethiopian Construction Works Corporation”. Thus, as a human resource division manager of ECWC, it is hoped that the success of this study depend on the information you provide.

1. Do you think that the training policy align with the organization strategic objective?
How?
2. Do you think the training objective of the corporation is clear and achievable?
3. What are factors that affect the quality of training practice in your organization?
4. How does your organization conduct a training need assessment? What factors are considered?
5. How well the trainees are informed about the training objective?
6. Does the company allocate sufficient budget to perform training program?
7. What are the criteria used to selecting appropriate trainees and trainers for the appropriate training?
8. Is there training program evaluation your organization? If your answer is yes, how?
9. Which method of training is suitable for your organization? Why?
10. What kind of mechanisms your organization employed to get feedback from trainees?
11. What are the main challenges of training practice of the corporation?

Declaration

I, Aster Asefa hereby declare that this thesis is my original work, prepared under the guidance of Showa Jemal (Asst. Prof). 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 institution for the purpose of earning any degree.

Name

Signature

St. Mary's University School of Graduate Students, Addis Ababa, Ethiopia

ENDORSEMENT

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

Research Advisor

Signature & Date

January, 2018

