



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING TRAINING PRACTICES AT MINISTRY OF
FINANCE AND ECONOMIC COMMISSION, ETHIOPIA**

BY
BIRUKTAWIT TAMIRU

May, 2018
ADDIS ABABA, ETHIOPIA

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DECLARATION

I, Biruktawit Tamiru Abedta, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Goitom Abrham. 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 learning institution for the purpose of learning any degree.

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ENDORSEMENT

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ACRONYMS /ABBREVIATIONS

IFMIS: Integrated Financial Management Information System

HR: Human Resource

HRD: Human Resource Development

HRMD: Human Resource Management Division

MoFEC: Ministry of Finance and Economic Commission

NCBP: National Capacity Building Program

SMART: Specific Measurable Attainable Realistic and Timely

SPSS: Statistical Package for Social Sciences

TNA: Training Need Assessment

PRF: Population Regression Function

PR: Population Regression

OLS: Ordinary Least Square Model

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ABSTRACT

Employee training has been a matter of concern and attention by many business fields nowadays. Organizations realize that employee training is an essential element to increase efficiency of job performance and keep their business running, as competition are getting more intense. However, its effectiveness depends on various factors in any organization. In line with this, the purpose of this research was to identify the factors that affect training practices. Particularly, the research intends to identify the major factors that affect the training practices. In order to answer the stated research questioner descriptive and explanatory research designs were followed. Data were collected from 85 employees. The findings of the study show that training policies are analyzed at the organization, as well as trainings are aligned with the strategy of the organization. The correlation analysis shows that all of the stated variables training policy issue, training need assessment, training design, training implementation and training evaluation has association with training effectiveness. However the regression result revealed that only training design, training evaluation and training need assessment significant effect on training practices. Moreover, there is a need for increasing the allocation of funds for training effectiveness coupled with consistent and adequate funds to public trainings so that quality training could be provided and increase productivity. Pre and post evaluation activities should be monitored and controlled, the current activities of controlling mechanism activities should be improved and amended.

Keywords: Training Practice, MOFEC.

CHAPTER ONE

INTRODUCTION

This study focuses on factors affecting training practice in the ministry of finance and economic commission Ethiopia. This chapter deals with the background of the study, statement of the problem, research objective and question, hypothesis, definition of terms, significance of the study, organization of the paper , scope and limitation of the study.

1.1. Background of the Study

Over the past one and half decades, various arguments have been made that firm's human resource are sole source of sustainable competitive advantage (Certo, 2006). Employee Training Program increases performance of both organization and individuals (Becker, 1993). In the course of organization business, there are always needs for the employees and management to acquire latest skills. Training program is an example of such strategy that enables the organization to acquire competitive advantage. When employees acquire new information and knowledge, they become more efficient and productive.

Employees must be given the attention they deserve because they are a prime asset to the organizations and a bridge towards the attainment of the sought after returns on investment (Charney & Conway, 1997). Therefore, it is important on organizations to prioritize the employee training so that they can realize the benefits in the short or long term. However this can be largely achieved if the managers and employees perceive training to have a positive effect on the firm performance. The organization performance will be high if the training done is perceived by the managers and employees of that organization to be important and relevant to assist them in adding skills and knowledge in performing their tasks.

According to Jacobs and Jones (1995), human resource development (HRD) is a continuous process which matches human knowledge and skill with organizational objectives. Charles

(2006), argued HRD as the integrated use of training and career development efforts to improve individual and organizational effectiveness. HRD also develops key competencies that enable individuals to perform current jobs and that will allow them to adapt quickly to new challenges and opportunities (Anyim et al., 2011). A study by Kebede and Sambasivam (2013), stated that, the strategic value of HR stems from the fact that resources used in a course of production is endowed with discretionary decision-making of other resources. According to Werner and Desimone (2006), HRD practices such as training and development, career development, organizational development and performance appraisal are vital to every organization. Moreover, Isaac (2013), asserted HR criticality for combination of other resources in a right mix and to formulate appropriate strategies to achieve organizational objectives. Hence, the strategic use of HRD is one of the most important factors for organizational performance.

Ethiopia is one of the developing countries that have faced a shortage of trained citizens to meet the country's demand. The reason behind this was that long-lasting poverty hinders the country to train enough citizens to take over their positions. This affected also the institutions, business entities and other companies that were existing and the newly established. As a result of that gap and the fact that technology is not static then the need arise for employees training in Government institutions, public and private institutions (Simachew, 2014).

Coming to Ethiopia, the government recognizes that good sector policies depend on building HR capacity if it is to be implemented successfully at proposed time. In 2001, the country launched a broad National Capacity Building Program (NCBP) which is an extremely wide ranging and encouraging program which needs commitment from all public sectors to upgrade employees' potential (Adebabay & Perkins, 2010). The government identified inter-dependent programs which led to the creation of a Federal Ministry of Capacity Building (FMCB) to coordinate and provide strategic guidance to the overall programs. However, as an empirical study conducted by Gebrekidan (2011), the Ethiopian civil service faces

inefficiency and poor service delivery resulting from limited focus on HRD and variety training programs.

The objectives of the current and future training program in MoFEC are to have a sustainable policy that will address present and future staff skills requirements to meet the Ministry's strategies. In MoFEC, training programs are categorized into three major areas which are; Staff Training, Personal Development and Management and Leadership Development (MoFEC Human Resource Policy, 2008).

Training program can only be meaningful if it follows the essential components of sequence of training. These consist of the reflection of the organizational and national training decision. The definition of training objectives, that is training must aim to achieve measurable goals expressed in terms of the improvements or changes expected in corporate, functional, departmental or individual performance. This must be in accordance with the overall goal and objectives of the organization, which is achievement of each training program against its objectives. It should reflect training needs assessment on three levels that is organizational level, individual level and the job level. The success of training programs therefore depends more on the organization's ability to identify training needs, success hinges on taking the information gained from needs analysis and utilizing it to design first-rate training programs. Experts believe that training design should focus on at least four related issues: (1) instructional objectives, (2) trainee readiness and motivation, (3) Principles of learning and (4) characteristics of instructors, (Belcout, Bohlander, and Snell, 2008).

Training is to be conducted when there is need to improve performance and effective use of human resources and building employees' ability to manipulate tools of work or when there are new comers or new employees in the organization, and we want to induce them with the environment of the organization. Again, training is done when there are indicators for training needs as indicated by the production records, number of accidents, mistakes, expansion of operation, new technology, and labor or employees turnover, cases of promotion or advancements and transfers. (Charney & Conway, 1997).

MoFEC has terms it as a failure of the training program. Therefore, the purpose of this study is to find out factors affecting the effective implementation of the training program in parallel organization with particular reference to MoFEC.

1.2. Statement of the Problem

Companies intended at gaining the competitive advantage that realizing the importance of training in improving the employee's understanding and performance. Becker (1993) points out that training program have positive effect on both employee and organizational performance. As a result of rapid global technological advancement; firms are now facing new changes and challenges. Various factors have attributed as challenges of on job training. As sited in Edgar & Geare, (2005) problems such as reduced employees "aspiration to learn and apply new skills, decrease employees' productivity, low morale, higher employee turnover and low performance of organizations problems in HRD systems appear when the capacity building practices are failed to accommodate the organizational and employees' needs". Therefore, in improving organizations' and employees satisfaction is vital through upgrading the skills, knowledge and attitudinal behavior of employees in the organizational setting is vital.

In many Organizations, Training Programs are well designed with specified objectives, to effect change in individuals' knowledge, understanding, behaviors, skills - and in values and beliefs; but at the level of implementation of trainings is taken to be as routine where no specific objectives are observed; also does not increase the knowledge, skills, techniques and changing attitude of the workers in performing their current jobs.(Blanchard and Thacker 1998)

MoFEC has adopted training on Integrated Financial Management Information System (IFMIS) in collaboration with ORACLE organization since 2014. The need for staff training in MoFEC was accelerated by the gap that develops as a result of global technological changes that take place worldwide which affect day to day Company operations. Despite the efforts done by the Company to date the Company is facing shortage of trained manpower and is basically predicted to failure training program. IFMIS process is fully based on

computerized system that needs skilled employees in computer operation and technological how know.

General observation shows that there are various factors that might hinder the staff training such as lack of a well-planned training program, insufficient annual training budget, lack of clear policy on staff training selection and individual employee's social factors. On the side of trainees there might be some factors that affects the success of trainings, like lack of interest, lack of courage, age factor (most of the employees are aged), lack of skills in computers operation, and etc.

Due to these gaps observed in practice of the training program, the researcher is attracted to conduct a study on “Factors affecting Training Practices at MoFEC” and gave recommendation to improve the effectiveness.

1.3. Research Questions

This study is designed to access issues related to factors affecting training practices in Ministry of Finance and Economic Commotion, accordingly, the study focuses in order to answer the following basic questions.

- To what extent are training practices of the organization affected by training policy?
- To what extent are training practices of the organization affected by its training need assessment?
- How does training design affect training practices?
- How does proper implementation affect training practices?
- To what extent training evaluation affect training practices?

1.4. Objectives of the study

1.4.1. General Objective

The main objective of this study to assess the factors that affect training programs in Ministry of Finance and Economic Commission and to forward possible solution for the actual problems.

1.4.2 .Specific Objective

The specific objectives of the study include the following.

- To explore to what extent are training practices of the organization affected by training policy.
- To find out to what extent are training practices of the organization affected by its training need assessment.
- To assess how does training design affect training practices.
- To assess how does proper implementation affect training practices.
- To find out to what extent training evaluation affect training practices.

1.5. Research Hypothesis

H₀₁ - Trainings Policy had positive and significant effect on training practices.

H₀₂ - Training Need assessment positively affects training practices.

H₀₃ - Training design had significant and positive effect on training practices.

H₀₄ - Training Implementation had positively effect on training practices.

H₀₅ - Training evaluation had positively effect on training practices.

1.6. Significance of the Study

This research is very important for MoFEC by revealing factors that affect the effect of training program and helps the company to develop different strategies to tackle the problems. It can be used as an input for further measures if they are to be taken by other institutions in the country. The study is important to the researcher to add a theoretical and practical knowledge on how to conduct research. It supports the organization to take corrective actions for the future training practices. It identifies the root cause for the existing gap that meets the requirements of effective training. The study is very important to scholars and researchers in other higher learning institutions for further study in this area. It can also help students as reference to conduct further research in the area. It is important for policy makers, government bodies, etc. in providing important information in the area for further designing various trainings for different ministry offices.

1.7. Scope and Limitation of the study

The study focused on factors affecting training practices. Training is to be conducted when there is need to improve performance and effective use of human resources and building employees' ability. The study is totally focuses on MoFEC employees those who have attended training. To achieve this objective, the period range from 2004 to 2010 Ethiopian calendar is chosen. This period is chosen based on availability of data. Different methods can be applied, such as Mean, standard deviation, percentage, Frequency, correlation and regression analysis. This study also use ordinary least square regression model.

The major area of limitation was identified in this study, Fluency in English language. English as a second language it's difficult to interpret each and every finding of the study like as first language. This deficiency should be acknowledged.

1.8. Definition of Terms

Training – Michael Armstrong (2007), points “training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience”.

Organization development- Michael Armstrong (2007), A Special approach to organizational change in which employees they formulate and implement the change that’s required.

Human resource development – is a planned and continuous process of helping employees to become better at their tasks through training. (Mondy & Noe, 1987)

1.9. Organization of the study

The study organized under five chapters. The first chapter dedicates to the background, statement of the problem, basic research questions, objectives of the study, significance of the study, and delimitation of the study. Chapter two is concerned all about the related literature on the research subject and has parts that define some concepts in the research. The third chapter explores the methodology used for the research and the data analyzed in the fourth chapter of the report. Finally, there are summary of the major findings, conclusions and recommendations in the fifth chapter of the report.

CHAPTER TWO

RELATED LITERATURE REVIEW

This chapter is divided into three parts; part one deal with theoretical review and part two is the empirical review and conceptual part. It reviews literature and studies issues related to research topic, i.e. factors affecting training program in MoFEC on training issues. The purpose is to try to compare such literatures and studies or theories with the actual practice in MoFEC.

2.1. Theoretical Literature

2.1.1 .Concept of Training

Training is defined as a process of assisting employees to acquire or develop knowledge, skills, techniques and attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organizational objectives (Chruden and Shermun, 1976). The rapid changes in technology have created knowledge gap which increased the importance of training on one hand and social economic advancement and individual needs have instigated the training of manpower in organizations. Thus it has added more the importance and implications on training activities than before. Apart from these training activities have also gained special recognition as organizations activities are growing, hence expanding the knowledge requirement.

In so being, one has to look at the organizations futuristic objectives to see if there are needs for training assessment, design and implementation of the whole process. (Jain, and Saakshi, (2005) pointed out that the purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs in a better way. In industrial situation, this means that the trainees will acquire manipulative skills, technical knowledge, problem-solving ability or attitudes.

According to Armstrong, (2006), “Training is the systematic development of the knowledge skills and attitudes required by an individual to perform adequately a given task on the job. To him training involves learning of various kinds and in various situations. Learning may be something that the trainee wants to do for himself or it may be necessary to provide it for him.

In order to conceptualize the scope of training, Gupta (2006) considers the following as characteristics of an ideal training and development function. First, it should be designed with clear scope and objectives. In this case the training needs assessment (TNA) exercise should be conducted to establish skill gap and performance standards.

Second, it should have proper reinforcements to continuously improve the performance capacity of an individual employee; this is supported by Skinner’s behavioral modification model as quoted by Gupta (2006), which stipulates that ‘when behavior is repeatedly rewarded, it becomes permanent part of one’s personality. Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are

practiced often are better learned and less easily forgotten. Fourth, an effective Training and Development function should be carefully planned in terms of reading materials, learning duration, and instructors.

Fifth, it should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. They feel responsive to training programs when they are well informed. Lastly, it should be evaluated. Training consumes both organization's time and money, therefore it is important to determine how well it was conducted (i.e. trainees feedback). Evaluation reports establish whether the organization has derived more-or-less the same value from the amount of money and time invested in the program

According to Michel Armstrong (2001), Training is a systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. According to the Edwin B Flippo (1984) Training is the act of increasing knowledge and skills of an employee for doing a particular job. The term training indicates the process involved in improving the attitudes, abilities and skills of the employees to perform specific jobs. Training helps in improving old talents and developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively and efficiently.

Employees need continued training even after they have worked for the organization for years. Training shows employees how to do the basic of their jobs and they help them

improve their skills. It also helps employees adapt to changes in the workplace, (Blanchard & Thacker. 1998).The department or management proposing the training begins the planning stage by setting objectives. The training objectives should meet the criteria for effective objective. They should be written, measurable, clear, specific and challenging but achievable.

2.1.2. Benefit of training

Training is crucial for organizational development and its success which is indeed fruitful to both employers and employees of an organization. Here are some important benefits of training and development.

Increased productivity: Training and development directly improves efficiency and productivity of employees. Employees remain up to date with new technology and thus use existing ones in a better way. Well trained employees show both quantity and quality performance.

Reduction of errors & accidents: Most of the errors occur because of many employees lack the desired knowledge and precise skills required for doing a particular job. Continuous Training and development ensures that employees get the right skills at right time .The more trained an employee is, the less are the chances of committing errors in job.

Talent pool: Creating a pool of cross-trained employees helps to bridge gaps when someone unexpectedly leaves the company - or if they accept a transfer or a promotion. Employees can be trained on a minor additional skill in sales, customer service, administration and operations. Cross-training also fosters team spirit, as employees appreciate the challenges faced by co-workers.

Uncover employee potential: Most of the companies overlook the hidden talent of their employees, Training and development provides a catalytic platform for employees to share their ideas with management.

It has been proved that some employees might be yearning for a leadership role within the business, but because there is no leadership development program in place, these individuals don't get the chance to prove their ability or further develop these hidden skills. Allowing employees to attend these programs helps to spot the leaders of tomorrow within current work force.

Job satisfaction: Training and development makes the employees feel more satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties.

They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

Reduction of turnover and absenteeism: Employee turnaround costs time and money. Training creates a feeling of confidence in the minds of the employees. It gives them a security at the workplace. As a result, labor turnover and absenteeism rates are reduced.

Address employee weaknesses: Most of the employees have certain weaknesses in their workplace, which hinder them from giving the best outputs. Training assists in eliminating these weaknesses, by strengthening workers skills and dissolving inner barriers. A well-organized development program helps employees gain analogous skills and knowledge, thus bringing them all to an advanced uniform level.

Increased consistency: A well-organized training and development program gives employees constant knowledge and experience. Access to regular training ensures that all employees have a consistent experience and consistent knowledge of tasks and procedures, something which is particularly important when it comes to basic company policies and procedures. Ensuring that all employees have consistent knowledge also helps to ensure that tasks are completed on time and without issues, and there are no questions to be asked about how things should be done

Reduction in learning time: Systematic training through trained instructors is essential to reduce the training period. If the employees learn through trial and error, they will take a longer time and even may not be able to learn right methods of doing work. Here training takes care of all these things in a compact manner and reduces the time frame of self-learning significantly.

Team spirit: Training and Development helps in instilling the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

Skills Development: Training and development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

Optimum resource utilization: Training and Development significantly helps to provide an opportunity and broad structure for the development of human resources' technical and

behavioral skills in an organization which ultimately results in optimum resource utilization, moreover it also helps the employees in attaining personal growth. (Hamid Qureshi, 2016)

2.1.3 .Managing the Training Process

The training process includes three phases such as Assessment phase, Implementation phase, and evaluation phase Huang (2001). Assessing the needs for training is particularly important, because if this is not done an organization cannot be assured that the right type of training is being provided to its employees. Training objective provides a line between needs and results, helping to identify the type of instruction required in order closing performance gaps and it also serve as benchmarks against which to evaluate the progress achieved in the realization of organizational goals.

Training Needs Assessment - “Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need (Monday and Noe, 1987).

According to Ahmed et al (2010), Training Needs Assessment is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance

from it is creating a problem. The Training Needs Assessment process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

A training need is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development. Training needs hinder employees in the fulfillment of their job responsibilities or prevent an organization from achieving its objectives. They may be caused by a lack of skills, knowledge or understanding, or arise from a change in the workplace. Training needs analysis identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of training needs analysis is to ensure that training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost-efficient manner (Chai et al, 2008). Effective TNA involves systematic planning, analysis and coordination across the organization, to ensure that organizational priorities are taken into account, that duplication of effort is avoided and economies of scale are achieved. All potential trainees should be included in the process, rather than rely on the subjective evaluation of managers. Ideally, managers should also receive training in the process of Training Needs Assessment itself, to clarify what they are trying to achieve and what their approach should be.

In the Training Needs Assessment phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources.

a) Organizational analyses

One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational-level needs analysis may include the following: Grievances, complaints from customers, accident records, equipment utilization figures, observation, training committee observations, exit interviews and quality control data (Kaufman,1985).

b) Task Analyses

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training needs can be identified.

c) Individual Analyses

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good human resource information system can be used to help identify individuals who require training in specific areas. To assess training

needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses.

A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centers Skill tests, Role-playing results, and Attitude surveys.

Designing Training Program - For training to be effective it is necessary to discern not only the training needs of individual and groups, but also how their needs fit the overall organizational objectives (Beardwell et al 2004:318). Once the needs for training are identified, the organization should plan how to address the needs and the organizational objectives. Planning starts with setting objectives for training programs. In this stages important issues like what is going to be achieved, who will provide the training, what topics the programs will cover, when the programs will conducted, what methods to use and how to evaluate training programs are analyzed and determined according to those needs. Moreover, decision makers must consider, in this stage, whether training investments are managed to achieve the greatest return and that requires assessing both training cost and benefits. That is, needs should be prioritized according to the potential gains on investments from different possible options. Designing phase of training should answer the following questions like what are to be achieved from the program, what are expected participants to achieve, what contents are required to achieve these aims, how should these contents be structured, what learning methods are to be employed, who should conduct the training, where and when etc.

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its

employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more quickly (Mathis et al, 2008).

Implementation Phase - Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training program set up at the company. Implementation occurs when training is actually conducted (Mathis and Jackson (2008).

Evaluation Phase- The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. How to evaluate? Why we evaluate? And other aspects of evaluation phase of training are described in detail below in different section. Therefore, based on the above definitions of training, it is a part of the human resource development, along with the other human resources activities, such as recruitment, selection and compensation. The role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current job performance (Kaufman, 1985). The effects of training depend on various influences, then a firm must control for all these influences if it wants to obtain a maximal return to training.

2.1.4. Job Training and Employee Performance

Studies by Cole (1997) defined training as a learning process which is aimed at impacting knowledge and skills to enable the employee to execute their task better. This will help the employee to acquire new information in relation to new technological knowhow and other external forces emerging. Training has been recognized as a central role of management by leading researchers. It is for this reason still, that the study seeks to establish whether job training should be based on accumulated seniority or extra relevant qualifications and whether based on the right criterion, leads to employee performance. Doeringer & Piore (1971), say that in order to develop skills and abilities specific to the company, its significant from an organizational perspective to train employees in accordance with their company's specific skills and abilities.

According to Bogonko & Saleemi (1997), training is effective only when it is properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements may be made in it from time to time. Hence, training must be carefully planned and evaluated and employees must be purposively selected.

2.1.5. Methods of Training

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off-the-job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills, Blanchard and Thacker (1998).

The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job, Woods (1995).

a) Off-The-Job Training Methods

Training which takes place in environment other than actual workplace is called off-the-job training. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

b) On-The-Job Training Methods

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and

apprenticeship training are the common forms of on-the job training methods. Job instruction training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioral strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up, Blanchard and Thacker (1998).

Job rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments, Woods (1995). Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively.

2.1.6. Major factors affecting Training

Different scholars identified factors that affect effectiveness of various trainings. Varieties of organizations provide trainings for their employees. However, most of them reported that whether unsuccessful or challenged by variety of challenges. According to Sudhakar and Mohamed, (2013) there are several factors that affect success of trainings. The following are some factors that pressurize the effectiveness of trainings:-

1. Management Support

Management support training initiatives is one of the most important influential factors that affect job training is. Managers promote an atmosphere conducive to, support the training initiatives, and encourage professional development. Without management support success of training would be impossible. If the management is reluctant, there wouldn't be designated

funds for training programs, and workers wouldn't feel comfortable using new knowledge and skills. (Punia, 2013)

2. Legitimate Training Needs

The next factor that affects whether or not training is well-received and effectively transferred to the job depends on whether or not the training topic is a valid training need. The best way to validate a training need is to conduct a needs analysis. If a training topic is truly a training need, learners will be actively engaged and willing to learn the new topic and can readily apply it to the workplace. *ibid*

3. Effective and Experienced Trainer

Whether coming from in-house or a consulting firm, a trainer must be able to communicate effectively, facilitate a conversation to ensure the needs and expectations of the learners are met, present material clearly and effectively, and make information interesting. An effective trainer also creates a safe and engaging learning environment, actively keeps learners involved, and can adjust appropriately when necessary.

4. Learning Objectives

Another factor that is critical to training success is a well-written learning objective. Learning objectives help the instructor guide discussions and help students understand what is expected of them. Students who understand what is expected are more involved and willing to invest energy in pursuit of a goal. To be effective, learning objectives must specify a behavior or performance that a learner should be able to complete at the end of training, a measurable criterion, and any conditions of performance (Punia, 2013).

5. Learner Ability and Motivation

To effectively transfer knowledge to the workplace, learners must have the ability and motivation to succeed. Learners need to have ample opportunities to use the training, and they need to perceive the benefit and validity of the training. Learners also need to feel that a change in behavior will lead to a valued outcome or job enrichment.

6. Learner Readiness and Emotional Investment

A learner must also be ready and willing to learn new information. A learner must identify the need to adapt one's behavior and be able to learn a new skill, and the learner needs to have an open mind to be receptive to a new way of thinking and performing.

Adult learners are especially notorious for needing to know why they need to know something. Adults need to see the immediate benefit of applying the new skills, which increases emotional investment and level of engagement. Furthermore, adult learners need to retain an emotional connection to prior experiences that relate to new information. (Punia, 2013)

Saccede et al, (2017) also identifies the factors that influenced effectiveness of training is required on account of the following reasons:-

A. Job Requirements

Employees selected for a job might lack the qualifications required to perform the Job effectively. New and inexperienced employees require detailed instruction for effective performance on-the -job. In some cases, the past experience, attitudes and behavior patterns of experienced personnel might be inappropriate to the new organization. Remedial training should be given to such people ` employees require training. (Saccede et al, (2017), 2013)

B. Organizational Viability

In order to survive and grow, an organization must continually adapt itself to the changing environment. With increasing economic liberalization and globalization, Business firms are experiencing expansion growth and diversification. In order to face international competition, the firms must upgrade their capabilities. Existing employees need refresher training to keep them abreast of new knowledge. Training programs foster the initiative and creativity of employees and help to prevent obsolescence of skills. An organization can build up a second line of command through training in order to meet its future needs for human resources. Trained staff is the most valuable asset of a company. Ibid

C. Internal Mobility

Training becomes necessary when an employee moves from one job to another due to promotion and transfer. Employees chosen for higher level jobs need to be trained before they are asked to perform the higher responsibilities. Training is widely used to prepare employees for higher level jobs. Thus, there is an ever present need for training people so that new and changed techniques may be taken as an advantage and improving old methods which are affected. Need for training has increased due to growing complexity of jobs, increasing professionalization of management growing uncertainties in the environment global competition, growing aspirations, vast untapped human potentials, ever-increasing gap between plans and results and sub-optimal performance levels. (Amina, 2013)

2.2. Empirical Review

ALI (2013) used a Census and collects a data from 220 employees to analyze the perceived factors influencing the effectiveness of training at the public service commission. The key findings of the study revealed that the Public Service Commission employees are aware of the training policy in the organization and were of the view that upon the completion of their training, they share what they have learned with other employees. The study also revealed that training needs analysis is normally conducted prior to organizing training programs at the Public Service Commission. It was also established that job rotation, which is a key component of training, is not always practiced in the organization. The study concluded that majority of the staff at the Public Service Commission had benefitted from training opportunities. However, the study recommends that employees in the organization should be included in the planning and organization of training program.

Mohamed (2013) employ a mixed method to analyze the factors affecting implementation of training programs to the public institutions: a case of president's office, public service management. The findings showed that there is no agreement on training needs and priorities, lack of commitment and shortage of funds, thus limiting the sustainability of programs. Conclusively the research argues that the President's Office-Public service

Management should restructure the training programs to bring social and economic benefit and enhance organizational Performance.

Punia (2013) make a review on factors affecting training effectiveness vis-à-vis managerial implications and future research directions. The aim of the study was to examine the factors affecting training effectiveness and its implications. To examine the study a literature review has been done on different aspects of training. The findings of the study suggest many factors which affects training effectiveness like motivation, attitude, emotional intelligence, support from management and peers, training style and environment, open-mindedness of trainer, job related factors, self-efficacy and basic ability etc. The paper also reveals models of training effectiveness measurement as well as the implication of a training program. The importance of training effectiveness is also discussed in the paper which is revealed through literature review.

2.3. Conceptual Framework

According to the literature factors affecting effect implementations of training programs contain different segments which are training needs assessment, design training program, implementation phase and evaluation. In the below figure each stages linked with the following and it is a continuous process.

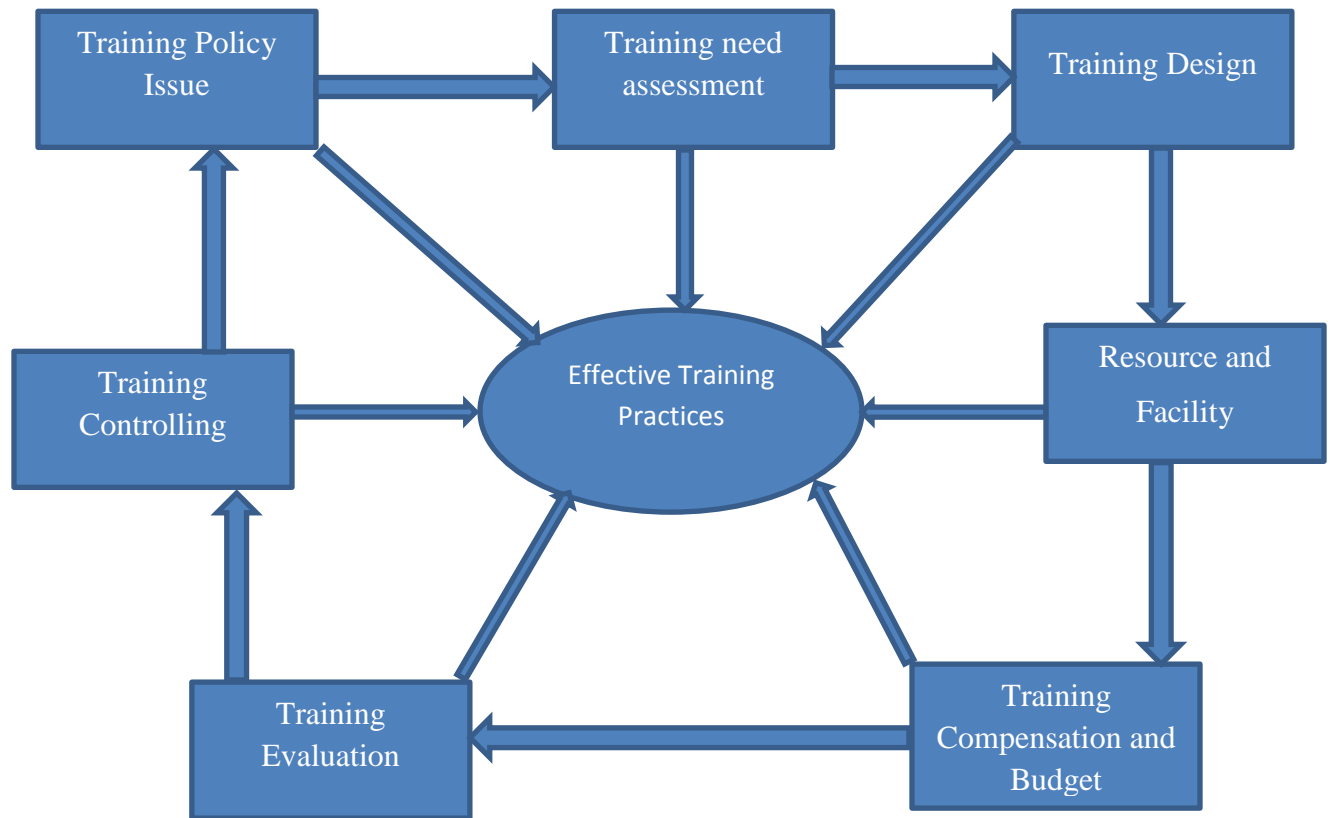


Fig.2.1. Conceptual framework

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter of the research presents the elements of research design and methodology applied in the study. In order to collect and analyze data appropriate to this goal, a combination of qualitative and quantitative methodologies, were used. In addition selection of the study area and sample of the population were also making. This chapter, therefore, discusses the research methods that were employed, the data collection instruments, procedures followed in gathering the data, the study area, and sampling decisions. Data analysis methods while undertaking the study discussed briefly as follow.

3.1. Research Design and Approaches

The research design in this study was descriptive and explanatory design method .The research was design in the way that questionnaires and interview were conducted to sample respondents and the design was particularly important for the study because it helps to describe and interpret the actual events that exist now and existed in the past that influences on the present factors affecting training programs.

The purpose of descriptive surveys, according to Ezeani (1998), is to collect detailed and factual information that describes an existing phenomenon .Both qualitative and quantitative approach were used to collect data for this research. This is because the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. In addition, there has been a growth in the interest in mixed methods as well as authors advocating for mixed methods research as a separate design in its own (Creswell & Clark, 2007).

Explanatory research attempts to clarify why and how there is a relationship between two or more aspects of a situation or phenomenon. (Creswell & Clark, 2007).

3.2. Population, sample size and Sampling Technique

The focus of the study is factors affecting effective implementation of training programs in the ministry of finance and economic commission. Which is found in Arada Sub City, Kebele 06, Web site www.mofec.gov.et/, Fax:(230)201-3835.

According to the human resources data of 19-Feb-2018 the total number of MoFEC staff is 706, which is the total population.

The target population of this study included employees of MoFEC who attended Integrated Financial Management Information System (IFMIS) training at MoFEC which is located in Addis Ababa. Project Managers of ORACLE Software Company on the vendor side of implantation of the training is also target population of study. Census sampling method was employed to select representative data from available population. Census sampling Censes is mailing a questionnaire to every household. All items in any field of inquiry constitute a 'Universe' or 'Population.' A complete enumeration of all items in the 'population' is known as a census inquiry. It can be presumed that in such an inquiry, when all items are covered, no element of chance is left and highest accuracy is obtained.

Data were saturated through quantitative and qualitative method. Hence, trainees, trainers, coordinators, and HRMD officers of the ministry offices selected purposely. One hundred trainees were trained at MoFEC, since 2012 those trainees were selected to fill the questionnaire. It is possible to manage all participants on one hand and involving all population can increase validity of the research on the other hand. Accordingly the population size for the study in total one hundred, from these two people from MoFEC officers and two people from ORACLE manager and coordinator for an interview.

3.3. Source of Data

The researcher decided to collect both primary and secondary data in answering research questions. Primary and secondary data was collected in order to assess the factors affecting training program. Primary data were collected through questionnaire survey from employees of MoFEC. The survey was conducted from March, 2018 to April, 2018. Secondary data was collected from previous studies and different publications.

3.4. Instrument of Data Collection

Most of the information was obtained through questionnaires policies, reports and interviews. Since it is difficult to rely on one method of data collection; the researcher employed qualitative and quantitative data collection techniques in order to counterbalance shortcomings of each technique. The questionnaire was designed to obtain data from trainees. Semi- structured questionnaires was appropriate to collect primary data to this study. The questionnaires were mainly with closed-ended and supported by open ended questions. Questionnaires were distributed to 100 selected respondents. The respondents are employees from MoFEC who have given the training. It is an appropriate for validity of the study to include all employees that attended training. Interview was one of the other tools of data collection to this work. The main concern to select the interviews is so as to insure the views and opinions of different bodies concerned with the issues under study. Therefore, individual interview will be employed to gain the primary data from HRM officers of minster offices and manager of ORACLE.

Open and closed ended questionnaire and semi-structured interview in English language was developing. Then responds of the questionnaire were given a brief oral explanation about the questionnaire in groups in addition to the instructions that were detailed at the beginning of each questionnaire in writing. The questionnaires were distributed to be filled by each of the participants individually.

Filled questionnaires were collected on the deadline set at the time of distribution. Data were then analyzed, categorized, summarized and presented in the research paper. With respect to project manager and coordinator interview, one to one interview was held with them. Likewise, information and insights obtained from project manager and coordinator were summarized and reported.

3.5 Pilot Testing

3.5.1 .Validity

Validity is the degree to which a test measures what it intend to measure (Creswell, 2009).Validity defined as the accuracy and meaningfulness of the inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represents the phenomena understudy. It contends that the validity of the questionnaire data depends on a crucial way the ability and willingness of the respondents to provide the information requested.

A pilot study was conducted to refine the test instrument which is a sample of 20 respondent’s questionnaires before administering the final phase. Issues raised by respondents were corrected and questionnaires were refined. Finally, the improved version so the questionnaires were used to ensure the validity.

Table 3.1. Case Processing Summary

Case Processing Summary

	N	%
Valid	20	100.0
Excluded	0	.0
Total	20	100.0

3.5.2. Reliability

The reliability of instruments measures the consistency of instruments. Creswell (2009) considers the reliability of the instruments as the degree of consistency that the instruments or procedure demonstrates.

In this study each statement rated on a 5point Likert response scale which includes strongly agree, agree, neutral agree or disagree, disagree and strongly disagree. Based on this reliability test was made with a sample of 20 respondents and the Cronbach's alpha coefficient for the instrument was found as 0.869 which reliability is good. Cronbach alpha provides a measure of internal consistency of a test or scale. It is expressed as a number between 0 and 1 and the higher the score of Cronbach alpha, the more the reliable the generated scale is and the closer the alpha coefficient is to 1.0, the greater the internal consistency and the reverse is true. In this case, the researcher used the rule of thumb developed by Creswell (2009), where an alpha value ≥ 0.90 is excellent, ≥ 0.80 is good, ≥ 0.70 is acceptable, ≥ 0.60 is questionable, ≥ 0.50 is poor, < 0.50 is unacceptable.

Typically an alpha value of 0.80 or higher is taken as a good indication of reliability, although others suggest that it is acceptable if it is 0.70 or above (Creswell, 2007). The research instruments were developed by adopting from related studies and contextualizing based on research questions and objectives, and hence instruments are consistent with the objectives of the study and reliable

Table 3.2. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.825	59

3.5.3. Model specification

Given economic theory and existing literature, the study used the catch level per day as dependent variable, and the factors that are expected to affect catch level as independent variable.

The functional form of the regression equation is presented as:

$$Y = f(x_1, x_2, x_3, x_4 \dots \dots \dots x_{13})$$

..... (3.1)

Where, y is the average catch per day given as the function of the independent variable, x's. For functional form expression, I used X_{ij} to indicate the variable X_i with the value of the j th observation. Based on the conditional mean $E(Y/X_i)$ is a function of X_i , where X_i is a given value of X. Symbolical,

$$E(y|X_i) = f(X_i)$$

..... (3.2)

Where $f(X_i)$ denotes some function of the explanatory variable X. equation (3.3) is known as Population regression function (PRF) or Population Regression (PR) for short it states merely that the expected value of the distribution of Y given X_i is functionally related to X_i . In simple terms, it tells who the mean or average respond of Y varies with X and the derived equation is:

$$Y_j = B_0 + B_1X_{1j} + B_2X_{2j} + B_3X_{3j} \dots \dots \dots + B_kX_k +$$

$$\epsilon_j \dots \dots \dots (3.3)$$

The term ϵ is a random disturbance, so named because it “disturbs” another ways stable relationship. The disturbance arise several reasons, primary because we cannot expect to

capture every influence on an economic variable in a model. The net effect, which can be positive or negative, of those omitted factors is captured in the disturbance term (green 2013). For our case the error term represents the value of Y_j deviation from its mean. The error can be imputed to either the effect on the level of fish catch (Y) from the variable which is not included in the model or a random residual element in the regarded. Since population's parameter is not easy to determine directly, there value can be estimated from finite sample size taken from the population. Those, equation 3.4) which is population linear regression equation can be expressed as a sample linear regression model written as follows.

$$Y_j = b_0 + b_1X_{1j} + b_2x_{2j} + b_3X_{3j} + \dots + b_kX_k + e_j \dots \dots \dots (3.4)$$

Estimating the sample linear regression function, the most common method, is to use the OLS regression given that OLS assumption are satisfied. Therefore, the general model of effective training practices will have a form of

$$Y = B_0 + B_1X + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + \dots \dots \dots (3.5)$$

Y = Training practices

X_1 = Need assessment

X_2 = Training design

X_3 = Training evaluation

X_4 = Resource facility

X_5 = Compensation

X_6 = Controlling

3.6. Methods of Data Analysis

Data collected through various methods had to be presented in an understandable and meaningful ways. Data were analyzed using descriptive and inferential statistics method. The descriptive statistic used to explain the mean, standard deviation, frequency and percentage. For the purpose of inferential statistics both correlation and regression were also applied. The Correlation were used to understand the relation between variables while the regression analysis used to investigate the impact of independent variable and also the regression analysis was done using Ordinary Least Square model (OLS), in order to analyze the responses of people concerning an issue. The collected data were analyzed and presented so as to enable the researcher to answer the research questions and meet the objective of the study from which conclusions and recommendations were be drawn. The analysis is based on the statement of the problem, research objective and research questions. For further understanding of the readers of the study, the data were processed properly and efficiently so as to reduce its bulkiness and minimized it in a manageable interview process.

Quantitative data was organized statistically using statistical package for Social Sciences (SPSS) version 20. Qualitative data was also analyzed using descriptive analysis. The data obtained from respondents with the help of chosen instruments were presented analyzed and interpreted. Result described, analyzed and synthesized in tables, percentage, frequency distribution, mean, grand mean and standard deviation with the help of SPSS as applicable to the research question.

3.7. Ethical Considerations

When referring to similar studies conducted by other researcher's ethical consideration were taken into account. The researcher acknowledged the work of others' and indicated the sources in this study. The questionnaires were distributed to all selected staff that was willing to fill in the purposes of the questionnaire were clearly indicated in the questionnaire covering note. Confidentiality of personal information and anonymity of the respondents ensure.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter describes and analyses data collected during the data collection process. The analysis covers the findings from the research questions, structured and semi-structured questionnaires with MoFEC staff. The major objective, among others in this research was to make analysis on the factors that limit the training programs.

4.1. Response Rate

From the total 100 questionnaire distributed 85 were returned. Therefore 85 were effectively used for analysis that shows response rate of 85%. According to Fowler (2002), a 75% response rate is considered as adequate.

Table 4.1. Respondent Rate

Gender of Respondent	Questionnaire Distributed	Questionnaire Returned	Percentage
Male	68	57	67.1%
Female	32	28	32.9%
Total	100	85	100%

4.2. Demographics of the Respondents

Table 4.2. Demography of Respondents

Gender of Respondent	Frequency	Percentage
Male	57	67.1%
Female	28	32.9%
Total	85	100%
Age of Respondent		
21-35	12	14.1%
36-45	22	25.9%
46-55	35	41.2%
56-60	16	18.8%
Total	85	100%
Level of Education		
Diploma	8	9.4%
Degree	46	54.1%
Masters	31	36.5%
Total	85	100%
Position at MoFEC		
Top Level Management	16	18.8%
Middle Level employees	48	56.5%
Junior Level Employees	21	24.7%
Total	85	100%
Working Experience at MoFEC		
5 years or less	37	43.5%
5-10 years	39	45.9%
10 years and above	9	10.6%
Total	85	100%

Among the total respondent i.e. (67.1%) were male and the rest (32.9 %) of them were female respondents. The finding furthermore shows that (41.2%) out of 85 were at the adult age i.e. between 46 years 55 years; followed by the middle age between 36 and 45 that comprised (25.9%) and the old age 55 and above which was (18.8%). Lastly the young age between 21 and 35 that comprised (14.1%) of the population. The distribution of respondents in MoFEC shown below indicates that majority of the employee of the organization were above 35 years of age. Looking in to the table above the findings of the study indicates that majority of the respondents (54.1%) were degree holders, followed by Master’s Degree holders which account (36.5%) of the respondents. The last category of education level was those who are Diploma holders, this category of education contain (9.4%) of the employee respondents. The researcher classified the

position of respondents in to three categories junior level employees, Middle level employees, and Top level managers.

Majority of the respondents (56.5%) were middle level employees where majority of them were degree holders, junior level employees take the second rank which incorporates (24.7%) of the respondents, and the last category were top level managers which accounts (18.8 %) of the respondents. The finding further shows that majority of middle level employees are degree holders followed by masters holders. Likewise, majority to top level managers were degree holders which are followed by master's degree holders. Unlike the above two categories majority of junior level employees were master's degree holders. The finding shows the literacy rate of the organization is high, more than 90 percent of the employee of the organization are degree and above holders. The findings of the analysis shows that there were three categories of year of service in MoFEC, less than 5 years, 5 to 10 years and above 10 years of service. Majority of the respondents (45.9%) were served the organization 5 to 10 years, followed by less than 5 years of service which contains 43.5% of the respondents. The last but not the least category was 10 years and above service, 10.6% of the respondents served the organization more than 10 years.

4.3. Data Analysis pertaining to the study

In line with the major objective this research intends to answer its specific objectives, particularly, training policy, strategic alignment and trainings management. Both quantitative and qualitative data pertinent to the objective were collected. Accordingly, each of the stated objectives is discussed below.

The anticipated variables were measured using a 5 point Likert scale where 1 stands for “Strongly Disagree” and 5 stands for “Strongly Agree”. All of the questions had a positive intension, if the respondents agreed with the statement he/she responds positively and if not negatively. According to Creswell (2007), interval measurement scale is used to analyze liker scale data. Liker scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. Furthermore, for likert scale data from 1 (Strongly Disagree) to 5 (Strongly Agree) if the sample is approximately normally distributed the interpretation should be for mean up to 2.8 is “Disagree”, mean between 2.9 and 3.2 is “Neutral”,

and mean above 3.2 is “Agree” Cetro (2006). Furthermore, on average each variable were measured using five to ten questions.

4.3.1. Training Programs Policy and Procedure

Under this sub topic the researcher tries to explore to what extent training programs of the organization are guided by training policy.

Table 4.3 .policy in relation to training practices

List of Items	Measurement scale in %						
	SD	D	N	A	SA	Mean	St. dev
The organization has a written training and development policy	4%	12.9%	35.5%	34.7%	12.9%	3.4	1.001
Training and development policy are linked with the organization objective	6.5%	10.5%	32.5%	36.3%	14.5%	3.42	1.065
My organization has a detailed rules, regulation and procedures for training activities	3.2%	14.5%	37.1%	34.7%	10.5%	3.35	0.961
Training and development policy is developed with the participation of employees	4.8%	6.5%	33.1%	40.3%	15.3%	3.55	0.989
The organization has a training and development policy applicable to all employees	5.6%	7.3%	33.1%	41.1%	12.9%	3.48	0.998
Over all The organization surely guided by training policy and procedure	2.4%	7.3%	31.5%	34.7%	24.2%	3.71%	0.992
Training policy and procedure	4.60%	16.72%	32.73%	30.65%	15.32%	3.41	1.0101
Where, SA=Strongly Agree, A=Agree, N=Neutral, D= Disagree, SD= Strongly Disagree							

On the first question respondents were asked and more than 47 percent of the respondents were agreed that the organization has a written training and development policy, conversely, 16.9

percent of the respondents disagreed that their organization has a written training and development policy; the rest 35.5 percent of the respondents didn't know about organizational training need assessment. Training and development policy are linked with the organization objective, this is confirmed by 50.8 percent of the respondents, on the other hand, 17 percent of the respondents didn't agree on this issue which is training and development policy were not linked with the organization objective, and the rest 32.5 percent of the respondents didn't know anything about this issue. Moreover, 45.2 percent of the respondents confirmed that their organization has a detailed rules, regulation and procedures for training activities; on the contrary, 17.7 percent of the respondents confirmed that their organization has not a detailed rules, regulation and procedures for training activities.

Although it is confirmed by majority (55.6%) of the respondents the organizations training and development policy is developed with the participation of employees, however, a smaller amount (11.2%) amounts of respondents didn't believed that the organizations training and development policy is developed with the participation of employees. The rest 33.1 percent of the respondents neither agree nor disagree. Apparently, respondents were also asked the organization has a training and development policy applicable to all employees, hence, close to 54 percent of the respondents agree that the organization has a training and development policy applicable to all employees, however, around 13 percent of the respondents confirmed that every trainings were the organization has not a training and development policy applicable to all employees. In addition to this, 33.1 percent of the respondents were undecided regarding training and development policy applicability to all employees.

Furthermore according to the key informants in the interview question the organization had well written and documented training police, and trainings are given to employee as well as in order to adopt the employee with new system and to increase employee performance .if there is just in case. However, to some extent employees didn't have knowledge about the training policy of MoFEC, this is because most of the employee didn't have knowledge about the training policy of MoFEC, and this is because most of the employee believed that it is not their concern.

Apart from all these questions respondents were also asked that over all the organization were surely guided by training policy and procedure, accordingly, 58.9 percent of the respondents were happy with the training policy and procedures of the organization only 9.7 percent of the respondents were not satisfied with the overall training guiding principles of the organization,

however,; the rest 31.5 percent of the respondents were neither agree nor disagree with respect to the overall service of training programs.

Generally, six items were employed in order to measure practice and procedure of training in MoFEC; accordingly, 4.60 percent of the respondents were select “Strongly Disagree”, 16.72 percent of the respondents were select “Disagree”, 32.73 percent of the respondents select “Undecided” and the rest 30.65 & 15.32 percent of the respondents were select “Agree” & “Strongly Agree” respectively. Furthermore, the grand mean score of this particular variable was 3.41 which lies between agree and strongly agree level with a standard deviation of 1.0101. If the mean score is below 2.8 it categorized as disagree, if the mean score is between 2.8 & 3.2 the scale is categorize as neutral (undecided) and if the scale is above 3.2 the categorization range is fall in agree level. Accordingly, the grand mean score of training procedures and practice at MoFEC was 3.41, which implies the employees of MoFEC critically believed that overall the organization is ruled by training policy and procedure.

Training is the most important component and contributor for the success of any organization; this means, however the training should be supported by with adequate rules, regulations and policy; the analysis indicates that at MoFEC there is clear and precise training rules and regulations that guides the trainers and as well as trainees of the organization.

4.3.2. Strategic Alignment of Training Activities

Under this sub topic whether the training activities of the organization are align with organization strategy or not would be discussed.

Table 4.4 .Strategic alignment in relation to training practices

List of Items	Measurement scale in %						
	SD	D	N	A	SA	Mean	St. dev
Content of trainings is prepared according to trainees' job profiles as planned in reconciled with strategy of the organization	4.8%	6.5%	21%	52.4%	15.3%	3.67	0.975
Training and development programs are aligned with the strategic plan of the organization.	8.9%	12.1%	36.3%	35.5%	7.3%	3.01	1.027
Trainings prioritize learning through setting up long-term organizational strategy and objectives	21%	10.5%	16.9%	37.9%	13.7%	3.10	1.305
The training are always focuses on the end results	17.7%	16.1%	26.6%	31.5%	8.1%	3.04	1.180
My training within the organization now gives me the necessary skills to work in tasks from start to the end	5.6%	8%	18.5%	34.7%	40.3%	4.03	1.064
The organization provided long term development program.	4%	8%	21%	33.1%	41.1%	4.06	1.008
The trainings are able to me better to understand how I personally contribute to the achievement of the organization strategy and objective	1.6%	7.3%	29.8%	37.1%	24.2%	3.75	0.958
In line with the strategy of the organization the organization formulates SMART training objectives which helps to achieve organizational goal	4%	6.5%	31.5%	40.3%	17.7%	3.61	0.983
Strategic alignment of trainings	6.13%	17.65%	25.2%	29.53%	23.27%	3.53	1.0625
Where, SA=Strongly Agree, A=Agree, N=Neutral, D= Disagree, SD= Strongly Disagree							

Concerning the first question on table 4.3, 67.7 percent of the respondents were confirmed that Content of trainings is prepared according to trainees' job profiles as planned in reconciled with strategy of the organization, conversely, 11.3 percent of the respondents were disagree on that the Content of trainings is prepared according to trainees' job profiles as planned in reconciled with strategy of the organization; the remaining 21 percent hadn't decided on this matter. In fact 42.8 percent of the respondents replied that Training and development programs are aligned with the strategic plan of the organization, however, 21 percent of them had reservation on these issues and the remaining 36.3 percent of the respondents neither agree nor disagree on the alignment of the training with the strategic plan of the organization. More than 50 percent of the respondents were agreed that Trainings prioritize learning through setting up long-term organizational strategy and objectives; conversely, 31.5 percent of them were not feel good with regard to Trainings setting up in prioritizing long-term organizational strategy and objectives. Furthermore, 39.8 percent of the respondents replied that the training is always focuses on the end results; more than 33 percent of the respondents didn't agree that the training are always focuses on the end results. Furthermore, more than 50 percent of the respondents confirmed that Trainings prioritize learning through setting up long-term organizational strategy and objectives, where as close to 22 percent of the organization disagree that trainings prioritize long-term organizational strategy and objectives training within the organization gives the necessary skills to work in tasks from start to the end; this was confirmed by , more than 74 percent of the respondents, conversely 13.6 percent of the respondents didn't agreed that training within the organization gives the necessary skills to work in tasks from start to the end. Apparently, respondents were also asked to if the organization provided long term development program; more than 74 percent of the respondents proved that the organization provided long term development program, however, 12 percent of the respondents were not agreed that the organization provided long term development program. Likewise, more than 61 percent of the respondents agreed The trainings are able to me better to understand how I personally contribute to the achievement of the organization strategy and objective, only 8.9 percent of them however confirmed that the trainings are able them better to understand how personally contribute to the achievement of the organization strategy and objective, and the rest 29.8 percent of the respondents were neither agree nor disagree. Furthermore, 57.7 percent of the respondents were agreed that In line with the strategy of the organization the organization formulates SMART training objectives which help to achieve organizational goal, only 10.5 percent of the

respondents were not agreed In line with the strategy of the organization the organization formulates SMART training objectives which help to achieve organizational goal. The rest 31.5 percent of the respondents were neither agree nor disagree on formulations of SMART training objectives which help to achieve organizational goal.

Overall, eight items were employed in order to measure availability of enough training for the employees in MoFEC; accordingly, 6.13 percent of the respondents were select “Strongly Disagree”, 17.65 percent of the respondents were select “Disagree”, 25.2 percent of the respondents select “Undecided” and the rest 29.53 & 23.27 percent of the respondents were select “Agree” & “Strongly Agree” respectively. Furthermore, the grand mean score of this particular variable was 3.53 which lies between disagree and strongly disagree level with a standard deviation of 1.0101. Furthermore, the grand mean score of strategic alignment of trainings was 3.53, which implies trainings are aligned with strategy of the organization.

Strategic alignment of the trainings are very critical for employees of an organization; based on the skill and type of expertise the staff of any organization should have enough training periodically; however, the nature of the training should reconcile with the strategy of the organization. In line with this, the analysis shows that in MoFEC most of the trainings are given in alignment with the strategy of the organization. If trainings are given in line with the strategy of the organization that equip employees the necessary skill and knowledge, employees will contribute and make a good performance towards the achievement of the organizational goals.

4.3.3. Training Programs Management

Table 4.5. Training management in relation to training practices

List of Items	Measurement scale in %						
	SD	D	N	A	SA	Mean	St. Dev.
The organization made training need assessment before any trainings	7.3%	41.9%	24.2%	6.5%	20.2	3.11	1.100
On training sessions key topics and related concepts clarified	3.2%	41.9%	29%	8.9%	16.9	3.01	0.976
Training objectives are defined always	3.2%	45.2%	24.2%	6.5%	21%	3.10	0.968
The necessary materials and facilities are available enough always	9.7%	13.7%	36.3%	32.3%	8.1%	3.15	1.073
Trainings are always timely and precise	4.8%	8.9%	21%	39.5%	25.8	3.73	1.090
The training methods are appropriate	5.6%	9.7%	21%	51.6%	12.1%	3.55	1.013
The right person is in charge of trainings programs	7.3%	9.7%	30.6%	40.3%	12.1%	3.40	1.056
Appropriate feedback is provided to trainees based on their evaluation results	6.5%	16.1%	21.8%	38.7%	16.9%	3.44	1.140
Training programs are evaluated as the end of the training program	8.1%	11.3%	40.3%	30.6%	9.7%	3.23	1.040
The organization evaluates the effectiveness of training program.	4.8%	3.2%	27.4%	38.7%	25.8%	3.77	1.025
how training programs are managed	5.87%	24.42%	26.61%	26.51%	16.6%	3.29	1.039
Where, SA=Strongly Agree, A=Agree, N=Neutral, D= Disagree, SD= Strongly Disagree							

Participants of the study were asked and, 26.7 percent of the respondent were replied that the organization made training need assessment before any trainings, on the other hand, more than 48 percent of the respondents were confirmed that the organization didn't make training need assessment before any trainings'; the rest 24.2 percent of the respondents were neither agree nor disagree on training need assessment before any trainings. 27.5 percent of the respondents also confirmed that training objectives are defined always; however, 48.4% of the respondents said that the training objectives were not defined always. Also 24.2 percent of the respondents were neither agree nor disagree on this issue.

40.4 percent of the respondents also replied that the necessary materials and facilities are available enough always, on the other hand, 21.4 percent of the respondents confirmed that The necessary materials and facilities didn't available enough always; on this regard 36.3 percent of the respondents were neither agree or disagree. Respondents were also asked whether the trainings are always timely and precise or not, 65.3 percent of the respondents confirmed that Trainings are always timely and precise; however 13.7% of the respondents said that Trainings are always not timely and precise and the rest 21 percent of the respondents said nothing about this. Apparently, 63.7 percent of the respondents said that the training methods are appropriate; conversely, 15.3 percent of the respondents confirmed that the training methods are appropriate. Furthermore, 52.4 percent of them replied that the right person is in charge of trainings programs; however, 17 percent of the respondents didn't the right person is in charge of trainings programs (table 4.6).

Moreover, even though 22.6 percent of the respondents said that appropriate feedback is not provided to trainees based on their evaluation results, however, 55.6 percent of the respondents confirmed that appropriate feedback is provided to trainees based on their evaluation results. The rest 21.8 percent of respondents neither agree nor disagree regarding feedback of training programs. Furthermore, 40.5 percent of the respondents confirmed that training programs are evaluated as the end of the training program, conversely, 19.4 percent of the respondents said that Training programs were not evaluated as the end of the training program; the rest 40.3 were undecided on this issue ten items were employed in order to measure how trainings are managed; accordingly, 5.87 percent of the respondents were select "Strongly Disagree", 24.42 percent of the respondents were select "Disagree", 26.61 percent of the respondents select "Undecided" and

the rest 29.51 & 16.6 percent of the respondents were select “Agree” & “Strongly Agree” respectively. Furthermore, the grand mean score of this particular variable was 3.29 which lies between disagree and strongly disagree level with a standard deviation of 1.039. Furthermore, the grand mean of 3.29 implies the provided training didn’t help employees to improve their skill and performance.

It is needless to say that training has contributed highly for effectiveness of once organization. The success of a given organization, whether it is short term or long term training had a significant contribution on increases the skill and performance of an employee. However, the basic issues of the trainings are how trainings could be managed in terms or subject, method, feedback, and evaluation of the trainings. The analysis shows that in MoFEC more or less the trainings are managed properly, which means in most of the time they assign the right person for training programs, as well as trainings were organized with the appropriate time and necessarily facilitates and materials.

4.3.4. Major Factors that Affect the Effective Implementation of Training Programs

Table 4.6. Description of all anticipated variables

	N	Mean	St. Deviation	Variance	Max	Min
Training Policy Issue	85	3.72	0.998	0.996	5	1
Training need assessment	85	3.21	0.889	0.791	5	1
Training Design	85	3.43	0.996	0.993	5	1
Resource and Facility	85	3.84	0.907	0.823	5	1
Training Compensation and Budget	85	2.63	0.995	0.990	5	1
Training Evaluation	85	2.21	0.968	0.938	5	1
Training Controlling	85	3.01	1.006	1.012	5	1

The findings of the study shows above that training policy issue had a mean score of 3.72 with a standard deviation 0.998; which implies the organization had written training and development policy that aligned with the strategic plan of the organization; however, its applicability to all of the employees is rigorous. In addition to respondents also replied that to some extent training and

development policy is developed with the participation of employees in pursuit of link the training policy with the organization objective.

Further, the analysis in the table below shows training need assessment (mean = 3.21) were performed before the training is carried out at organizational and task level. Apparently, company had a training needs assessment where in the departmental meetings each department scrutinized vacant posts and analyzed them to see if there was really a need of filling the revealed knowledge gaps. Towards the period of budget compilation they normally requested all who want to be in the training budget to register the courses they would like to attend. Normally supervisors come and request us to register for the courses we would like to attend the following year; employees register and the following year during February or March the budget is released, but again we are told the budget is not enough. However, training was not based on the training needs assessment or skills needed by the organization; this was due to what amount of money was being allocated by the bank and trainability of staff. Further, Results show that the selection procedure for training purposes is basically dependent on the need and availability of funds. Employees are sponsored based on the need of the organization departments and when it happens that there are enough funds for sponsorships, approval is based on early timing of applications. This suggests that the training needs and the available budget determine who should be given first priority to undergo training.

According to the findings of this study, to a greater extent trainings are designed (mean = 3.43)) properly with adequate physical resource and facility. On the other hand, the analysis shows proper budget is not allotted to trainings as well as enough compensation was not given to the trainee employees. Likewise, not only the organization didn't evaluate the effect and effectiveness of the training properly, it also it didn't control the post evaluation process.

4.3.4.1. Correlation Analysis of Effective Training Practices and its Anticipated Variables

The primary objective of this study was to investigate the major factors that affect the effective implementation of training program, meaning that testing whether there exists' significant relationships between antecedent variables and the dependent variable effective training practices. Accordingly, using Pearson correlation coefficient a correlation analysis was performed. The correlation between effective training practices and all the anticipated variables

are discussed below in three tables; the anticipated variables are training policy issue, training need assessment, training design, resource and facility, training compensation and budget, training evaluation, and training controlling.

4.3.5. Policy Need assessment and Training Design

Table 4.7. Correlations analysis of policy, need assessment and training design

		Effective Training	Training Policy	Need Assessment	Training Design
Effective Training	Correlation	1	.441**	.497**	.543**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	85	85	85	85
Policy Issue	Correlation	.441**	1	.760**	.404**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	85	85	85	85
Need Assessment	Correlation	.497**	.760**	1	.445**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	85	85	85	85
Training Design	Correlation	.543**	.404**	.445**	1
	Sig. (2-tailed)	.000	.000	.000	.000
	N	85	85	85	85

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

The analysis in the table below indicates that training policy issues were positively and significantly ($r = .441^{**}$, $p < 0.001$) correlated with effective training practices. The analysis suggests that whenever there is strong training policy and procedure the effectiveness of training practices will also be high. In line with this study Mndeme (2011), argues that alignment of training to policy and strategy motivates individuals effort and performance whereby effectiveness of training helps in achieving success

There was also positive and significant ($r = .497^{**}$, $p < 0.001$) relationship between pre-training need assessment and effective training practices. The positive association implies conducting training need assessment contributes positively towards the success of the training effectiveness. The finding of this study is the same with Wiryakitjar (2013), who argues training need assessment and training effectiveness had positive association.

4.3.6. Training Evaluation and Resource & Facility

Table 4.8. Correlation analysis between effective training

		Training Practice	Training Evaluation	Resource Facility
Training practices	Correlation	1	.484**	.584**
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85
Training Evaluation	Correlation	.484**	1	.472**
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85
Resource Facility	Correlation	.584**	.472**	1
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85

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

In addition to the above concepts implementation and two anticipated variables training evaluation and resource & facility. Accordingly, the correlation analysis indicates that training practices is positively and significantly ($r = .484^{**}$, $p < 0.001$) correlated with training evaluation. The analysis shows evaluating the effect and effectiveness of trainings increase its effectiveness. Evaluation provides useful information about the effectiveness of training as well as the design of future training programs (Mohamed, 2013). According to (Mondy & Noe, 1987) a successful systematic approach is a result of frequent evaluation and previous testing. Mndeme (2011) also suggested that conduct evaluation after every training session and give feedback to trainees; increasing employee capacity by allocating adequate budget; implement training function openly and involve every individual in determining the kind of training they need and adapt the blended learning Program thereby increase the effectiveness of the training. In fact the main purposes of evaluating training are to determine whether the training meets its goals to identify the training program's strengths and weaknesses to determine the trainees' reaction and response, to define the financial benefits and the costs of training and to help for better decision in choosing most appropriate training programs in the future (Noe, 2011). The finding further shows that there was positive and significant ($r = .584^{**}$, $p < 0.001$) relationship between training resource and facility and effective training practices. The same with this study finding Lin and Shariff (2008) found

out that training material determines training practices. Further, lack of resources affect the training and development effectiveness (Kum, Cowden and Karodia, 2014).

4.3.7. Training budget & compensation and Evaluation control

Table 4.9. Correlations analysis of budget and controlling

		Effective Training	Training Evaluation	Training Budget
Training Practices	Correlation	1	.484**	.389**
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85
Training Evaluation	Correlation	.346**	1	.472**
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85
Training Budget	Correlation	.389**	.472**	1
	Sig. (2-tailed)	.000	.000	.000
	N	85	85	85

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

The analysis above shows that there were association between training compensation and training effectiveness as well as training evaluation control and training practices. Accordingly, the analysis shows that training compensation and training practices had positive and significant ($r = .389^{**}$ $p < 0.001$) association. The analysis also shows that there was positive and significant ($r = .346^{**}$ $p < 0.005$) association between evaluation controlling and training practices.

4.4. Method and Frequency of Trainings

Table 4.10 .Frequency of trainings

How many times you have had any form of training?

	Frequency	Respondent	Percentage
	1 Times	15	17.6%
	2 Times	22	25.9%
	3 Times	13	15.3%
	4 Times	24	28.2%
	5 and above Times	11	12.9%
Total		85	100%

The finding of the analysis further shows that majority (28.2%) of the respondents were too a training 4 times so far, 25.9% of the respondents took 2 times, and 15.3% of the respondents took 3 times so far. The last two categories were those employees who took 1 times and 5 & above times, accordingly, 17.6% of the respondents took a training so far 1 times only and the rest 12.9% of the respondents were took training 5 and above times. The analysis further shows that those employees who had high year of service have the highest training rate and vice versa. Proportionally majority of the respondents who had less than 5 year service too training 1 to 2 times; and those who had 10 years and above year of service took training 4 and above times.

Table 4.11. Methods of training

What methods were used for the Training?

	Frequency	Percent	Valid Percent	Cumulative Percent
On-the-job training	17	20.0	20.0	20.0
Off-the-job training	60	70.6	70.6	90.6
On Both of them	8	9.4	9.4	100.0
Total	17	20.0	20.0	20.0

Based on literature the researcher categorized the training method and forwards the questions to the respondents; whether on-the-job or off-the-job training were delivered to the respondents. Accordingly, majority of the respondents (70.6%) were replied they were participated only on the off-job-training types of training, followed by on-the-job training; on-the-job training accounts 20% of the respondents. The rest very few (9.45) percent of the respondents participated on both type of trainings. The analysis further shows that in MoFEC majorly off-the-job training is preferable and those who participate on both type of training might be due to their long year service.

4.5. Regression Analysis

4.5.1. Assumption of OLS

4.5.1.1. Heteroskedasticity

Under this sub topic the test of Heteroscedasticity would be discussed. To test the assumptions of Heteroscedasticity Breusch-Pagan test was used. In this test, the null hypothesis is formulated in such a way that there is no Heteroscedasticity or the error variances are equal. Therefore, the decision is made based on the p values; if the P values are less than 0.05 we reject the null hypothesis and accept alternative hypothesis. Accordingly, the analysis shows that the p values are greater than 0.05 which indicate the data free from the problem of heteroskedasticity.

Table 4.12. Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance
Variables: fitted values factors affective Training Practice
chi2(1) = 3.12
Prob > chi2 = 0.0772

4.5.1.2. Autocorrelation test

Furthermore, the test of Autocorrelation also was made; Breusch-Godfrey LM test for autocorrelation was used to test the assumptions. Likewise the above analysis the decision is made based on the p values. In this test, the null hypothesis is formulated in such a way that there is no serial correlation between the error terms. Therefore, the decision is made based on the p values; if the P values are less than 0.05 we reject the null hypothesis and accept alternative hypothesis. Accordingly, the analysis shows that the p-values is not less than 0.05 which indicate the data free from the problem of serial correlation.

Table 4.13. Breusch-Godfrey LM test for autocorrelation

Breusch-Godfrey LM test for autocorrelation

lags(p)	chi2	df	Prob > chi2
1	0.045	1	0.8316
H0: no serial correlation			

4.5.1.2.1. Normality test

The other important assumption of OLS is the error terms should be normally distributed; accordingly, histogram test was used to test the normality of the error terms. And the error terms are seems normally distributed.

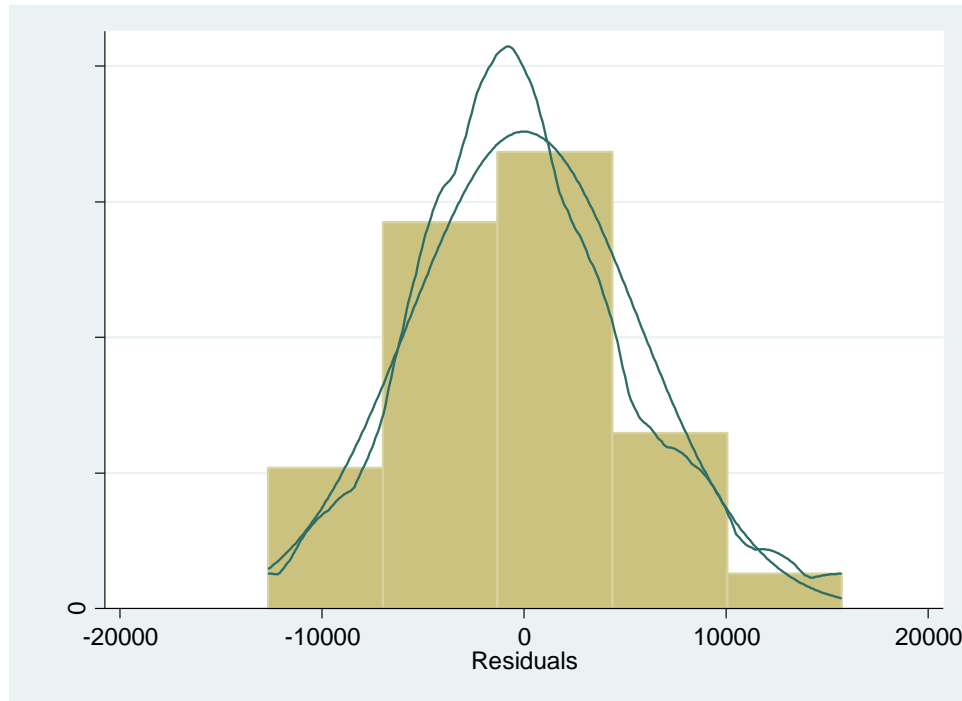


Fig 4.1 Normality test

4.5.1.2.2. Multicollinearity test

The problem of multicollinearity happen when the independent variables are correlated linearly. In order to test the problem of multicollinearity, VIF test was performed, if there is VIF value greater than 10, it is the indication of Multicolliniariy; and the analysis shows the vif value of training need assessment is 37.02 hence , there is a problem of multicolliearity. In order to avoid the problem of multicolliniarity among many remedial actions removing the highly collinear variable is the common one; accordingly, the variable which had the highest vif value training need assessment is removed from the regression analysis.

Table 4.14. Multicollinearity test

Vif		
Variable	VIF	1/VIF
Resource Facility ~y	4.35	0.229880
Policy Issue	4.71	0.212379
Need Assessment ~t	37.04	0.027001
Training Design ~g	3.93	0.254575
Compensation	3.00	0.333691
Controlling	2.27	0.439815
Training Evaluation ~n	1.84	0.542306
Mean VIF	35.45	

4.6. Estimation result

OLS model was used to estimate effective training practices, the coefficient of determination or R² of the model was .585; which indicate the 58.5% the independent variables explain the dependent variable. Furthermore, as shown in the ANOVA table the overall model is statistically significant ($p < 0.01$).

The results of the econometric model estimation revealed that training design, training evaluation, training budget and compensation and controlling found to have significant effect on effective training practices. On the other hand, resource and facility didn't show a significant association with effective training practices.

Training design had a positive and significant effect ($p < 0.05$) on effective training practices, implying that indicating that as the Training design become more good and accurate trainings become more effective. According to S. Edens and T. Bell (2003) training design and evaluation are the most significant factor on training effectiveness; given the importance and potential impact of training on organizations and the costs associated with the development and implementation of training, it is important that both researchers and practitioners have a better understanding of the relationship between design and evaluation features and the effectiveness of training and development efforts. The other significant variable was training evaluation, this particular variable had positive and significant ($p < 0.05$) effect on effective training practices. When trainings are evaluated properly and effectively, the effectiveness of training practices will also become good and better. This finding was consistent with Frew, (2016) which argues

difficulty in evaluating training outcome are mostly considered as the factors that hinder training programs from becoming successful. Training budget and compensation was found to have a positive and significant ($p < 0.05$) effect on effective training practices. Whenever adequate and enough training budget is allocated for trainings the more will be the effectiveness of the training. Furthermore, controlling had a significant ($p < 0.05$) and positive effect on effective training practices; however, resource and facility didn't show any significant association with customer's attitude.

Table 4.15. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 ^a	.585	.369	2.54611

a. Predictors: (Constant), controlling, Training Evaluation, Resource Facility, Compensation, training Design, Need Assessment

Table 4.16. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	320.360	6	53.393	8.851	.000 ^b
	Residual	470.534	78	6.032		
	Total	790.894	84			
a. Dependent Variable: Effective Training						
b. Predictors: (Constant), controlling, Training Evaluation, Resource Facility, Compensation, training Design, Need Assessment						

Table 4.17. Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.375	1.854		1.820	.073
	Training Design	.188	.060	.476	2.752	.002
	Training Evaluation	.094	.059	.129	1.085	.008
	Resource Facility	.015	.100	.033	.146	.884
	Compensation	.173	.141	-.145	-1.011	.001
	controlling	.423	.414	-.071	-.539	.034
a. Dependent Variable: Effective Training						

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Major Findings

This research was conducted to analyze the factors affecting effective training practices, in line with the objectives the following are key findings of this study.

- Training is the most important component and contributor for the success of any organization; this means, however the training should be supported with adequate rules, regulations and policy; the findings of the study shows that at MoFEC there is clear training rules and regulations that guides the trainers and as well as trainees of the organization.
- Trainings should align with strategy of any organization; because it is very critical for employees of an organization. In line with this, the analysis shows that in MoFEC most of the trainings are given in alignment with the strategy of the organization. If trainings are given in line with the strategy of the organization that equip employees the necessary skill and knowledge, employees will contribute and make a good performance towards the achievement of the organizational goals.
- Training has contributed highly for effectiveness of any organization. The success of a given organization, whether it is short term or long term training had a significant contribution on increases the skill and performance of an employee. However, the basic issues of the trainings are how trainings could be managed in terms or subject, method, feedback, and evaluation of the trainings. The study findings shows that in MoFEC at greater extent trainings are managed properly, which means in most of the time they assign the right person for training programs, as well as trainings were organized with the appropriate time and necessarily facilitates and materials.
- There was positive and significant association between training policy and effective training practices.
- There was also positive and significant relationship between pre-training need assessment and effective training practices.
- Training practices are positively and significantly correlated with training evaluation.

- There was positive and significant relationship between training resource and facility and effective training practices.
- There were also positive association between training compensation and training effectiveness as well as training evaluation control and training practices.
- At MoFEC most of the employees took trainings on off-the-job training types.
- Training design, training evaluation and training budget and compensation had significant effect on effective training practices.

5.2. Conclusions

This research was intended to analyze the factors that affect training practices at MoFEC. The effectiveness is referred to whether the intended objectives of the training are met or not.

The findings of the study shows there are proper policies and strategies pertaining to employee training and development. Furthermore, trainings and forwarded in line with the organization strategy in pursuit of achieving organizational goals. The analysis of this research further revealed that all of the anticipated factors (training policy issue, training need assessment, training design, resource and facility, training compensation and budget, training evaluation, and training controlling) have an impact to the training outcomes and training effectiveness.

The availability of training policies and strategies influence positively the effectiveness of training practices. Training need assessment also influence training effectiveness positively, enough policies and strategies by its self is not enough adequate training need assessment should be performed. The need assessment should also supported by effective training design and adequate facilities; that is why the two of them show a positive correlation with effective training practices.

The training practice should be evaluated and controlled. Overall, all of the anticipated variables influence positively training effectiveness as a result they are important factors for training managers to emphasize accordingly so that the training conducted would be effective. It is also provides an answer to top management to ensure all factors are well taken care so that suitable actions plan can be taken to improve the effectiveness of the training.

5.3. Recommendations

Based on the findings of the research the following recommendations were drawn:-

- The organization should make a need assessment before providing any training. That will help to identify where the employee gap is and to fill those gaps according to the need assessment. When doing this, the organization can use the scarce budget effectively.
- Trainees' should know key topics, objectives and related concepts before getting in too deep to the training. Defining training objectives are the most important part in order to understand and ready for action plan, so, the researcher highly recommended that clearly stating training objectives should be done and considered as part of training activities.
- One of the identified gaps was lack of adequate budget, in considering the benefit and asset added via training there is a need for increasing the allocation of funds for training and development. This should be coupled with consistent and adequate funds to public trainings so that quality training could be provided and increase productivity.
- It is the organization responsibility to provide sufficient training materials and facilities. Training materials are much helpful during the training session. Especially, during implementation training materials are used as a reference, which helps the trainee to refer back for issues or points already forgotten or hard to catch.
- Training should be given timely and precisely. This seems easy and not a serious issues sometimes, however, when training doesn't start timely and lack precision, the trainees will get bored. As a result they may not give due attention, and they just consider participating the training is enough, even if they are not active.
- Employees who took training also didn't take adequate compensation, in considering the benefit and asset added via training there is a need for motivate employees through additional compensation in order to encourage and make the employees attend the raining attentively and ultimately apply to practically.
- Pre and post evaluation activities should be monitored and controlled, the current activities of controlling mechanism activities should be improved and amended.

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APPENDIX I
ST. MARY'S UNIVERSITY

School of post graduate study

Questionnaire for the study Factors Affecting Training Practices in Ministry Of Finance and Economic Development of Ethiopia

Questionnaire to be filled by employees of MoFEC how attended training at the organization

Dear Sir/Madam,

I am a postgraduate student at the St, Marry University. As part of the requirement for the award of the degree in MBA, I'm undertaking a research entitled Factors Affecting of Training Practices at Ministry of Finance and Economic Development of Ethiopia.

In this regard, I'm kindly requesting for your support in terms of time, and by responding to the attached questionnaire. Your accuracy and honest response will be critical in ensuring that the objective and validity of the research is achieved. All information received will be treated with +strict confidence. Thank you for your valuable time on this.

Yours faithfully, BiruktawitTamiru

QUESTIONNAIRE

This questionnaire has been designed to collect information for purely academic purposes. Please answer all questions. The information obtained through the questionnaire will be treated as confidential and will be used only for study purposes

SECTION A: BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. Age A) 21 – 35 B) 36 – 45 C) 46 – 55 D) 56-60
2. Gender; A) Male Female

2. Educational Background; A) High School B) Diploma C) Degree
 D) Masters E) PhD Level

SECTION B: INFORMATION ON TRAINING PRACTICE.

1. Which position are you in at MoFEC?

- ✓ Top Level Management
- ✓ Middle Level employees
- ✓ Junior Level Employees

2. How long have you been working with MoFEC?

- 5 years or less 5-10 years 10 years and above

3. Have you had any form of training since you joined MoFEC?

- Yes No

4. If your answer for question number 3 is 'Yes', how many times you have had any form of training? _____ _____

5. What methods were used for the Training?

- On-the-job training Off-the-job training

SECTION C: INFORMATION ON TRAINING IMPLEMENTATION.

For each of the statements provided, state the extent to which the factors determine Training Practices .

	1	2	2	2	5
the organization has a written training and development policy					
training and development policy are linked with the organization objective					
My organization has a detailed rules, regulation and procedures for training activities					

training and development policy is developed with the participation of employees					
the organization has a training and development policy applicable to all employees					
Over all The organization surely guided by training policy and procedure					

Strategic alignment of trainings

	1	2	2	2	5
Content of trainings is prepared according to trainees' job profiles as planned in reconciled with strategy of the organization					
Training and development programs are aligned with the strategic plan of the organization.					
Trainings prioritize learning through setting up long-term organizational strategy and objectives					
The training are always focuses on the end results					
My training within the organization now gives me the necessary skills to work in tasks from start to the end					
The organization provided long term development program.					
The trainings are able to me better to understand how I personally contribute to the achievement of the organization strategy and objective					
In line with the strategy of the organization the organization formulates SMART training objectives which helps to achieve organizational goal					

How training programs are managed

	1	2	2	2	5
The organization made training need assessment before any trainings					
On training sessions key topics and related concepts clarified					
Training objectives are defined always					
The necessary materials and facilities are available enough always					
Trainings are always timely and precise					
The training methods are appropriate					
The right person is in charge of trainings programs					
Appropriate feedback is provided to trainees based on their evaluation results					
Training programs are evaluated as the end of the training program					
The organization evaluates the effectiveness of training program.					

Factors affecting effective training practices

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Training policy issues	1	2	3	4	5
The organization has a written training and development policy					
Training and development policy are linked with the organization objective					
Training and development programs are aligned with the strategic plan of the organization.					
Training and development policy is developed with the participation of employees					
The organization has a training and development policy applicable to all					

employees					
Training need assessment	1	2	3	4	5
Training and development programs are organized based on training needs assessment results					
Training need is assessed at the organizational level					
Training need is assessed at the task level					
Training need is assessed at the individual level					
The training was flexible enough to meet your needs					
Training Design	1	2	3	4	5
Content of trainings is prepared according to trainees' job profiles					
Experts are involved in preparing the content for training programs					
Good trainee testing methods are in place					
Standardize teaching methods are available					
External training (outside the organization) in organized					
Varied training methods were used by trainers					
Time set for training programs is suitable for learning					
The organization provided good support for work place training					
The organization provided long term development program.					
The implementation of training and development is effective the your organization					
The provided training and development approach is satisfactory					
The organization formulates SMART training objective					
The trainers are well trained and prepared on the subject matter					
Effective training Implementation	1	2	3	4	5
The overall training implementation is effective					
My training within the organization now gives me the necessary skills to work in tasks from start to the end					
After undergoing staff training, I now can work on important tasks					
The training practice starting from need assessment to evaluation is effective					

and practical					
Training evaluation	1	2	3	4	5
Training programs are evaluated as the end of the training program					
Training programs results are evaluated after employees return to their work place					
Employees were evaluated in a fair test of their skills and knowledge					
The organization evaluates the effectiveness of training program.					
The induction training is periodically evaluated and improved					
Trainees' performance is measured before, during and after a training program.					
Appropriate feedback is provided to trainees based on their evaluation results					
Trainees behavior change evaluated					
The organization evaluates the effect of the trainings					
There is a practice of distributing assessment formats of the training programs to get feedback from trainees					
There is a practice of interviewing the trainees at each training program and get feedbacks					
The organization evaluates the effect of the trainings					
Resource And Facility	1	2	3	4	5
Training resources are adequate					
There is well designed training manual					
Support materials and refreshments are adequate					
Training material provided during the training Programs is comprehensive and useful.					
Physical environment of the training location were suitable for better learning.					
The training material was easy and accessible for all trainees					
The training used up-to-date equipment, facilities, and materials					
The environment and facilities are adequate and comfortable to conduct trainings					

The training materials and teaching aids are complete and helpful					
Training budget	1	2	3	4	5
training budget is satisfactory					
Training and development program is supported by remuneration.					
Considerable amount of financial and material resources are invested by the top management to ensure the development of staff					
Training materials and resources were resource worthy for better learning					

APPENDEIX II

ST. MARY’S UNIVERSITY

School of post graduate study

Interview schedule for the project manager of MoFECfor the study Factors Affecting Training Practices in Ministry of Finance and Economic Development of Ethiopia

1. How long has MoFEC been participating in training and development?.....

.....
.....

2. What is the purpose of training ?.....

.....
.....

3. Does MoFEC have a training policy in place?

.....
.....

4. Are the workers of MoFEC informed of the training policy?.....

.....
.....