



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

**AN ASSESSMENT TRAINING PRACTICES AT BANK OF
ABYSSINIA**

**BY
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DECLARATION

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

Name

Signature

St. Mary's University, Addis Ababa February, 2018

ENDORSEMENT

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

Advisor

Signature

St. Mary's University, Addis Ababa February, 2018

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Acronyms

HRM: Human Resource Management

TNA: Training needs assessment

SPSS: Statically package for social science

Abstract

This study assessed the training practices at Bank of Abyssinia and forward possible recommendations. A descriptive survey design was employed. A total of 275 employees were taken using simple random sampling technique as an actual source of information. Questionnaire, interview and document analysis were used to collect the necessary information. Data obtained were analyzed by using percentage, frequency and mean and standard deviation. The results of this study indicated that the trainings offered by bank have general objective but lack specific objectives. The selection of trainees and trainers did not base itself on clear criteria. The training coordination was found to be successful even though continuous need assessment was not based on the performance evaluation. The recommendations made for addressing issues are including in the study training has become one of the professional development activities, the bank should have proper plan and policy regarding the training objectives, needs assessment, design, delivery and evaluation. In these regards, human resource and supervisors should play an important role communicating development opportunities and training policy of the organization and identify performance gaps or training needs of the staff under their supervision.

Key words: Training, Training Needs Assessment, Training Design, Training Delivery, Training Evaluation

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Human Resource has become strategic resource to gain sustainable competitive advantages in this age of globalization. The knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation. Workplace learning and continuous improvement are now considered essential for an organization to remain competitive (Tharenou et.al, 2007).

Every organization needs well-adjusted, trained, and experienced people to perform its activities. As jobs in today's dynamic organizations have become more complex, the importance of employee education has increased. Employee training has become increasingly important as jobs have become more sophisticated and influenced by technological and corporate changes.

Training is activity leading to skilled behaviour It's not what you want in life, but it's knowing how to reach it It's not you want to go, but it's knowing how to get there It's not how high you want to rise, but it's knowing how where to take off It may not be quite the outcome you were aiming for, but it will be an outcome. The purpose of firms' training programs is to improve employees' job performance by changing their skills, knowledge, abilities and behaviour in their work environment (Decenzo & Robbins, 2010).

Past research has shown a positive relationship between training and development with job employee's performance and satisfaction. Absar et al (2011) in their study have indicated that there is positive relationship between training and development with job satisfaction. From the different human resource practice they have studied, training and development programs had a positive correlation with employee's performance and job satisfaction. in his study indicated that the way the training are designed and having a clear purpose affects the employees' work commitment, job satisfaction and performance in the organization. Unfortunately, many organizations never make the connection between their strategic objectives and their training programs. As a result, much of an organization's investment can be wasted. Training programs are often misdirected, poorly designed, inadequately evaluated and these programs directly affect organizational performance (Bohlander et.al, 2001)

Although many researchers have indicated the importance of training and development on employees' performance and commitment, there are still managers who view training and development programs as a cost to the organization. When organization face difficult situation, the budget for these programs are likely to be cut. This may lead to high turnover and the cost of hiring new employees may affect the profitability and productivity of the organization

(Elnaga and Imran, 2013). Designing the training programs is important to improve the performance of the organization, however organization usually don't analyse the after delivered of training and development programs. Whether the skills and knowledge employees learned in training and development programs are transferred on their job is still in doubt. Thus, by considering the above importance of training it is crucial to give effective training to those who work in the financial institution like bank of Abyssinia in order to improve the performance and competence of its employees since, they provide service to different customers.

As it is known the one of the bank in Ethiopia is bank of Abyssinia, who is established to serve the society as a whole and to become one of the great pillars of the country's economy by playing the major role in the economy of the country. This bank understands the important of training for their success. Because of this recently invest two percent their profit on the training and development program. Nowadays Bank of Abyssinia provides different training for their employees to fill the gap and develop their skill and behaviour. This bank four district but the training program provide by at head office level. Therefore, the purpose of this study will to investigate the experience of the actual training practice of the bank of Abyssinia as a case study and to provide suggestions to the organizations as how they can make best use of training program by improving the training practice of the banks.

1.2. Operational Definitions key terms

Training – is the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2009).

Training Need Assessment (TNA) –TNA- is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary (Noe et.al, 2008).

Training Design – is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Armstrong, 2009).

Training Delivery (Implementation) –is a multitude of methods of training that is used to train employees.(Armstrong, 2009).

Training Evaluation – is a way to evaluate the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes. (Noe et.al, 2008)

1.3. Statement of the Problem

Bank of Abyssinia is a service providing profit oriented organization having a mission of offering higher quality customer service using highly motivated work forces, to achieve these, the bank adopted guiding manuals on how to handle the Training and Development practices throughout the Bank. The absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, trying out dated training methods, lack of close supervision and follow up are some of the major problems that most organizations in Ethiopia are facing. These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism, and decrease in employee morale and confidence. (DejeneAdugna, December 2010).

Different researchers have carried out a research regarding training practice; some of them are as follows:

The study which was written by Yodahe, (2015) conducted a study “The effect of employee training practice in Habesha steel mills plc, Ethiopia”. Some issues which were discussed in the study are employee training and productivity, effect of employee training on productivity and performance and effectiveness of employees` productivity. On his findings he observed that employees` believe that there was no effective training method that allows to increasing the company productivity and they respond that the training was not prepared based on the requirements of the job being performed. The study also made conclusion and recommendation, and suggested that the factory should provide a comprehensive range of trainings programs to all staff aimed specifically to meet their needs and to develop their skill and training must be systematic and aimed at producing changes.

However; my study is differ from this by its focus which is it shows the effectiveness of training in Bank of Abyssinia.

Training must be justified by the increase in capabilities of employees` and the value that training produces in greater organizational results. Companies spend lots of money every year for training, the main problem is that not how many companies spend for training of their employees`, but it is how much companies are effective from training? Which leads to the need to systematic analysis for the effectiveness of training programmed? As such, finding a way to evaluate training programmed is very important. This could be conducted by eliciting feedback from employees`, either through questionnaires or interviews, through observation whereby the employees` is observed before and after the training course to evaluate whether it has had any impact on the way they do their job.

A thesis conducted by Mesfin, (2014) titled as “Effect of employee training on employees’ performance at Addis international bank S.C.” The main focus was assessment on current training practice of the bank, training objective and effects of training on employees’ performance and to have better understanding. he used questionnaire to employee and responses shows that the training have an impact on the performance of employees’ with regards to their job and majority of participants were in need of further training. Additionally the researcher give a suggestion on findings as, knowledgeable supervisors needed to identify training opportunities and he also suggested that the company should give further training to employees’ to improve the benefit that got from training.

However; this study finding does not represent the real situation in Bank of Abyssinia. Consequently, the main purpose of this study is to investigate whether this is the case at Bank of Abyssinia and to have some inference on training practice at Bank of Abyssinia.

1.4. Basic Research Questions

This research was tried to answer the following questions;

1. To what extent the training practice are link with strategic objective of the bank?
2. How the training need assessment is conducted in the Bank of Abyssinia?
3. How is training designed in the Bank of Abyssinia?
4. How is training delivered in the Bank of Abyssinia?
5. How is training evaluated in the Bank of Abyssinia?

1.5.Objective of the study

This topic divided in to general and specific objectives.

1.5.1 General Objective

The general objective of the study was assessed the overall of training practice of the Bank of Abyssinia.

1.5.2 Specific Objectives

The specific objectives of study are listed below:

- Find out the linkage of the training with strategies objective of the bank
- Assess how the training need assessment is conducted in the Bank of Abyssinia
- Examine how training is design in the Bank of Abyssinia.
- Examine how training is implement in the Bank of Abyssinia.

- Identify how training is evaluate in the Bank of Abyssinia.

1.6 Significance of the study

The study assumed to have an important managerial implication for the company on how to enhance work productivity of employees by providing effective training and development programs.

The study also used as a criterion for the MBA partial fulfilment of the infield of business administration. Moreover, the result of the study will be utilized by other researchers who have an interest to work in the area of study.

1.7 Scope of the Study

As it can be seen from the objectives of the study, this research was focused on assessing the existing provision of training practice. Moreover, the study entirely concentrated on the prevailing practice in relation to the Training only by excluding other human resources activities of the Bank. Most literatures suggest that there are five processes of training which makes the training practice of any organization effective, these are business strategic objectives, training needs assessment, training design, delivery approaches and training evaluation.

This research conducted on employees of Bank of Abyssinia specifically in Addis Ababa city branches. Since there are a lot of branches under Bank of Abyssinia and it's difficult to address its employees, this research was focused only on those selected branches in west Addis Ababa district city branches and head office and the researcher used 2016/17 training practice of the bank.

1.8 limitation of the study

It is difficult to cover entire branches just in one study. Even if the study had strong design and excellent method, it can go through from limited impact from factors such as a strong focus, being too population-specific, or the field being only conducive to incremental findings. In addition to this, the findings were not generalized for other businesses in Ethiopia. So that it requires future research which broaden the sample size to include other businesses.

1.9. Organization of the Study

The study was organized in to five main chapters (parts). The first chapter deals with the introductory part which is back ground of the study, statement of the problem, objective of the study (general and specific objectives), significance of the study, scope and limitation of the study and organization of the study . The second chapter of the research was includes review of

related literature to the study. The third chapter was includes mainly the Research methodology part which includes study design, population ,sample size and sample techniques, data sources, data collection instruments , procedure of data collection, pilot test, data analysis techniques, ethical consideration . Chapter four was analysis and discussion of the results based on the data collected using the questionnaire and interview. The last chapter (fifth) wasconcentrates on the conclusions and recommendations that based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter mainly emphasize on the theoretical and empirical literature part of the study undertaken. On the first part of the chapter try see the theoretical base for training and training practice (process). Under this their definition and components under this topic will be discovered. On the later part of the chapter conceptual framework and related researches done before by different scholars and their results in terms of the target purpose has be seen.

2.1 Theoretical literature

2.1.1 Training Definition and concept

A number of literatures defined the training among which Armstrong (1999) defined as;

"Training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience" Further, Manpower services commission (1981) as cited by Armstrong, (1999) defined as "A planned process to modify attitude knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization" While, Armstrong's definition is concise, the definition given by the manpower services commission gives a better insight to training by not only explaining what training is but also giving the reason for training practices to be implemented. Sometimes there is confusion between the terms "Education" & "Training" because there is a degree of inter-relationship. This relationship can be best understood by considering Education as dealing with the imparting of knowledge whereas Training is directed towards changing of behaviour and attitude.

Training is the process of obtaining knowledge, skills, and/or abilities needed to carry out a specific activity or task. (Gilley, Gilley, Quatro, & Dixon, 2009)

As we understand from the above definition, describe training as a short-term learning intervention that is intended to build to individual knowledge, skills, and attitudes to meet present or future work requirement. Training should have an immediate and highly specific impact on work performance and should be grounded on the organization's requirements. It differs in this respect from education and employee development, which prepare the individual for life and work. (Dubois & Rothwell, 2004). This means education is the general term that used to have different knowledge about different things, but training and development refers to knowledge and skill that directly related with specific task.

Employee development, on the other hand, generally focuses on future jobs in the organization. As your job and career progress, you'll need new skills and abilities. For example, if you become a sales territory manager, the skills you need to perform that job may be quite different from those you used to sell products. Now you must supervise sales representatives and develop a broad-based knowledge of marketing and specific management competencies in communication skills, evaluating employee performance, and disciplining problem individuals (Decenzo & Robbins, 2010).

Most of managers give training to their employees for three main purposes (Belcourt et.al, 2000), which are: -

- (1) To increase productivity or the performance of employees;
- (2) To achieve organizational goals; and
- (3) To invest in employees to succeed in the unpredictable and turbulent business environment

The *goal of training* is for employees to:

- master the knowledge, skill, and behaviours emphasized in training programs, and
- apply them to their day-to-day activities
 - Training should answer the following questions:
 - ✓ What skill gaps are there in the organization?
 - ✓ Which problems can be solved by training?
 - ✓ What are the appropriate non-training solutions?
 - ✓ What will happen if no training is provided?
 - ✓ What would be the best way to provide the training

2.1.2 Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff.

Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development.

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013). In addition to obtaining knowledge and skill about specific task, enhance the performance of doing something, training used to increase the motivation of employees.

There are so many benefits associated with training. Summarizes these benefits as below:

- 1) High motivation – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labour turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

2.1.3 Steps in Training Process

The systematic approach to training should not be confounded with the systems perspective, although both can co-exist within the same organization. Most researchers recommend a structured and methodical approach to training. In 1961, McGhee and Thayer wrote: “Training, if it is to become an effective tool of management, must be a systematic, orderly procedure, constructively applied to solutions of organizational problems and attainment of organizational goals”. A systematic approach increases the likelihood that the various steps of the process are aligned with each other and that the training program as a whole will be successful. The combination of the various steps involved in planning, implementing and evaluating training has often been referred to as the “Training Cycle”. McManus et.al, (1994) suggest a simple structured methodology (called Training Loop) which consists of four steps: 1) Assess; 2) Design; 3) Deliver; 4) Evaluate. The final step (evaluate) feeds back to the departing point (assess) and thus impacts future training activities. Although various other systematic training models have been developed, they usually build on what Noe (1999) calls the instructional design process and contain some form of the following six steps: 1) Conduct need assessment; 2) Ensure employee readiness for training; 3) Create a learning environment; 4) Ensure transfer of training; 5) Select training methods; 6) Evaluate training programmes. Note that these steps do

not necessarily need to be rigidly sequenced and demarcated from each other. The information obtained in the evaluation phase feeds back to the beginning of the process and helps to define new training needs and objectives and to select and design training methods. Thus the description as a cycle or a loop is an appropriate analogy. One advantage of the systematic approach to training is that it may be applied in conjunction with a performance management Program. For example it can be used with goal setting theory (Locke and Latham, 1990), where individual goals can serve as a basis for defining training needs and later as criteria to evaluate the success of training programs.

The individual goals should be linked to organizational objectives. In the training cycle, the outcome of the assessment phase can be considered to be the foundation on which the whole training initiative will be based. All following steps will build on the information provided in the assessment phase. One important use of this information is the development of criteria to be used in evaluation in order to determine the success of the training intervention. The cycle perspective does not necessarily consider the assessment phase to be the beginning, since information gained in the evaluation phase of a previous training program may also give the impetus for a new need assessment initiative. It is important to note once again in this context that the need assessment phase may also reveal that training is not the most appropriate option to close performance gaps.

2.1.3.1 Organization objective and strategies

The first step in training process in an organization is assessment of its objective and strategies. What business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering these the above questions and the related questions that the organization must assess the strength and weakness of its resource.

2.1.3.2 Analysis of Training Needs

The first step in training needs assessment is analysing what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

Needs assessment typically involves organizational analysis, person analysis and task analysis.

Figure 1: Analysis of Training Need



Source: (Noe et.al, 2008)

- **Organizational Analysis** – is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities.(Noe et.al, 2008)

Training needs can be diagnosed by analysing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies can be pinpointed. Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus groups of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

- **Task/ job analysis** – is the process of identifying the important tasks and knowledge, skill and behaviours that need to be emphasized in training for employees to complete their tasks.(Noe et.al, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

- **Person analysis-** is a process for determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs.(Noe et.al, 2008)

Person analysis involves

Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or work design problem

Identify who needs training

Determining employees' readiness for training

Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking. (Itika, 2011)

2.1.3.2.1 Training Objectives and Priorities: -

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a "gap analysis," which indicates the distance between where an organization is with its employee capabilities and where it needs to be. (Mathis & Jackson, 2011)

Training objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- *Attitude*: Creating interest in and awareness of the importance of something (e.g., sexual
- *Knowledge*: Imparting cognitive information and details to trainees (e.g., understanding how a product works)
- *Skill*: Developing behavioural changes in how jobs and various task requirements are performed (e.g., improving speed on an installation)

Once it has been determined that training is necessary, training goals must be established.

Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behaviour; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

2.1.3.2 Training Design

Once training needs have been identified using the various analyses, and then training objectives 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 design is the process of developing a plan of instruction for each training program to be offered to meet training objective. 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 design is the process of developing a plan of instruction for each training program to be offered to meet training objective. 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. The design of the training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results.

2.1.3. 3Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective method depends on the learner and the skill being learned. Training methods are categorized into two groups: -

- On-the-job Training
- Off-the-job Training

On-the-job training is a training that is given to organizational employees while conducting their regular work area and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

On-the-job training

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. (Greer, 2003)

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, & Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their

jobs. Refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011)

On the job training can range from relatively unsophisticated ‘observe and copy’ methods to highly structured courses built into workshop or office practice (Beardwell et.al, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is “learning by doing.” (Onyango & Wanyoike, 2014)

Advantage (pros) of on the job training

- Provides realism.
- Allows active practice.
- Provides immediate feedback.
- High motivation.
- High transfer to job.
- Lowers training cost
- Less expensive than off-job training

Disadvantage (cons) of on the job training

- Disruptions to operations.
- May damage valuable equipment.
- Inconsistent across departments.
- Inadequate focus on underlying principles.
- Transfer of improper procedures.

Off-the-job training

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe et.al, 2008)

Advantages of off the job training

- Avoids disruptions to normal operations
- Minimizes distractions
- Avoids safety concerns

2.3.4 The Evaluation of Training

Any systematic training program must contain an evaluation phase in order to judge the benefits of the intervention and assess whether the objectives have been achieved. Van Mart et al. (1993) distinguish between formative and summative evaluation. Formative evaluation is concerned

with the processes within the training program and considers how to improve it qualitatively. Summative evaluation deals with the outcomes of training, with less focus on content and delivery. By far the most influential framework was proposed by Donald Kirkpatrick (1987). Kirkpatrick saw four different levels which are linked and build on each other, but must be considered individually as they relate to different outcomes of a training program.

1) Level one: Reaction - How trainees felt about the training program

2) Level two: Learning – The increase in knowledge, skills or ability

3) Level three: Behaviour – How behaviour changes as an outcome of the training program

4) Level four: Results – Organizational outcomes as a result of changed trainee performance.

The model assumes that each level is positively correlated with the next highest. While levels one and two are relatively straightforward to evaluate, for example through questionnaires and tests, levels three and four are more complex as the direct impact of training is often more difficult to determine. First, more time may have to pass until consistent behavioural changes or organizational improvements can be confirmed. Second, during this time, other influences unrelated to the training program may have an impact on the criteria. Nevertheless, the information from the upper levels of evaluation is considered to be the more valuable. As the fundamental reason for conducting training is to achieve results, the ultimate objectives of a training program should be stated in terms of level four. The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements a training program, it must evaluate the program's success. Evaluation is an attempt to obtain feedback on the effectiveness of training programs, and to assess the value of the training in the light of that information available.

Objectives of Training Evaluation are:-

- ✓ To monitor the quality of training
- ✓ To provide feedback

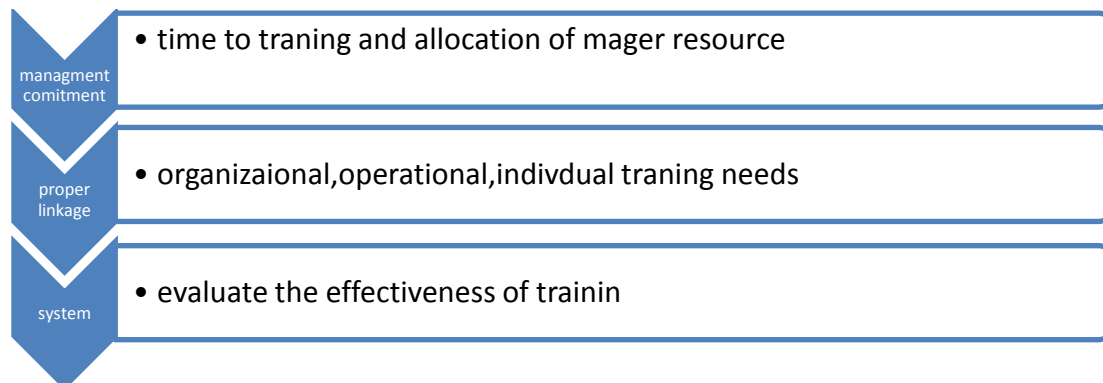
- ✓ To appraise the overall effectiveness of the investment in training
- ✓ To assist the development of new methods of training
- ✓ To aid the individual evaluate his or her own learning experience

2.1.4 Principles of Effective Training

For a company to design an effective training program the following principles should be known and understood:

1. Training can only be successful if it is recognized that learning is a voluntary process that individuals must be keen to learn and consequently they must be properly motivated.
2. People learn at different rates and particularly in the case of adults, often start from different levels of knowledge and skill with different motives and attitude.
3. Learning is hindered by feelings of nervousness, fear, inferiority, and by lack of confidence.
4. Instruction must be given in short frequent sessions rather than a few long stints.
5. Trainees must participate
6. Training must make full use of appropriate and varied techniques and of all the senses, not just one, such as the sense of hearing.
7. Trainees need clear targets and progress to be checked frequently.
8. Confidence has to be built up by praise, not broken down by reprimand. Learning must be rewarding.
9. Skills & Knowledge are acquired in stages marked by periods of progress, "standstill" and even a degeneration of the skill or knowledge so far acquired. Instructors must know of this phenomenon ("the learning curve"), as it can be a cause of disappointment and frustration for many trainees(Boella, 1996, p119-20) .

Figure 2 The way to make training effective



2.1.5 Benefits of Effective Training

The principles of effective training dictate that training needs to be tailored to suit individual needs. If these principles are followed and understood the following benefits can be obtained:

- Minimize learning costs.
- Improve individual, team and corporate performance in terms of output, quality, speed and overall productivity.
- Improve operational flexibility by extending the range of skills possessed by employees.
- Attract high quality employees by offering those learning and development opportunities increasing their levels of competence and enhancing their skills thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization.
- Increase the commitment of employees by encouraging them to identify with the mission & objectives of the organization.
- Help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.
- Help develop a positive culture in the organization, one for example that is orientated towards performance improvement.
- Provide higher levels of service to customers.

(Adopted from Armstrong, 1999)

It would be unreal to assume that everything is positive for organizations that invest in training programs for their employees. They can fall prey to other organizations that have no training policy and depend on poaching. As a direct result of a no training policy the latter can offer attractive remuneration to poach staff resulting in inflationary staff costs.

2.1.6 Indicators of Ineffective Training and Development Systems

Concern for the lack of accountability of training and development systems has prompted growing discussion in recent training and development literature centering on what is wrong with training and development systems. The following points discuss about indicators of ineffective training and development systems. Lack of top management support for the training and development system. Critics argue that one of the key ingredients of a successful training and development system is often missing: the support by top management of a training and development system that advances the achievement of the organization's strategic plans (Brinkerhoff and Gill, 1994; Carnevale, 1990; Robinson and Robinson, 1990).

Lack of support manifests itself at the macro level in two ways. First, in times of financial decline, management views the training and development function as expendable (Zimsky and Oedel, 1996) and training budgets are among the first to be cut. Lack of support from the top is also apparent in organizations in which the training component is viewed as isolated or peripheral, instead of being visible and central. In fact, most organizations still treat the training and development function in this way: as an independent entity, separated from its customers (Brinkerhoff, 1997).

A training department's status can be determined immediately by looking at the organizational chart. Usually training is far from the main operational functions of the organization and often is subsumed under another personnel function. Also, the training manager is rarely on the same level as other managers with whom he/she competes for resources and staff (Buckley and Caple, 1990). No clear link between training and organizational goals or plans. Another major problem with organizational training and development systems, some critics contend, is the lack of connection between training and the organization's goals and mission (Brinkerhoff and Gill, 1994; Johnston and McClelland, 1994). In many organizations, training is viewed as a nice-to-have reward for well-behaved employees; or conversely, as a punishment for bad behaviour. Instead of being seen as a key ingredient in the organization's ability to achieve its goals, the training function is often relegated to a narrowly defined support role (Olian, Durham, Kristof, Brown, Pierce, and Kunder, In press). When training is relegated to a bottom rung in the organizational hierarchy and its role is narrowly defined, resources for training are a low organizational priority that can easily be viewed as expendable. No, inadequate, or incorrect accounting of the costs of training. Most organizations do not know how much their training cost, because they either do not calculate costs at all or use accounting models that count per trainee costs and fail to calculate trainees' time off the job or cost per result of training (Brinkerhoff and Gill, 1994; Johnston and McClelland, 1994). Lynch and Black (1996) cite findings that annual training expenditures might be as much as \$148 billion if informal training were included in the accounting. A 1988 American Society for Training and Development poll of organizations that regularly evaluated their training found that "...only 20 percent evaluated in terms of training's economic effect on the organization." (Carnevale and Schulz, 1990, p. S2).

Limited or inadequate training needs assessment. Most organizations determine training and development needs reactively rather than proactively, usually around perceived immediate job-based deficiencies or short-term predicted knowledge and skill needs (Olian, Durham, Kristof, Brown, Pierce, and Kunder, In press). Often the measure of training success is the number of enrollees in courses, not whether or how well training meets the needs of the organization, the employee, or the customer (Brinkerhoff, 1997). Lack of support for applying skills and knowledge learned in training on the job. Broad and Newstrom (1992) contend that "...most

training investments do not produce full and sustained transfer of new knowledge and skills to the job” (p. 7). Brinkerhoff (1997) cites studies that show that as little as 8 percent to 12 percent of what trainees learn translate into improved job performance.

Lack of support for using skills learned in training can take many different forms: “. . . a recalcitrant supervisor, hostile co-workers, resistant subordinates, or even company policy” (Hawthorne, 1987, p. 30). Jones (1995) argues that the employee’s immediate supervisor has the greatest direct influence on the learner’s behaviour in applying what was learned in training on the job. If the supervisor ignores, punishes, or discourages skill use, employees are not going to use the skills they have learned. The unsupported employee continues to repeat old behaviours, and managers and employees come to view training as a waste of time (Brinkerhoff, 1997).

Lack of meaningful evaluation of training . Many analysts criticize the lack of meaningful evaluation of training activities (Cascio, 1989; Boverie et.al, 1995; Foxon, 1989; Hawthorne, 1987; Johnston and McClelland, 1994). Studying the results of a literature review of training evaluation practices for the period 1969-1986, Foxon concluded that there is “. . . a widespread under-evaluation of training programs, and that what is being done is of uneven quality. . . . The need for measurement of training effectiveness is often referred to, but there are few good examples of rigorous evaluation of training programs” (Foxon, 1989, p. 92-93). In evaluating training activities or events, few organizations go beyond “smile” sheets that measure how well trainees liked a course. Foxon (1989) found that 75% of organizations surveyed do not go further in evaluation efforts, because they do not know what else to do. The problem with this approach is twofold. First, such measures of training “success” fade after trainees have returned to the job. Second, other measures of success, such as the use of the new skills on the job or increased productivity, are ignored (Hawthorne, 1987).

Finally, organizations rarely assess the health of their entire training and development system, to determine how to sustain and continuously improve it. Many practitioners would concur with Bishop (1993) that “. . . a good deal of effort needs to be devoted to studies conducted at the organizational level which examine how training fits into the organization’s overall competitive strategy and affects its profitability” (p. 2).

2.1.7 Performance-Based Training Evaluation Measures

According to Decenzo & Robbins (Decenzo & Robbins, 2010), with or without benchmarking data, internal evaluations of training programs can be designed in a number of ways. These are the post-training performance method, the pre–post-training performance method, and the pre–post-training performance with control group method.

Post-Training Performance Method: -isevaluating training programs basedon how well employees can performtheir jobs after training. Participants' performance is measured after attending a training program to determine if behavioural changes have been made. The post-training performance method may overstate training benefits.

Pre-Post-Training Performance Method: - isevaluating training programs basedon the difference in performancebefore and after training. In the **pre-post-training performance method**, each participant is evaluated prior to training and rated on actual job performance.After instruction—of which the evaluator has been kept unaware—is completed,the employee is reevaluated. As with the post-training performance method, theincrease is assumed to be attributable to the instruction. However, in contrast to thepost-training performance method, the pre-post-training performance method dealsdirectly with job behaviour. People often perform better when they know their efforts are being evaluated.

Pre-Post-Training Performance with Control Group Method: - isevaluating training by comparingpre- and post-training results withindividuals. The most sophisticated evaluative approach is the **pre-post-training performance with control groupmethod**. Two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction; the experimental group does receive instruction. At the conclusion of training, the two groups are re-evaluated. If the training is really effective, the experimental group's performance will not only have improved but will be substantially better than the control group. This approach attempts to correct for factors other than the instruction program that influence job performance.

Among the numerous methods for evaluating training and development programs, these three appear to be the most widely recognized. Furthermore, the latter two methods are preferred because they provide a stronger measure of behavioural change directly attributable to the training effort.

2.1.8 On Time Training

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in a

proper way, if it is not given on time it would be a waste of time. So organization should consider in delivering the training on time.

2.2 Empirical Review

A number of researches' that have been made by many researchers' were trying to assess and examine the effect of training on employee performance using proposing their own hypothesis. Each of the researches has their own distinctions and conducted with different context and in different country. However their findings are almost the same.

Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular ((Elnaga & Imran, 2013); (Sultana et.al, 2012); (Onyango & Wanyoike, 2014) while others have extended to a general outlook of organizational performance (Tharenou et.al, 2007). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

Sultan et al., (2012) conducted a study on impact of training on employee performance. In their study Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on Employee performance. Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan. The proposed hypothesis of the study states that there is positive effect of training on employee performance. From the analysis the researchers found that there is a strong positive effect of training on employee performance. The research observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana et.al, 2012)The results that are found in supported by the studies which were conducted in our country raised various issues related to employees` training

practice. The thesis by Mesfin, (2014) titled “Effect of employee training on employees’ performance at Addis international bank s.c.” made an assessment on current training practice of the bank, training objective of the bank , training method of the bank and effects of training on employees’ performance and to have better understanding he used questionnaire to employee and responses shows that the training have an impact on the performance of employees’ with regards to their job and majority of participants were in need of further training. Additionally the researcher give a suggestion on findings as, knowledgeable supervisors needed to identify training opportunities and he also suggested that the company should give further training to employees’ to improve the benefit that got from training.

The study which was written by Yodahe, (2015) conducted a study “The effect of employee training practice in Habesha steel mills plc, Ethiopia”. Some issues which were discussed in the study are employee training and productivity, effect of employee training on productivity and performance and effectiveness of employees’ productivity. On his findings he observed that employees’ believe that there was no effective training method that allows to increasing the company productivity and them respond that the training was not prepared based on the requirements of the job being performed. The study also made conclusion and recommendation, and suggested that the factory should provide a comprehensive range of trainings programs to all staff aimed specifically to meet their needs and to develop their skill and training must be systematic and aimed at producing changes

In general, from different literatures and summary of some researchers’ findings we can understand that there is a relationship between training and employees’ performance. When we say training it has four processes, these are training need assessment, training design, training delivery and training evaluation. Sosome previous researchers did not indicate the training practice of the Bank Abyssinia of Ethiopia, the research tries to assess the training practice in the Bank of Abyssinia to bridge the gap in the area.

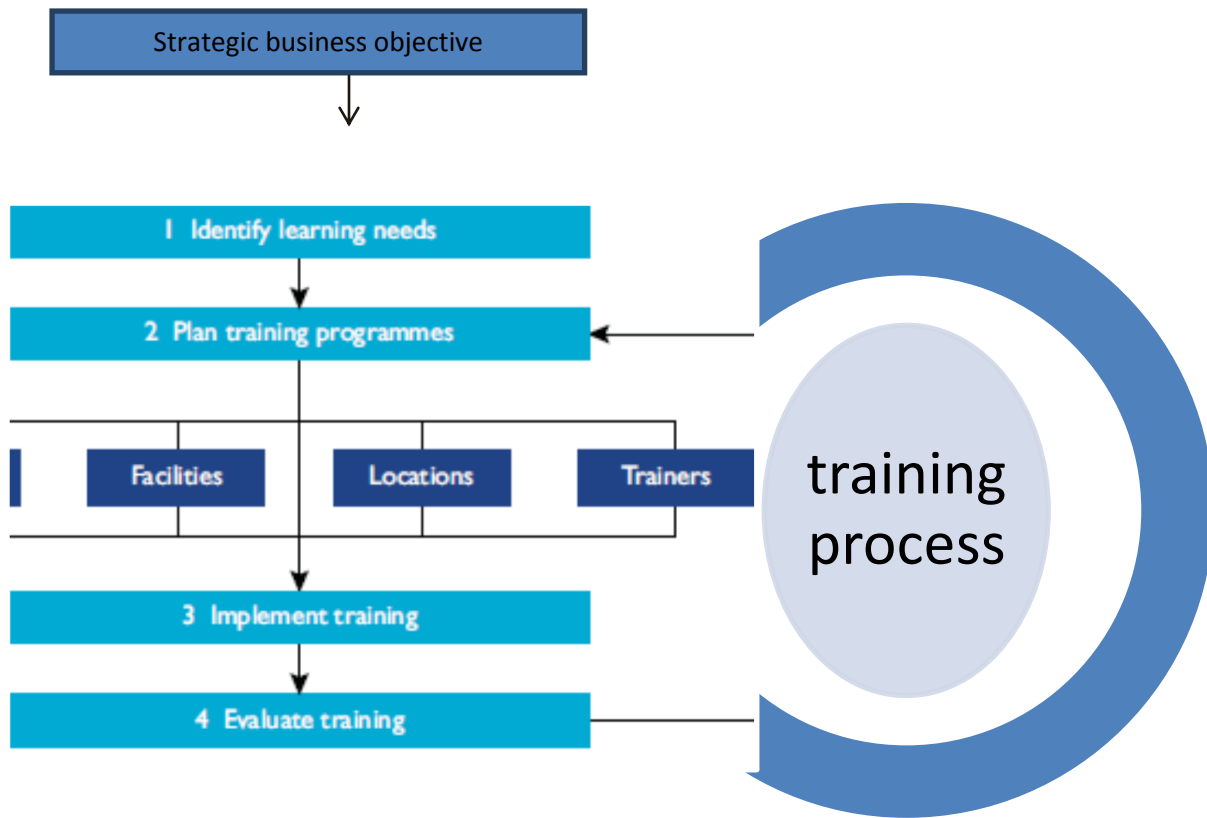
2.3. Conceptual Framework

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009). There are different models that show the steps in the training and development process, though the contents are more or less the same. According to Kulkarni(Kulkarni, 2013), there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs.

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employees (Gilley et.al, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly. (Sishan Solomon, 2014) Delivery style is a very important part of Training and Development. Employees are very conscious about the delivery style (Armstrong, 2000).

Training evaluation is a difficult and complex task but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the contents for future use. (Hamidun, 2009)

Figure 2.3 training process



Source Armstrong, (2009)

CHAPTER THREE

RESEARCH DESIGN AND METHEDODOLOGY

3.1. Study Design

Business research can be classified on the basis of either technique or purpose. One is based on their purpose. In terms of their purpose we can divide the research in to exploratory, descriptive or causal study. Matching the particular decision situation with the right type of research is important in obtaining useful research results. (William, etal, 2010)

This study used a descriptive design through surveys to assess the training practiceBank of Abyssinia. This type of research design helps to portray accurately the characteristics of a particular individual, situation or a group. The descriptive survey research design is appropriate choice, because it is a cross sectional study and the study aimed at measuring the attitude of the employees about the training they are getting from their company (Creswell, 2003).

This study has applied both quantitative and qualitative approach to conduct data in order to study the effect of training process on employees' performance. A mixed method approach is one in which the researcher collects, analyses, and “mix” or “integrates” both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2003). Hence, by applying the mixed method the researcher has ensured the strength of the findings towards being more objective and generalizable to the entire population.

3.2. Population, sample size and sampling technique

3.2.1 Target Population

According to Hair *et al.* (2010), target population is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information. Therefore, for this study, the target populations are employees of Addis Ababa branches.

3.2.2. Sample Size

Up to June, 2017 bank of Abyssinia have 3025 employees, among them 1808 and 1217 are in the Addis Ababa city branch and outline branches respectively .Total branches of bank of Abyssinia are 229 (150 Located in Addis Ababa the remain 79 has outline branches) .The two districts are

cluster, among the districts the characteristics of employees are similar, So the researcher can choose one of them.

However, out of the total number of employees the research focused only on those employees who are working in west district Addis Ababa branches and under head offices of the banks. The study also took only the clerical and managerial level employees of the organizations', since clerical employees are mainly engaged in the training program. The researcher excludes the non-clerical employees from bank due to they are not participate in the training programs that are given by the banks. Therefore, the target population of the study was 956 employees of bank of Abyssinia who are working in west Addis Ababa district branches.

In order to determine the sample size, the study used the formula below based on 95% of confidence interval and 5% of acceptance error

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + z^2 \cdot p \cdot q}$$

Where,

N = is size of total population;

n = is size of sample.

P =is sample proportion, q = 1-p;

Z = is the value of the standard variants at a given confidence level and to be worked out from table showing area under Normal Curve; At 95% confidence level the value of Z = 1.96

e=is acceptable error

Source: (Kothari, 2004)

$$n = \frac{1.96^2 \times (0.5) \times (0.5) \times 956}{0.05^2 \times (956 - 1) + 1.96^2 \times (0.5) \times (0.5)} = 274.762$$

$$n \approx 275$$

Therefore, from the target population of 956, the sample size was 275 clerical employees of the bank of Abyssinia. (I.e. both the managerial & clerical (non-managerial) staffs.

3.2.3 Sampling Techniques

Since the target population of the study be bank of Abyssinia in Addis Ababa branches, first the researcher selected one district among the two cluster by convenience method and used simple random sampling method to select samples from the target population and purposive sampling method to select sample from target branches. Because simple random sampling method used to select the sample from target population since they are homogenous. Purposive Sampling Technique was used to interview team leaders and responsible persons in Banks of Abyssinia.

3.3. Source of data

According to Kothari (1990) the task of data collection begins after a research problem is defined and research design/ plan checked out. While deciding about the method of data collection for the study, the researcher should keep in mind the two types of data primary and secondary. The data collected from both primary and secondary sources.

3.4. Data Collection Instruments

The study used a developed questionnaire from different papers with slight adjustment to best fit with the existing situation of the study. The questionnaire had closed- ended questions that were measured by a five-point Likert scale (From Strongly Agree to Strongly Disagree).

After the questionnaires were carefully filled, the researcher personally collected and arranged the completed questionnaires and arranged for data discussion and analysis. Finally, the collected data were inserted into data set and made ready for data analysis and discussion by using statistical software application programs (SPSS).

Semi structured interview also scheduled to gather information on the subject from the team leaders of Learning and Development department of Bank of Abyssinia to find out the management view on the training process of the banks.

As a final point the result was summarized, tabulated and interpreted appropriately and lastly conclusions and recommendations were also forwarded.

3.5. Procedures of Data Collection and processing

The First stage is obtaining consent from the relevant authorities and individuals in the bank branches in which the study is to be carried out. The second stage is working on logistics i.e. Select who collect what, when and with what resources. In addition Quality control: such as Prepare a field work manual, select research assistants, train research assistants supervision and Check for completeness and accuracy. The final stage is data handling which is number questionnaires and Storing data and place it where it will be stored. In this activity the first task is editing, coding, classification and tabulation of collected data. This data processing procedure had two consecutive phases: First data cleanup in which the collected raw data was edited to detect errors and omissions in response and for checking that the questions are answered accurately and uniformly and Editing involves a thorough and critical examination of the completed questionnaire, in terms of compliance with the criteria for collecting meaningful data, and in order to deal with questionnaires not duly completed.

The next phase is the process of assigning numerical or other symbols was followed. Coding involves assigning numbers or other symbols to answers so that responses can be grouped into limited number of classes and categories. This helps to reduce the response into a limited number of categories or classes and then the process of classification or arranging large volume

of raw data in to groups with common characteristics were applied. Data having the common characteristics were placed together and the data was summarized in tabulation and displayed for further analysis.

3.6 Pilot testing

To minimize the possibility of having any issues with the questionnaire, a pilot study was conducted to see if the respondents can understand and answer the questions easily. so based on the result the researcher assured the respondents understanding of the research questions.

3.7 Method of data Analysis

Statistical Package for Social Science (SPSS) software for version 20 was employed to analyze and present the data through the statistical tools used for this study, namely frequency and mean. Descriptive statistics helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training practice in the Bank of Abyssinia. Frequency and percentage used to present the data. And Tables are used to ensure easily understanding of the analysis. Finally, the result of statistical analysis summarized, tabulated and interpreted appropriately.

3.8. Ethical Consideration

The participants were approached at their work place. They were voluntary in order to have honest answer. They were briefed about the nature of study being carried out .Participants was assured that their responses would remain confidential.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The result of the research exploring the effectiveness of the Training Practice in the Bank of Abyssinia and the analyses are presented per study objective and described in tables where stated.

Once the respondents answered the questionnaire, data was coded and analyzed using SPSS (version 20) statistical software. The study used frequency and descriptive statistical analysis, specifically mean, standardization and percentages.

4.1. Respondent Rate

Two hundred seventy five questionnaires were distributed to the clerical employees of the bank Abyssinia that are found in Addis Ababa and 269 questionnaires were returned with the return rate of 97.82% and they were obtained valid and used for analysis.

4.2. Characteristics of the Respondents

The following table 4.1 describes the demographic information of respondents and to easily understand the researcher summarizes the respondent's personal information entirely.

Table 4.1. Background of the Respondents

Item	Alternatives	Frequency	Percent	Cumulative Percent
1. Sex	Male	148	55.0	55.0
	Female	121	45.0	100.0
	Total	269	100.0	
2. Service Year	Less than 1 years	63	23.4	23.4
	Between 1 and 5 years	90	33.5	56.9
	Between 6 and 10 years	76	28.3	85.1
	11 years and above	40	14.9	100.0
	Total	269	100.0	
3. Education Level	Elementary			
	High school	3	1.1	1.1
	Certificate	38	14.1	15.2
	Diploma	30	11.1	26.3
	Degree	120	44.6	70.9
	Masters and above	78	29.1	100.00

	Total	269	100.0	
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Source; Own Survey, 2017

As table 4.1 indicated that 55% of the respondents were male and the remaining 45% are female. The service year of the respondents indicates that the majority that is 76.6% of them are worked in the bank for 6 years and above and the rest 23.4% of them for less than one year. Regarding the educational background of the respondents the majority i.e. 83.7% of them are graduated from the higher institutions by diploma, first degree and master degree.

4.3. Training and Strategic Objective of the Bank

A precise training objective provides a clear direction for trainers as well as trainees or other stake holders what is expected at the end of training. However, these can be realized if only these objectives are clearly explained and communicated to concerned individuals or necessary stakeholders. Accordingly, the respondents were asked questions related to training objective and their responses indicated in the next table.

For the sake of easy analysis, the mean values in the scales were interpreted as follows:

Values < 1.50 = strongly disagree 1.50 – 2.90 = disagree, 2.91 – 3.50 = neutral,

3.51 – 4.50 = agree, > 4.5 strongly agree. The sig. value in each table is 0.05 as a reference.

Table 4.2. Strategic Objective of the bank

Item	Alternatives	Frequency	Percent	Mean	Std. Dev
1.Training practice of the bank relevant to business strategic of the bank	strongly disagree	19	7.1	3.14	1.00
	Disagree	20	7.4		
	Neutral	69	25.7		
	Agree	145	53.9		
	strongly agree	16	5.9		
	Total	269	100.0		
2. There were written general objectives about training program.	strongly disagree	47	17.5	2.41	1.05
	Disagree	125	46.5		
	Neutral	34	12.6		

	Agree	60	22.3		
	strongly agree	3	1.1		
	Total	269	100.0		
3. The induction training program for new entrants promote a sense of belongingness of employees` to the bank.	strongly disagree	73	27.1	2.08	0.96
	Disagree	129	48.0		
	Neutral	50	18.6		
	Agree	6	2.2		
	strongly agree	11	4.1		
	Total	269	100.0		
4. The bank let the employees` know various policies and procedures and other useful information to improve performance.	strongly disagree	39	14.5	2.20	0.89
	disagree	177	65.8		
	Neutral	16	5.9		
	Agree	33	12.3		
	strongly agree	4	1.5		
	Total	269	100.0		
5. The bank keeps all staff members abreast with new technologies and specialized developments.	strongly disagree	51	19.0	2.28	0.96
	disagree	128	47.6		
	neutral	62	23.0		
	agree	19	7.1		
	strongly agree	9	3.3		
	Total	269	100.0		

Source; Own Survey, 2017

As it can be seen on the table 4.2 the mean result 3.14 and 85.5% of the respondents agree for the statement the training practice of the bank was relevant to business strategic objective of the bank. As the mean result 2.41 regarding the availability of written general objectives about training program 63.9% of the respondents didn't agree. In this table the majority that is 75.1% of the respondents didn't agree with the mean 2.08, for the induction training program for new entrants promote a sense of belongingness of employees` to the bank. According to the 80.3% of the respondents and the mean result 2.20 the bank didn't let the employees` know various policies and procedures and other useful information to improve performance. On the fifth item of the same table 89.6% of the respondents didn't believe that the bank keeps all staff members abreast with new technologies and specialized developments the mean result 2.28 also conform this.

The data indicates that, even if the bank training objectives was sound enough to solve bank's problem they didn't have information for availability of the written general objectives about training program. The induction training program for new entrants didn't promote a sense of belongingness of employees` to the bank. The bank didn't let the employees` know various

policies and procedures and other useful information to improve performance and didn't keep all staff members abreast with new technologies and specialized developments.

Regarding to the relationship between organizational effectiveness and employee development through, the researcher tried to summarize the answer given by the managers as organization to be effective the organization should work on its human resource. When an organization is investing on its human resource, it can make different itself from others and the main way to work on human resource is training and development and then it can be capable and differentiate it from others. Due to this both the organizational effectiveness and employee development have direct relationship because when you work or invest on your employee, the organization will be benefited through profit, maintaining of employees can maximize its goodwill and others. Regarding to training to every staff, almost all seven managers responded that every staff of the bank took training at least one time inclusive of the induction training program with or without the bank's software.

4.4 Training Need Assessment

The training need assessment stage is the building block of training program basis for giving answers to questions like who must be trained? When should training occur? Where the training will take place? And how should the training be provided? The purpose of need assessment is then, to reveal, more precisely than performance analysis does, what it affects, how it affects them, and what results are to be achieved by training (Rothwell and Kazanas, 1998).

Table 4.3. Training Need Assessment

Item	Alternatives	Frequency	Percent	Mean	Std. Dv
1. The training needs assessment performed by identifying the overall organizational needs.	strongly disagree	76	28.3	2.28	1.10
	disagree	99	36.8		
	neutral	36	13.4		
	agree	58	21.6		
	Total	269	100.0		
2. The training needs assessment performed by identifying the level of support for training.	strongly disagree	84	31.2	2.21	1.11
	Disagree	103	38.3		
	Neutral	23	8.6		
	Agree	59	21.9		
	Total	269	100.0		
3. The training needs assessment performed by identifying the knowledge, skills, and abilities required to perform the job adequately.	strongly disagree	53	19.7	2.45	1.09
	Disagree	116	43.1		
	Neutral	27	10.0		
	Agree	73	27.1		
	strongly agree				
	Total	269	100.0		
4. The discrepancy between a worker's performance and the organization's expectations or standards considered during need	strongly disagree	62	23.0	2.25	1.02
	disagree	131	48.7		
	neutral	23	8.6		
	agree	53	19.7		

assessment.	strongly agree				
	Total	269	100.0		
5. The training needs assessment performed by identifying individual workers or groups of workers who are weak in certain skills.	strongly disagree	76	28.3	2.14	0.94
	disagree	106	39.4		
	neutral	61	22.7		
	agree	26	9.7		
	strongly agree				
	Total	269	100.0		

As the majority that is 65.1% of the respondent degree of agreement and the mean result 2.28 show that the training needs assessment didn't performed by identifying the overall organizational needs. With regard the training needs assessment performed by identifying the level of support for training the 31.2%, 38.3%, 8.6% and 21.9% respondents gives their degree of agreement as strongly disagree, disagree, neutral and agree. On the item 3 of the table concerning the training needs assessment performed by identifying the knowledge, skills, and abilities required to perform the job adequately the majority (72.8%) of the respondents didn't agree. Based on the data the mean results of the two items also indicate that the respondents didn't agree for the statements. This implies that the training needs assessment didn't performed by identifying the level of support for training and the knowledge, skills, and abilities required to perform the job adequately.

As the 71.1% of the respondent and the mean result 2.25 indicates that the discrepancy between a worker's performance and the organization's expectations or standards didn't considered during need assessment. The mean result was 2.14 for the statement concerning the training needs assessment performed by identifying individual workers or groups of workers who are weak in certain skills.

For question regarding to the bank's need assessment, they replied the training need assessment made through interview and by distributing questionnaires' and it is designed once in a year before the training is conducted in order to determine the type of training by considering system and technology changes, Forecast of human resource needs, periodic staff performance evaluation, exit interview, suggestion and proposals of line executives, customer suggestion, etc.

Regarding the base of criteria used to select training subject and trainers, the bank used the training need assessment & it can identify what type of training to be deliver for employees` so that the next steps are making study on Costs, delivery time, place, training facilitation and excellence of trainers and his experience.

4.5. Training Designing

In designing a training program in which learning would be facilitated, trainers should review the principles of how individuals learn. Also issues of how to maximize transfer of new behaviors back to the job should be addressed. Finally, trainers should design their programs, to meet the needs of adults as learners. In addition, they often enjoy experiential learning techniques and self-directed learning more than conventional informational techniques (Bernardin, 2003).

Table 4.4. Training Design

Item	Alternatives	Frequency	Percent	Mean	Std. Dv
1. Training objectives were sound enough to solve employee's problems.	strongly disagree	116	43.1	1.92	1.06
	Disagree	98	36.4		
	Neutral	24	8.9		
	Agree	23	8.6		
	strongly agree	8	3.0		
	Total	269	100.0		
2. The content of the training relevant to your job.	strongly disagree	36	13.4	2.29	0.91
	Disagree	152	56.5		
	Neutral	63	23.4		
	Agree	3	1.1		
	strongly agree	15	5.6		
	Total	269	100.0		
3. There was an input of trainees through their representatives regarding the selection of the content of training program.	strongly disagree	49	18.2	2.46	1.02
	Disagree	102	37.9		
	Neutral	62	23.0		
	Agree	56	20.8		
	strongly agree				
	Total	269	100.0		
4. The training designed to enhance the employees knowledge	strongly disagree	106	39.4	2.10	1.15
	Disagree	73	27.1		
	Neutral	51	19.0		
	Agree	29	10.8		
	strongly agree	10	3.7		
	Total	269	100.0		
5. The training designed to enhance the employees skill	strongly disagree	64	23.8	2.23	0.94
	Disagree	104	38.7		
	Neutral	71	26.4		
	Agree	30	11.2		
	strongly agree				

	Total	269	100.0		
6. The training designed to change the employees attitude	strongly disagree	81	30.1	2.23	1.15
	Disagree	94	34.9		
	Neutral	48	17.8		
	Agree	31	11.5		
	strongly agree	15	5.6		
	Total	269	100.0		
7. The training designed to enhance the employees performance	strongly disagree	89	33.1	2.06	0.98
	Disagree	100	37.2		
	Neutral	49	18.2		
	Agree	31	11.5		
	strongly agree				
	Total	269	100.0		
8. The training designed to enhance the employees job satisfaction	strongly disagree	90	33.5	2.10	1.11
	Disagree	108	40.1		
	Neutral	27	10.0		
	Agree	35	13.0		
	strongly agree	9	3.3		
	Total	269	100.0		
9. The training designed to enhance the employees commitment and motivation	strongly disagree	93	34.6	2.17	1.17
	Disagree	92	34.2		
	Neutral	19	7.1		
	Agree	62	23.0		
	strongly agree	3	1.1		
	Total	269	100.0		

The frequency of the response indicates that the majority 79.5% of the respondent gives their degree of agreement as disagree regarding the training objectives were sound enough to solve employee's problems. For the content of the training relevant to the job that the respondents assigned the majority i.e. 69.9% of them didn't agree.

Regarding the availability of collecting inputs of trainees through their representative concerning the selection of the content of training program 56.1% of the respondents gives their degree of agreement as disagree and 23% of the didn't have knowledge. Concerning the training designed to enhance the employees knowledge, skill, employees performance, job satisfaction and commitment, motivation and to change the employees attitude the majority of the respondents gives their degree of agreement as disagree.

As it can be seen the descriptive data, regarding statements that are describing the training design of the bank the average mean and standard deviation results were 2.17 and 1.05 respectively and the frequency result also indicate that the majority of the respondents gives their degree of agreement as disagree. This implies that the training objectives were not sound enough to solve employee's problems and their contents were not relevant to the job that the employees assigned because the bank didn't collect input of trainees through their representatives regarding the selection of the content of training program. The training didn't designed to enhance the employees knowledge, skill and performance, job satisfaction and commitment, motivation and to change the employees attitude.

Concerning to challenges that affect the effectiveness of training, most training in the bank were prepared on theoretical bases due to this the bank could not exercise the effectiveness of training and the rising price of training cost also seen as a challenge. About benefit of employees' training, they replied when an employee trained she/he does their work effectively and employees' provide best service to the customers on a perfectible way and then the company will have best profit and it can be a competitive company in the industry.

About the basis for selecting employees' to be participated in training, HRD managers replied regarding to the in-house training or local external training, HRD and benefits division request departments/Branch to nominate candidates for a training program. Departments/Branches forward list of nominates for the program. Candidates for overseas training are selected based on the requirements of the training institution or the bank's need by HRD and Administration department. Upon securing the president's approval, the HRD and benefit division process the necessary formalities of overseas training.

Foreign training need and budget shall be approved by the board and executed by the management concerning for types of training in the bank, multiple types of training program are adopted in the bank through in-house training out sourced training, overseas training, induction program and apprenticeship training. Regarding to the question about their comment, they replied that the bank having a mission of providing effective and full-fledged commercial banking services to customers at large and it can be fulfilled by capable management and employees', to make themselves capable the HRD department will play a great roll through delivering effective training and development, by motivating staffs and stay them for long period of time.

4.6. Training Delivery

Table 4.5. Training Delivery

Item	Alternatives	Frequency	Percent	Mean	StdDev
1. The place selected for training was quite far from unnecessary sound pollution.	strongly disagree	37	13.8	2.35	0.96
	Disagree	143	53.2		
	Neutral	32	11.9		
	Agree	55	20.4		
	Total	267	99.3		
	Missing	2	.7		
	Total	269	100.0		
2. Adequate supplementary training materials provided.	strongly disagree	51	19.0	2.23	0.95
	Disagree	139	51.7		
	Neutral	32	11.9		
	Agree	45	16.7		
	Total	267	99.3		
	Missing	2	.7		
	Total	269	100.0		
3. Training refreshment programs were good.	strongly disagree	35	13.0	2.26	0.89
	Disagree	147	54.6		
	Neutral	41	15.2		
	Agree	46	17.1		
	strongly agree				
	Total	269	100.0		
4. The trainers had knowledge of subject matter	strongly disagree	116	43.1	1.86	1.01
	Disagree	98	36.4		
	Neutral	24	8.9		
	Agree	23	8.6		
	strongly agree	8	3.0		
	Total	269	100.0		
5. The trainers had ability to communicate	strongly disagree	36	13.4	2.23	0.86
	Disagree	152	56.5		
	Neutral	63	23.4		
	Agree	3	1.1		
	strongly agree	15	5.6		
	Total	269	100.0		
6. The trainers were punctual	strongly disagree	49	18.2	2.41	1.01

in the training program.	Disagree	102	37.9		
	Neutral	62	23.0		
	Agree	56	20.8		
	strongly agree				
	Total	269	100.0		
7. The trainers had ability of relating the training with the trainee's real life.	strongly disagree	64	23.8	2.24	0.94
	disagree	104	38.7		
	neutral	71	26.4		
	Agree	30	11.2		
	strongly agree				
	Total	269	100.0		
8. The trainers had good relation with the trainees	strongly disagree	81	30.1	2.19	1.14
	disagree	94	34.9		
	neutral	48	17.8		
	agree	31	11.5		
	strongly agree	15	5.6		
	Total	269	100.0		
9. The trainers give equal chance for trainees to react	strongly disagree	89	33.1	2.06	0.98
	disagree	100	37.2		
	neutral	49	18.2		
	agree	31	11.5		
	strongly agree				
	Total	269	100.0		
10. The coordinators of the training program were helping and advising trainees to abide by the program.	strongly disagree	117	43.5	1.9	1.01
	disagree	89	33.1		
	neutral	34	12.6		
	agree	26	9.7		
	strongly agree	3	1.1		
	Total	269	100.0		

As it can be seen on the table 4.5 regarding the place selected for training was quite far from unnecessary sound pollution 13.8%, 53.2%, 11.9% and 20.4% of the respondents gives their degree of agreement as strongly disagree, disagree, neutral, agree and strongly agree respectively. For the provision of adequate supplementary training materials the majority that is 70.7% of them didn't agree.

As of the 67.6% of them the training refreshment programs were not good and 79.5% of them also agreed that the trainers didn't have knowledge of subject matter. For the trainers ability to communicate with the trainee 69.9% of them didn't satisfied.

Regarding the trainer's punctuality in the training program, ability of relating the training with the trainee's real life, having good relation with the trainees and give equal chance for trainees to

react the majority of the respondents gives their degree of agreement as disagree. According to the majority (76.6%) of them the coordinators of the training program were not helping and advising trainees to abide by the program.

Based on the frequency and descriptive data the place selected for training was not quite far from unnecessary sound pollution and adequate supplementary training materials were not provided. The training refreshment programs were not good and the trainers didn't have knowledge of subject matter. The trainers didn't have the ability to communicate with the trainee. The trainer's didn't punctual in the training program, have the ability of relating the training with the trainee's real life, have good relation with the trainees and give equal chance for trainees to react. The coordinators of the training program were not helping and advising trainees to abide by the program.

About follow up of training on delivering time, managers replied they made follow up during the training and they made it through observation, short questionnaire and discussion formally or informally with the participants and the training course evaluation sheet shall be completed by participants at the end of the session of a course and to be compiled and communicated to the concerned stakeholders.

Regarding to the follow up on effect of training on employees` job, most responded shows that the bank believe on the follow up on training effect should be made but due to time and no existence of the follow up team there is no follow up on effect of training on job and they also said they are in trouble to know the impacts of training on employees` job. In addition, they also blame other managers who are working with the employees`, because those managers does not take any follow up on their staff and do not know the effect of training on their employees` performance.

4.7. Evaluation of Training

Bloisi, (2007) agree that the effectiveness of the training is assessed here. Training is about improving performance, and therefore training programs need to be measured to ensure that this is what they have done. Training evaluation should look at four basic categories:

- Reaction-The trainee`s views on the program. Did they find it useful? Was it worthwhile?
- Learning-Have they learned the skills they were supposed to learn? Will they now able to do their job better?

- Behavior-Has this now changed due to the training programs? Are they able to work more effectively with colleagues and customers?
- Results-Are the trainees now more productive? Has performance improved? Is it of better quality?

Companies which fail to evaluate training will never know if the training has been effective. Training has an expense and managers need to know that they are getting a return on their investment.

Table 4.8. Evaluation of Training

Item	Alternatives	Frequency	Percent	Mean	Std. Dev
1. You find the training programs were useful.	strongly disagree	171	63.6	1.36	0.48
	disagree	98	36.4		
	Total	269	100.0		
2. You find the training programs were worthwhile.	strongly disagree	61	22.7	3.10	1.91
	disagree	106	39.4		
	neutral	29	10.8		
	Agree	57	21.2		
	Strongly agree	16	5.9		
	Total	269	100.0		
3. The bank training learned the skills the employees were supposed to learn.	strongly disagree	52	19.3	2.12	1.02
	Disagree	142	52.8		
	Neutral	11	4.1		
	Agree	57	21.2		
	strongly agree	7	2.6		
	Total	269	100.0		
4. The bank trainings help now able to do the job better.	strongly disagree	76	28.3	2.36	1.23
	Disagree	131	48.7		
	Neutral	34	12.6		
	Agree	28	10.4		
	Total	269	100.0		
5. You changed due to the training programs.	strongly disagree	12	4.5	2.04	0.80
	Disagree	24	8.9		
	Neutral	73	27.1		
	Agree	142	52.8		
	strongly agree	18	6.7		
	Total	269	100.0		
6. You are able to work more effectively with colleagues and customers due to the training programs.	strongly disagree	66	24.5	2.12	0.91
	Disagree	136	50.6		
	Neutral	61	22.7		
	Agree	2	.7		

	strongly agree	4	1.5		
	Total	269	100.0		
7. You are now more productive due to the training programs.	strongly disagree	49	18.2	2.23	0.86
	disagree	176	65.4		
	Neutral	11	4.1		
	Agree	26	9.7		
	strongly agree	7	2.6		
	Total	269	100.0		
8. Your performance improved due to the training programs.	strongly disagree	40	14.9	2.34	1.22
	disagree	149	55.4		
	Neutral	64	23.8		
	Agree	7	2.6		
	strongly agree	9	3.3		
	Total	269	100.0		

The entire respondent didn't found the training programs were useful and worthwhile. As the majority that is 72.1% of the respondents the bank training didn't learned the skills the employees were supposed to learn. According to the 77% of them also the bank trainings didn't help able to do the job better and changed due to the training programs. As the data shows that 75.1% of the respondent the training programs of the bank didn't able to work more effectively with colleagues and customers, improve their productivity and didn't improve their productivity.

On the descriptive analysis the average means 2.17 and standard deviation 1.01 also shows that the bank didn't evaluate the reaction levels of trainees and didn't take the immediate reaction may measure only how much the people liked the training rather that how it benefited them. The bank didn't evaluate learning levels by measuring how well trainees have learned facts, ideas, concepts, theories and attitudes. The bank didn't Evaluate the training at the behavioral level involves measuring the effect of training on job performance through interview of trainees and their coworkers and observations of job performance. The bank didn't evaluate results by measuring the effects of training on the achievement of organizational objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter of the thesis deals with the summary of the major findings, conclusions and recommendation of the study.

5.1. Summary of the Major Findings

The data indicates that, even if the bank training objectives was sound enough to solve bank's problem they didn't have information for availability of the written general objectives about training program. The induction training program for new entrants didn't promote a sense of belongingness of employees` to the bank. The bank didn't let the employees` know various policies and procedures and other useful information to improve performance and didn't keeps all staff members abreast with new technologies and specialized developments.

This implies that the training needs assessment didn't performed by identifying the level of support for training and the knowledge, skills, and abilities required to perform the job adequately.

The data indicates that the discrepancy between a worker`s performance and the organization`s expectations or standards didn't considered during need assessment. The training needs assessment performed by identifying individual workers or groups of workers who are weak in certain skills.

The data implies that the training objectives were not sound enough to solve employee's problems and their contents were not relevant to the job that the employees assigned because the ban didn't collect input of trainees through their representatives regarding the selection of the content of training program. The training didn't designed to enhance the employees knowledge, skill and performance, job satisfaction and commitment, motivation and to change the employees attitude.

Based on the frequency and descriptive data the place selected for training was not quite far from unnecessary sound pollution and adequate supplementary training materials were not provided. The training refreshment programs were not good and the trainers didn't have knowledge of subject matter. The trainers didn't have the ability to communicate with the

trainee. The trainer's didn't punctual in the training program, have the ability of relating the training with the trainee's real life, have good relation with the trainees and give equal chance for trainees to react. The coordinators of the training program were not helping and advising trainees to abide by the program.

The entire respondent didn't found the training programs were useful and worthwhile. As the majority that is 72.1% of the respondents the bank training didn't learned the skills the employees were supposed to learn. According to the 77% of them also the bank trainings didn't help able to do the job better and changed due to the training programs. As the data shows that 75.1% of the respondent the training programs of the bank didn't able to work more effectively with colleagues and customers, improve their productivity and didn't improve their productivity.

The data shows that the bank didn't evaluate the reaction levels of trainees and didn't take the immediate reaction may measure only how much the people liked the training rather that how it benefited them. The bank didn't evaluate learning levels by measuring how well trainees have learned facts, ideas, concepts, theories and attitudes. The bank didn't Evaluate the training at the behavioral level involves measuring the effect of training on job performance through interview of trainees and their coworkers and observations of job performance. The bank didn't evaluate results by measuring the effects of training on the achievement of organizational objectives.

4.3. Conclusion

Based on the findings of the study the following conclusions were drawn.

The training objectives sound to solve bank's problem and the employees didn't have information for availability of the written general objectives about training program. The bank didn't let the employees` know various policies and procedures and other useful information to improve performance and didn't keeps all staff members abreast with new technologies and specialized developments. According to theory this bank training objective doesn't strongly connect with strategies objective the bank. Many organizations never make the connection between their strategic objectives and their training programs. As a result, much of an organization's investment can be wasted. Training programs are often misdirected, poorly designed, inadequately evaluated and these programs directly affect organizational performance (Bohlander, Snell & Sherrman (2000. 2001, p.222-223).

The training needs assessment didn't performed by identifying the level of support for training and the knowledge, skills, and abilities required to perform the job adequately.

The discrepancy between a worker`s performance and the organization`s expectations or standards didn't considered during need assessment. The training needs assessment performed by

identifying individual workers or groups of workers who are weak in certain skills. This bank doesn't have good need analysis . Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a "gap analysis," which indicates the distance between where an organization is with its employee capabilities and where it needs to be. (Mathis & Jackson, 2011)

The purpose of firms' training programs is to improve employees' job performance by changing their skills, knowledge, abilities and behaviour in their work environment (Decenzo & Robbins, 2010).but the finding said The training objectives were not sound enough to solve employee's problems and their contents were not relevant to the job that the employees assigned because the bank didn't collect input of trainees through their representatives regarding the selection of the content of training program. The training didn't enhance the employees knowledge, skill and performance, job satisfaction and commitment, motivation and to change the employees attitude.so the bank training design is not good at all.

The place selected for training was not quite far from unnecessary sound pollution and adequate supplementary training materials were not provided. The training refreshment programs were not good and the trainers didn't have knowledge of subject matter. The trainers didn't have the ability to communicate with the trainee. The trainer's didn't punctual in the training program, have the ability of relating the training with the trainee's real life, have good relation with the trainees and give equal chance for trainees to react. The coordinators of the training program were not helping and advising trainees to abide by the program.

The bank training didn't learn the skills the employees were supposed to learn. The bank trainings didn't help able to do the job better and changed due to the training programs. The training programs of the bank didn't able to work more effectively with colleagues and customers, improve their productivity and didn't improve their productivity.

The bank didn't evaluate the reaction levels of trainees and didn't take the immediate reaction may measure only how much the people liked the training rather that how it benefited them. The bank didn't evaluate learning levels by measuring how well trainees have learned facts, ideas, concepts, theories and attitudes. The bank didn't Evaluate the training at the behavioural level involves measuring the effect of training on job performance through interview of trainees and their co-workers and observations of job performance. The bank didn't evaluate results by measuring the effects of training on the achievement of organizational objectives. Bank of Abyssinia doesn't have a good training evaluation, according to theories.

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements a training program, it must evaluate

the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. (Garg, 2009)

5.3. Recommendation

The following recommendations are forwarded based on the conclusion of study:

- Training has become one of the professional development activities the bank should have proper training plan and policy. In these regards, human resource and supervisors should play an important role communicating development opportunities and training policy of the organization and identify performance gaps or training needs of the staff under their supervision.
- The bank mostly used for annual performance appraisal resale and performance gap for assessing training needs. However, to capture real training needs the bank needs to conduct a formal training need assessment by involving employees in identifying their training needs, and also incorporating other more effective training need assessment methods. In addition the training need assessment should be every year or less so that performance gap will be promptly identified.
- SMART training objectives and priorities should be explicitly stated, set and communicated to each trainee, and they be aware of what is expected after training.
- Even though, for the bank using E-learning as a dominant means of training delivery have lots of benefits, greater focus should be given to on-the-job training and other more effective training techniques that could enhance the employees degree of acceptance and could take place at the normal workstation. Therefore, in other to have effective training methods and implementation, the organization should use both internal and external training methods in accordance with the situation and benefits of the organization.
- The bank needs to evaluate the effect of training on a regular basis by not limiting the method of training evaluation only to performance appraisal, which is undertaken once in a year. The organization needs to follow up on the implementation of planned development activities and the impact it has brought to the intended end. The organization should measure using the most common approaches used to determine the effectiveness of training programs.

- The bank should also motivate employees so that their participation in training programs and the application of what they have learned into their work will increase. This can be done by giving certificates and other rewards when completing the training program and also by promoting and increasing responsibility after additional skills are acquired.

The organization should increase the allocation of funds, especially for training designed to develop and upgrade substantive and technical skills. This is because, employees should be seen as a core competency that one organization has in this changing environment. And in order to see its employees as core competency it should build their capacity through training.

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APPENDICES

APPENDIX I
ST MARY’S UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES
MBA PROGRAM

Questionnaire to be Distributed for the Employees of the Bank of Abyssinia

Dear Respondents;

This questionnaire is developed for an academic effort planned for the collection of data to conduct a thesis paper on the title “**An Assessment of Training Practice in the Bank of Abyssinia**” in order to fulfill the University’s (St Mary’s University) requirement set for awarding of a Master of Business Administration. The information obtained from this questionnaire will be kept confidential and will not be used for any other purposes. Hence, I am kindly asking respondents to give your candid information.

NB:

- It is not necessary to write your name
- Try to address all the question given below
- For the closed ended questions use (√)mark for your choice in the given box

Thank you for your cooperation!

PART I: Demographic Information

Here under the questions with regarding to demographic information, therefore, you are kindly requested to put “√” “X” mark on the box in front of the alternatives.

1	Sex	Male	
		Female	
2	Age category	18 – 25 years	
		26 – 35 years	
		36 – 45 years	
		46 – 55 years	
		56 years and Above	
3	Service Year	Less than 1 Year	
		1-5 Years	
		6-10 years	
		11 years and above	
4	Education Level	Elementary School	
		High School	
		Certificate	
		Diploma	
		Degree	
		Masters and above	

Part II: Questions Directly Related with the Study

Here under the questions with regarding to the employees' training in your bank, therefore, you are kindly requested to put "√" "X" mark on the box which represents your degree of agreement. 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree 5= Strongly agree

A. Strategic Objective of the bank

No	Statements	1	2	3	4	5
1	1. Training objectives was sound enough to solve bank's problem					
2	2. There were written general objectives about training program.					
3	3. The bank let the employees` know various policies and other useful information to improve performance.					
4	4. The bank keeps all staff members abreast with new technologies and specialized developments.					

B. Training Need Assessment

No	Statements	1	2	3	4	5
1	The training needs assessment performed by identifying the overall organizational needs.					
2	The training needs assessment performed by identifying the level of support for training.					
3	The training needs assessment performed by identifying the knowledge, skills, and abilities required to perform the job adequately.					
4	The discrepancy between a worker`s performance and the organization`s expectations or standards considered during need assessment.					
5	The training needs assessment performed by identifying individual workers or groups of workers who are weak in certain skills.					

C. Training Design

No	Statements	1	2	3	4	5
1	Training objectives were sound enough to solve employee's problems.					
2	The content of the training relevant to your job.					
3	There was an input of trainees through their representatives regarding the selection of the content of training program.					
4	The training designed to enhance the employees knowledge					
5	The training designed to enhance the employees skill					
6	The training designed to change the employees attitude					
7	The training designed to enhance the employees performance					
8	8. The training designed to enhance the employees commitment and motivation					

D. Training Delivery

No	Statements	1	2	3	4	5
1	The place selected for training was quite far from unnecessary sound pollution.					
2	Adequate supplementary training materials provided.					
3	Training refreshment programs were good.					
4	The trainers had knowledge of subject matter					
5	The trainers had ability to communicate					
6	. The trainers had good relation with the trainees					
7	The trainers give equal chance for trainees to react.					
8	The coordinators of the training program were helping and advising trainees to abide by the program					

E. Evaluation of Training

No	Statements	1	2	3	4	5
1	You find the training programs were useful.					
2	You find the training programs were worthwhile.					
3	The bank training learned the skills the employees were supposed to learn.					
4	The bank trainings help now able to do the job better.					
5	You changed due to the training programs.					
6	You are able to work more effectively with colleagues and customers due to the training programs.					
7	You are now more productive due to the training programs.					
8	Your performance improved due to the training programs.					

APPENDIX II
ST MARY’S UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES
MBA PROGRAM

Interview Checklist

This interview has been designed developed for an academic effort planned for the collection of data to conduct a thesis paper on the title “**Assessment of Training Practice in the Bank of Abyssinia**” in order to fulfill the University’s (St Mary’s University) requirement set for awarding of a Master of Business Administration. The information obtained from this questionnaire will be kept confidential and will not be used for any other purposes. Hence, I am kindly asking respondents to give your candid information.

Thank you for your cooperation!

1. What is the training process in your bank?
2. How does your bank assess and prioritize the training needs of employees’?
3. How does your bank design the training program?
4. What methods of training are used?
5. How is training evaluated in your organization?
6. Do you think that there is an effective training practice in your bank?
7. To what extent the bank training practice strongly related with the bank strategic objective?