



**EFFECTS OF TRAINING IN ENHANCING EMPLOYEE
PERFORMANCE: THE CASE OF ETHIO-TELECOM HEAD
OFFICE**

GENERAL MBA THESIS

BY: GIRMA WORKU

**JANUARY, 2018
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**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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**BY: GIRMA WORKU
ID: SGS/0289/2008A
ADVISOR: TEFAYE WOLDE (PhD.)**

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APPROVED BY BOARD OF EXAMINERS

_____	_____
Dean, Graduate Studies	Signature
_____	_____
Advisor	Signature
_____	_____
External Examiner	Signature
_____	_____
Internal Examiner	Signature

DECLARATION

I, the undersigned ,declare that this thesis is my original work prepared under the guidance of my advisor Tesfaye Wolde (PhD.) .All source 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 degree.

Girma Worku

St. Mary's University, Addis Ababa

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Abstract

*In the field of human resource management, training is one of the fields concerned with organizational activity aimed at improving the performance of individuals and groups in organizational settings. Training always plays an important role in employee performance improvement as well as the organization. This is because training and employee performance improvement is core factor in which managers should be keen in order to meet the organization's target. An explanatory research design with survey method is applied in this study. Using simple random sampling technique, 95 participants (employees) of the organization were selected from a target population of 321. The primary data was collected using standard questionnaires subject to subsequent analysis using SPSS version 20 software. Accordingly, training methods ($r=.386^{**}$ with $p<0.05$), Training evaluation ($r=.793$ with $p<0.001$) and training policies and procedures with ($r=0.432$, $p<0.01$) have a high degree of positive relationship with employee performance improvement. The expected outcome is aimed at detecting the need to motivate employees so as to improve their performance. The findings of the research generally reveal that training has a great deal of impact on employee performance improvement and the current training scheme is of satisfying to the employees per their response. The results imply that employees at Ethio Telecom find training satisfying and yet some improvements in the training methods, evaluation and policy and procedure should be made.*

Key Words: *employee performance improvement, Training, Ethio Telecom*

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

The introduction of telecommunication in Ethiopia dates back to 1894. Ethiopian Telecommunications Corporation is the oldest public telecommunications operator in Africa. In those years, the technological scheme contributed to the integration of the Ethiopian society when the extensive open wire line system was laid out linking the capital with all the important administrative cities of country.

After end of the war against Italy, during which telecommunication network was destroyed, Ethiopia re-organized the Telephone, Telegraph and postal and services in 1941. In 1952 the Imperial Board of Telecommunication (IBTE) was established by proclamation No.131/52 in 1952. The Board had full financial and administrative autonomy and was in charge of the provision and expansion of telecommunication services in Ethiopia.

The Imperial Board of Telecommunications of Ethiopia, which became the Ethiopian Telecommunications Authority in 1981, was placed in charge of both the operation and regulation of telecommunication services in the wake of the market reforms.

In 1996, the Government established a separate regulatory body, the Ethiopian Telecommunication Agency (ETA) by proclamation 49/1996, and during the same year, by regulation 10/1996, the Council of Ministers set up the Ethiopian Telecommunications Corporation (ETC).

Under the supervision of the ETA, the principal duty of ETC is maintaining and expanding telecommunication services in the country and providing domestic and international telephone, telex and other communication services. In this respect, currently ETC is the only operator of any telecommunication related service.

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002) and therefore

prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir 2012, 646). The question that may arise in many instances is why human resources are important. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2006), and training is the only way of developing organizational intellectual property through building employees competencies. In order to succeed, Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design its human resource management in ways that fit into the organization's structure as this it made the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and, increase commitment.

The management of human resources in Africa in general and Ethiopia in particular is rather challenging as most organizations have difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in

The main object of every organization is to improve its performance but it can never be possible without the efficient performance of employees. In different sectors, a wide range of reforms that focus on training on the performance of employees has been implemented (Gleeson & Husbands, 2001). For the organization, training leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training improves job knowledge while also helping in identifying with the goals of the organization.

Training is defined as the planned learning experiences that teach employees how to perform current and future jobs (Mullins, 2007). Even though Training has been playing a significant role in enhancing employee performance, yet in most organization, there is lack of effective planning and implementation. A developing country like Ethiopia, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the training of her human resource. It is thus seen that in Ethiopia the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills. Because, today we believe that an organization's competitive success is achieved through people (Pfeiffer, 1994).

The challenges of sustaining the role of training in enhancing employee performance in the organization, Due to this fact, many organizations spend much money on training, believing that training improved their employees performance and hence the firm's productivity. In 1997, organizations with more than one hundred employees were estimated to have spent \$58.6 billion in direct costs on formal training (Clark and Vogel, 1985).

However, Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce. Nowadays, training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization.

The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in both skills & competencies (Khan, 2011).

In this regard, training increases or develops the managerial skills. Spending on training should increase because organization gets more efficiency and effectiveness out of the training (workforce special report, 2006). According to Heath field (2012), the right employee training and education at the right time enhance the organization to increase productivity, knowledge, loyalty and contribution. Training is often used to close the gap between current performances and expected future performance (Weil and Woodall, 2005).

In Ethiopia, Ethio Telecom is a state owned organization providing telecom services at monopoly level and maintains overall telecommunication services. Ethio-Telecom was re-structured across the country, by launching information technology integration, so as to improve its efficiency and profitability simultaneously with the change of organizational and managerial structure. The major challenges of training in Ethio telecom could be lack of top management commitment, inadequate time and resource, financial problem, inadequate planning, lack of coordination and inability to transfer learning from training to workplace. The purpose of this paper is primarily to illustrate the Training effects in enhancing employee's performance in Ethio-Telecom.

1.2. Statement of the Problem

The success of any organization is reflected by its performance which is in turn highly dependent upon the capacity of its human power to analyze, adapt, initiate, and manage changes. In this era of aggressive competition, what an organization requires is not just framing the right reform strategies but also managing the same. The effects of training automatically be reflected in terms of capacitating service delivery, ensuring effective

utilization of resources and efficiency in their processes through proper alignment of employee work performance and rational allocation of the resources (Sinha, 2006).

Currently, at national level, Ethiopia is giving due attention and investing on Training in order to sustain continuous development programs. Specifically, in rapidly changing and growing world, connecting people to the world is a major success to the new technologies (GTP 2, 2015). However, one of the main forcible challenges in sustaining training programs by enhancing employee performance in Ethio telecom was hampered by different challenges such as not improved employees as intended to be. Even though the challenge faced in the process of training varies from time to time, the common problems are assessed. In this regard, even though there are different attempts made in enhancing training, there is reluctance in giving full support to training around some managers of Ethio Telecom. Lack of support for the transfer of training results by supervisors in Ethio telecom was also the other impediments to sustain training in the organization.

On the other hand, there is also lack of understanding between employee training and performance of employees in the organization at different level of management and it needs further awareness creation at different level of management. Similarly, lack of commitment towards Training by employees of Ethio telecom was also seen as pulling factor in enhancing employee performance.

Another problem is employee's inability to transfer learning from the training programmers attended and apply this learning to the workplace. This is due to supervisor's lack of support for the transfer of training. Earlier research on the transfer of learning has provided convincing evidence that the work environment - the physical, social, and psychological conditions that individual employees experience at work - can either encourage or discourage the acquisition and transfer of new skills and knowledge (Kupritz, 2002).

However, like any other organizations, Ethio telecom is striving to provide different types of services for the public which relies on the performance of its qualified employees. At the end of the countries five years development & transformation plan, it is expected to have

internationally recognized Telecom Company capable of providing world-class telecom services being equipped with modern work process and organizational structure as well as staffed with a new generation workforce (Mulatu, 2014).

Generally, the effects of training enhancing employees' performance in ethio Telecom did not get much attention especially in the case of the organization. Therefore, it is necessary to generate relevant evidence through a detail study to highlight strategies for improving the performance of employees. This thesis is aimed at explaining the Training effects in enhancing employees" performance in Ethio telecom. And this study contributes in minimizing this gap in the literature and thereby establishes the basis to understanding of some aspects of human resource management in general and training in particular in Ethiopia.

1.3. Research Questions

The study was addressed using the following research questions:

1. What are the characteristics of training in Ethio Telecom?
2. What are the effects of training methods used at Ethio Telecom and their subsequent effect on employee performance?
3. What are the effects of training evaluation and its impact on performance improvement in Ethio Telecom?
4. What are the effects of training policy and procedures on employee performance improvement at Ethio Telecom?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to assess the training practice effect in enhancing employees' performance in Ethio Telecom.

1.4.2. Specific Objective

The specific Objectives of the study include:

1. To assess the general characteristics of training given in Ethio Telecom
2. To assess the effect of training methods used at Ethio Telecom and their subsequent effect on employee performance improvement
3. To examine the effect of training evaluation and its impact on performance improvement Ethio Telecom.
4. To assess the effect of training policy and procedures on employee performance improvement at Ethio Telecom

1.5. Hypothesis

H01: Training method has significant impact on performance improvement.

H02: Training Evaluation has significant impact on performance improvement.

H03: Training Policy and Procedure has significant impact on performance improvement.

1.6. Significance of the Study

It is expected that the findings of this study helps highlight the ways in which human resource training can be beneficial not only to the organizations but also to the career development of its employees. All in all, the results pave way of improving human resources needed for the competitive performance of organizations operating in the same line of business as the sample companies in Ethiopia.

The study can help to trace out the major role of training in enhancing employee performance in Ethio telecom and challenges faced to date are systematically analyzed at the organization level in a view to share lessons learned under consideration. Since Training are very important even at nationwide endeavors, the findings of this study is presumed to

provide essential information about the effects of training and its challenges at Ethio Telecom level as well as national level.

1.7. Scope of the Study

The geographical location of the research site is the head office of ethio telecom located in Addis Ababa. And the study focused on the effects of training methods, evaluation and policy and procedures on the enhancement of employee performance. 95 respondents were surveyed and their corresponding responses were analyzed using SPSS. The time of the study was limited to the winter of 2017/2018. And hence this study may be projected to this and the next some years.

1.8. Limitations of the Study

Because of the limited time and resources, only standardized questionnaire, interview and observations were used to get responses. According to this response the researcher tried to work hard for the validity of the research. As our company runs to achieve the Growth Transformation Programs, uncontrollable field works may keep my study of the research from full time. But the researcher tried to work best when the researcher free times even on the field work. Sampling restriction are also another serious problem that underweight the researcher's conclusions. But the researcher tried to include group discussions to improve the weightingdecision.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Training are one of the major areas of the human resource management functions that are particularly relevant to the effective utilization of human resources of the organization. Hardly any organization these days would disagree with the significance of training influencing the success of an organization. In the world of hi tech era, employees are critical and expensive resource whose retention is essential. The optimization of employee's contribution in order to achieve the aims and goals of the company is necessary for company and necessary for company's growth and effective performance. Most of the leading writers have done the research in this regard. They have strong belief and statistic prove to the importance of training for growth of organization as well as economy. For example, according to Guest(1997) training programs is one of the vital human resource management practice that affects the value of the workforces knowledge, capability and skills positivity, ultimately consequences are higher on job employee performance and superior organizational performance. Kinnie et al,(2003) state that studies in proves the existence of strongly positive relationship among human resource management practices and organizational performance.

2.2. Training Philosophy

According to Armstrong (1999), there are three broad approaches of employee training. Some adopt a lassie-fair approach believing that employees find out what to do for themselves or through others. Secondly, organizations may invest in training in good times, but in bad times training budgets are the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to realize that organizations are showing an enhancement of their skills. This is the positive approach designating training as a continuous and an ongoing process within the organization.

Fakhar et al (2011) conducted a research on impact of training on employee performance in context of pearl continental hotel, Karachi Pakistan. The research was examined on the basis of age, experience, gender, number of training attended, time spent on these training and overall performance scores acquired through training examination, six dimensions of performance were analyzed namely: job preparedness, work safety, physical maintenance of rooms, hotel hygiene , preparation for serving customers in several ways and communication with the guests. A questioner was developed in order to obtain primary data that was comprised of performance inventory and employees training profile. Several registration models were used to examine the acquired data and calculated the r² value for each training factor and develop a relationship. The result employ that there is essential and strong relationship among variables. Also, those employees who have attended huge number of training were found more capable while performing the assigned tasks as compare to those who didn't attend any training. More over a training program must be focused and evaluated in order to cross check the effectiveness. The participation of employees in such training programs not only enhances the training process and results but also help in increasing motivational level employees.

2.3. Advantages of Trainings

According to (Subba, Rao, 1990:23-34), Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It is a short term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. Training improves changes moulds the employee's knowledge, skill, behavior, aptitude and attitude towards the requirement of the job and the organization. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and attitudes needed by a particular job and organization.

Training has specific behavioral objectives to make workers more effective on their jobs. Short term concerned with the acquisition of specific skills and often run with narrow content to the employee work situation. Training should be systematic in that it is specifically

designed, planned and implemented to meet defined needs. It should be provided by people who know how to train, and the impact of training is carefully evaluated.

Training process gives numerous advantages to an organization. Training can bring tangible benefits to both the organization and the employees. According to Rao (1990) training increases productivity, improve quality of the product/service and help a company to fulfill its future personnel needs, to improve organizational climate, to prevent obsolescence to preparing employees for higher level tasks. In this connection Michael (2006) explained that the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage.

Organizations adopt training for several reasons. According to Banjoko (1996), every organization provides training for their employees for a number of reasons which includes:

- To remove performance deficiencies.
- To match the employees' abilities with the job requirements and organizational needs.
- To enhance organizational viability and the transformation process.
- To cope with new technological advancement e.g. the demands of automation, mechanization and computerization.
- To improve quality and quantity of work.
- To increase productivity and efficiency.
- To cope with increasing organizational complexity.
- To enhance employees' self-esteem, morale and thereby improve organizational climate.
- To induce certain behavioral changes in the employees.
- To reduce costs of production and minimize waste.
- To prevent skill obsolescence

2.4. Components of Employee Development

Michael Armstrong (2006) claims that components of employee development are treated differently and comprise of main activities like training, education . The different components of human resource development Michael Armstrong (2006) has outlined are individual learning & development, training and management development which are defined here under in detail.

2.4.1. Individual Learning

The concept of human resource development should necessarily cover the individual development to facilitate and enhance teams and organization developments. The main components of individual learning i.e. self-directed learning, coaching and mentoring techniques as discussed under Armstrong (2006).

2.4.2. Training

Training is one of several responses an organization can undertake to promote learning using systematic and planned instruction activities. The approach can be summarized in the phrase "Learner-based training". It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject specific knowledge rather than trying to build core learning abilities. [19]

Types of training

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc.

Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

2.5. Training Policy

Policy is a general statement by senior management on how it wishes certain situations to be dealt with (Truelove, 1996). The importance of having a set down policy statement is that it helps to maintain a consistency of different training approach throughout the organization and ensures that the senior management's philosophy put in to effect. All organizations may have policies with regard to the training. But not all have got these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996). According to Kenney(1979),Warren (1999), and Gammon(1979),as cited by Bahiru Wondmeheh (2011), organizations have very different policies for gaining the maximum benefit from training while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility of training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited scope and to a greater or lesser extent (Trace, 1984) A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training policy.

1. The view that continuous training (and retraining of employees) is the norm
2. The assumption that training is a life – long process (may as long as employee remains in the employment of the organization)
3. Recognition of the need to update existing skills, replace redundant skills and train for new skills and
4. The need for multi-skilling to cope with change. (In today's work labor market multi- skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees.

While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy. Monappa & Saiyadain (2008), fine policy in three different contexts:

1. Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are meet. This means the policy is a guide to decision making e. g. what to do when certain situations arise.
2. Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation
3. Policy guidelines can be used to rationalize decision making whenever standard decisions are involve; i. e. those decisions that are repeated given the same situation.

2.6. Evaluation of the Training Program

Evaluation of the training is the final phase of the training program. The evaluation needs to be made by comparing the results with the objective of the program that were set in the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994) cited by Mengistu (2014). Evaluation should be viewed as part of an effective training process and a base to improve organizational decision- making about human performance improvement. This is critically important because it determines if the learner has achieved the objectives of the program and also highlights areas where the program should be revised (Butter, 1998) *ibid*. Thus any one comes from a training program or process needs to be evaluated and judged what has changed as a result of training? Does the person feel different? Does he/she know something new? Has he or she acquired new skills? The criteria used to evaluate training depend on the objective of the program before it was implemented. Pre posttest approaches, post training performance and pre-post training performance are the most common approaches used to determine the effectiveness of training program (Desimone, 1994) *ibid*. Result of training evaluation gives crucial evidence of training effectiveness through linking Training performance evaluation criteria which has set by the organization.

2.7. Factors affecting Training Effectiveness

In the real world, there are many factors that influence the effectiveness of training in an organization. One similar factor i.e. the human resource policy of training has been identified by Haywood (1992). He mentioned that too many training programs place emphasis on ease and the purpose behind the design of programs namely learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost. Everything is affected by its surrounding weather directly or indirectly and similarly training effectiveness is also affected by many factors.

As noted by Birdi (2005), the poor managerial support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to him training is affected negatively if there is less support from department or there is unfavorable condition for training. Likewise, Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Moreover, Haslinda & Mahyuddin (2009) found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training. If there is less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training program.

Saks & Haccoun (2007) discussed that psychological states of trainees especially motivation, self- efficacy, perceived control and the realities of the organizational context affects the training outcomes. Transfer of training is the main part in training effectiveness programme. It is found that transfer of training generally refers to the use of trained knowledge and skills back on the job. Baldwin & Magjuka (1988) mentioned that for transfer to occur, "learned

behavior must be generalized to the job context and maintained over a period of time on the job". Meanwhile, Saks & Haccoun (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. According to the transfer of training framework by Saks & Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program.

2.8. Theoretical Framework of the Study

2.8.1. Training method

Training methods can be generally classified under three major headings: Banjoko (1996), on the job training methods, off the job training methods or the information presentation techniques, Simulation.

Table 1: A table showing different training methods

On the job method	Off the job method	Simulation method
Job rotation	Classroom lectures	Case studies
Internship	Film show and demonstration	Business games
Apprenticeship	Vestibule training	Critical incident
Coaching	Role playing	Role playing
Committee assignment	Educational television	In basket
Task force assignment	Program instruction	

Nadler (1984:1.16) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees.

These are on-the- job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Job Rotation and Transfers

Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005,

394 -395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395).

The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training method but it is mainly emphasized for the newly employed persons within the organization.

Orientation

This is yet another training method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

Conferences

As a training method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

Role playing

Involves training techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act

out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more.

Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

Formal training courses programs

These are a number of methods which may be used to develop the skills required within an organization. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

2.8.2. Design Training Programs

Training Objectives

Establishing and formulating Training objectives is one of the most important parts in training process. Training should be measured in terms of the objectives set which is specific clear, measurable, time targeted and tangible. Objectives give the training and the trainee specific goals and steps that can be used to evaluate their success (subba, 1990)

Training objectives are one of the most important parts in the training and process. Having Sound objective could help training practice by providing the right direction which is going to be implemented. According to Lien and others (2007) the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged Training objectives should be specific, clear, measurable and tangible as far as possible (Truelove, 1996) .Often, these objectives should express what individuals would be expected to be able to do when they return to their work place. It is also argued that it is difficult to evaluate and assess the overall effectiveness of training without knowing what it is trying to achieve (Stone, 2000). As long as training objectives are measurable, clear, agreed at all organization levels and reflect organizational and individuals" needs and objectives, evaluation criteria would be clear and agreed as well Buhler, (2002).

Training Plan

According to Armstrong (2006) each training needs to be designed individually, and the design continually evolve as anew learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program.

Therefore, these writers want to show organizations need to have training plan. Organizations should include their training plan in to their short term, midterm and long term plan in line with the organization's strategic plan to train and develop their trainers systematically and continuously to make them more competent to respond the dynamic environment in achieving organizational goals.

2.9. Empirical Studies

2.9.1. Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management

includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.9.2. Relationship between Training & Employee Performance

A number of studies have examined the role of strategic Human Resources systems and training in influencing organizational performance. In one of the first published studies in this area, Huselid (1995) found that high performance work practices were significantly related to turnover, productivity, and financial performance. Most of the studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq. M, & Aslam. M. K (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana A, et.al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning

through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

As mentioned by Swart et al.(2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment. According to Wright and Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these

elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance. Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job European Journal of Business and Management.

In another public book, it is found that Delery and Doty (1996) however, found no significant interaction between training or internal career opportunities and business strategy in impacting firm's performance in the Ethio Telecom industry. Training and internal career opportunities were unrelated to firm performance.

Welbourne and Andrews (1996) found that human resource value which included training (measured by whether training investments were highlighted in a company's prospectus) predicted initial investor reactions and long-term survival of initial public offering companies.

Schroeder, Bates and Junttila (2002) found that competitive advantage in manufacturing was related to use of "internal training" (e.g., training of multifunctional employees and incorporating employee suggestion into process improvements and product developments) and "external learning" (e.g., establishing problem solving routines with customers and suppliers)

A case study is that of Boston Pizza international, a casual restaurant chain. The organization understands that managers understood the Boston Pizza concept but lacked the soft skills

needed to be successful managers. At Boston Pizza College, managers learn and practice skills needed for successful store management. The learning initiative has paid off. The outcome of the effort put forward by Boston Pizza International reveals that secret shoppers and quality assurance visit have improved, and the restaurant chain has increased retention in an industry in which turnover can approach 300 percent.

Conversely, the outcome of this report shows that training goes a long way to increase the income generated by companies, increases customer's patronage and gives room for expansion. Another case in hand is that of United State of America airway Group that provides extensive training for flight attendants and pilots. The procedure is that newly hired flight attendant receive five weeks of training, including an introduction to the aviation industry, and Airbus Cabin simulators includes "door trainers" to practice opening emergency exits under difficult evacuation conditions , such as total darkness and billowing smoke. Training also includes jumping into a pool and inflating a life raft and helping passengers into and out of a raft. Pilots were also trained in practicing skills in a simulator that present many different scenarios, such as both engines failing and recreates the feelings and sounds experienced in flight, including turbulence. The outcome or effect of this training was most evident in the spectacularly safe landing of flight

In 1549, its 155 passengers and flight crew in the Hudson River. Based on their automatic responses developed through years of training, flight attendants were able to calm passengers, prepare them for a crash landing and open doors and inflate life rafts to assist in the orderly but quick exit of the slowing sinking airplane.

Dreher Dougherty (2001) reviewed the idea that high and low performing companies and organizations could be clearly distinguished by the presence or the absence of certain well implemented management practice. Jeffrey Pfeffer described characteristics of many high performing companies as the extensive use of training, a theme he later reemphasized by stating that "training is an essential component of high performance work systems because these systems rely on frontline employee skill and initiative to identify and resolve problems to initiate changes in work methods , and to take responsibility of quality.

Here Jeffrey Pfeffer asserted that organizations that give priority to training are in better position to improve quality and quantity of their services or products. Randstad's United States of America is one of the largest recruiting agencies in the United States, with over 600 branch offices. Randstad United States of America encourages its younger employees to pair with older, more experienced employees. New sales agents are assigned a partner to work with until their business has grown to a specific size, and then they serve as a partner to someone who has just joined the company. Randstad uses this approach to help 20 something employees identify with their jobs and reduce new employee turnover.

Randstad managers believe that when new employees share a job with someone whose own success depends upon their success they get the support they need. So far the partnering program has been successful. It has improved employee retention rates 10% percent above the industry standard.

Conclusively, with the review of related research in this area of study it shows that training programmer in organization brings about employee job performance. This not it standing the fact that some of the research work (Delery and Doty,1996) "training and internal career opportunities were unrelated to job performance") assert that employee training have no relationship with employee job performance.

Conversely, the researcher vividly decides to tread the path of those research works which support the fact that training program brings about improvement in employee's job performance. Because the future belongs to the most organized. And the most organized organization will not jettison training program for its work force (employees). Commenting on the stand of Delery and Doty (1996), that training does not have relationship with job performance, we must realize that the company which was used by Delery and Doty (1996) might have adopted wrong approach and techniques in training, failed to identify the training needs and failed to address other intricacies that had to do with training program before embarking on such training program. This of course cannot give positive result.

2.9.3. Effect of training on performance

In the real world, organizational growth is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005). 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. In relation to the above, Wright & Geroy.(2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealin with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not

performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

2.9.4. The Other Factors Affecting Employee Performance

Management – subordinate relationship

As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement. When employees are given freedom to participate in organizational decision making for example, there is are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive

behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits & Elbert

1989). Additionally, (Ichnniowski 1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

Working Conditions

Although working conditions do not have a direct impact on production or output, they indeed have an indirect performance for example if the manual or mental work involved in certain jobs in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore organizations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, and adequate temperatures (Hogber 2005). Organizations can prevent accidents and maintain good safety records through development of a positive safety culture to ensure good working condition hence performance improvement (Newstrom2002).

Reward system

The overall aim of reward systems is to attract and retain quality human resources. When the pay conditions are perceived by the employee as equitable and in relation to their performance improvement. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore for performance to improve, organizations need to create and maintain a sense of fairness equity and

consistence in their pay structures (Davar 2006). Employees expect that the employers will purchase their labor at a certain price.

Health unionization

In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organizational employees. Unionizations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining processes the conditions of workers employment. Nilsen (2002) argued that industrial peace is a very important aspect for performance and growth of organizations. If the organization is plagued by industrial disputes and strikes, performance is bound to decrease. In other words, for overall productivity to improve health unionization should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft 1997).

Team work

This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft 1997). Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self-work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore support from management enhances performance of teams and performance improved in general.

2.9.5. Effects of Training for Employees' Performance

Career Competencies

Employees get a lot of benefits from the employee training program. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs 2000). Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman 2000). Professional which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the employees recognize the importance of training program and would like to increase their salary Dillich(2000)cited by Ahmed (2013).

It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerberman 2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman 2000).Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

Employees understand that training program can directed to superior duties and higher remuneration (Fenn 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization. Companies which are providing the training programs for their

employees are achieving high level of employee satisfaction and low employee turnover. Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career Rosenwald(2000) (ibid).

Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization. Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses 2000). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development. Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000) (ibid).

Employee Presentation

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further constructive changes that serves as increase employee performance (Kraiger 2002). However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related to technical skills of the employees. Training is positively effects on the employee performance of the employees. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees. Concerning to implicit skills, Barber described in his study that profession of a mechanic needs "feel" to remain successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

2.9.6. Effects of Training for Organizational Effectiveness

Market Growth

Employee training programs are important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American Society for Training mentioned two motives that are significant for employee" s knowledge, first employees identify the worth of training and marketable by organization and second CEOs of the companies understand that how fast information is transferring in current business environment. Greengard (2000) described that organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee training programs derived through a high price, but have a positive impact on return-on-investment. Microsoft and General Electric Company are entirely large effective organizations, and these organizations realize training opportunities as an investment (Kleiman 2000) cited by Ahmed (2013).

Furthermore, employee training programs not only increase the profit of organizations but also provide difference within their native market. Organizations can practice training opportunities to support them available to the current employees, perspective employees, plus clients of the company.

Lastly, organizations can utilize employee training programs to improve their appearance as best employer in the job market.

Organizational Performance

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan1984). However, there is an increasing factor that Human resource management practices impacts on attitudes and work-related manners. To evaluate the

effectiveness of training program it has been advised that check directly the relationship of training and organizational commitment.

The study proposes that constructive work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organizations are taking care of them. However, the same factor is reliable with the social exchange model; Blau (1964) suggested that the emotional agreement between employer and employee are the central element of organizational performance. Employees respond with optimistic attitudinal and behavioral replies which are supportive to their organization. However training can be used to provoke the preferred results that may contain with enhanced organizational commitment (Bartlett 2001).

Employee Retention

The research described that employee retention is a challenging notion and there is no particular method to retain employees with the organization. Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning. Therefore, it has confirmed that there is strong relationship between employee training, and employee retention Rosenwald (2000) cited by Ahmed (2013).

Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger 1999). Therefore, companies which are providing training programs to their employees are getting success in retaining them. On other side, numerous employees participate in employee training programs are not assured of a conventional association between programs and employee retention; several managers found that positive learning atmosphere directed to higher retention rates (ibid).

Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention

among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for long term. For the description of more effective retention, researchers have recommended that organizations may contain with training program that classifies volunteer assignments, requirements, and expectations. “To retain employees, organizations need to think seriously about their investment in training ” (Leonard, 1998). Though numerous persons involved with employee training programs are not assured of a direct association between the programs and employee retention. However, specific numbers of managers discover that a constructive learning environment pointed to higher retention rates (ibid).

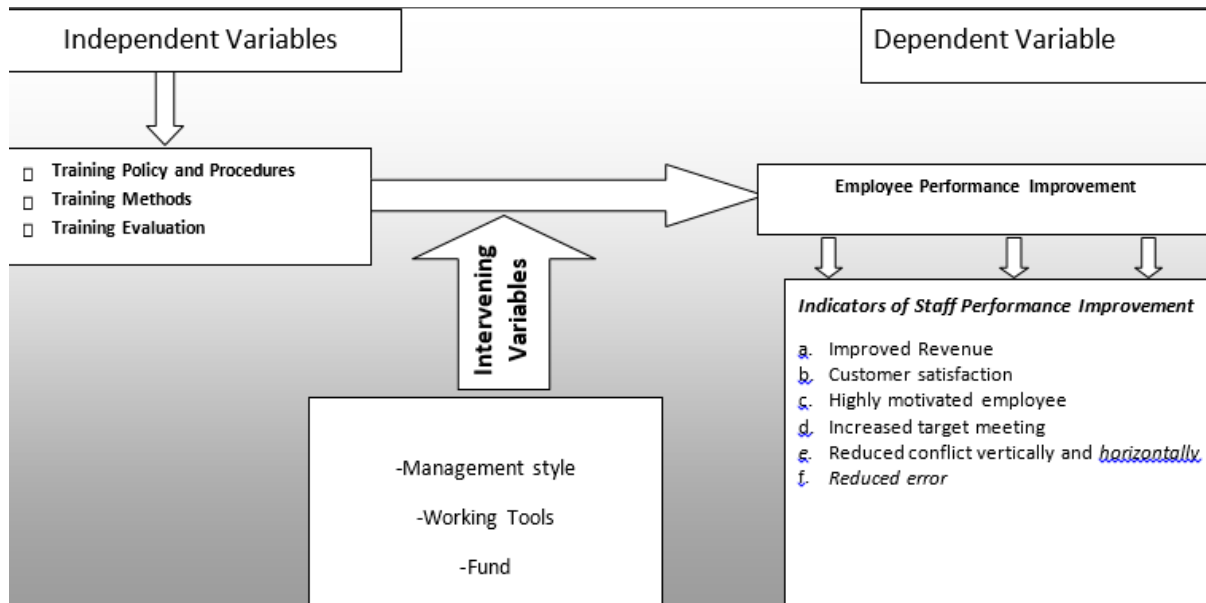
2.10. Conceptual Framework of the Study

The conceptual framework that could be developed to study the roles of training is based on the review of the literature. The following conceptual model is developed from this review of the literature and establishes the interrelationships among the factors considered to be essential to the dynamics of answering there search question. This is presented below Figure 2.1 describing the roles of training enhancing employees’ performance. Different studies have been conducted on training and development, concerning different countries and organization; Ethio telecom as organization has its own different social groups that vary in their attitude, educational level, psychological behavior and other factors which influence and change their learning. Strategic learning via training generally focuses on the alignment of group efforts and goals with those of the organization (Yorks, 2005). However, attempting to teach idiographic groups to align in complex organizations is terribly inefficient and ineffective without addressing the frame of reference stemming from the identities of the groups.

Therefore, social identity becomes an important lens through which people perceive new information, attribute cause, make meaning, and choose to undertake new learning. Without addressing the identity factors stemming from group membership, the success of typical training efforts may fail to realize their promise of improving individual and organizational performance (Yorks, 2005).

Generally, the researcher derived the following model which is developed by Abbas and Yaqoob (2009) to see the relationship between training and performance of employees. Meaning that if, training is implemented then does it affect the employee performance.

Figure 2.1: Conceptual Framework Model



Source: adopted from Cathalina (2010)

CHAPTER THREE: RESEARCH METHODOLOGY

Methodology refers to the material and method of study that is the variables (materials) over which the study data to be collected, data analysis, sampling and interpretation. As mentioned in the scope of the study sub chapter, this study focuses on training of employees in Ethiopian Telecommunications Corporation head office as well as its training department.

3.1. Research Approach and Design

A research design is detailed outline of how an investigation took place. A research design typically included how data is to be collected, what instruments were employed, how the instruments were used and the intended means for analyzing data collected. According this definition this research design is both Qualitative and quantitative research design because using mixed research method could neutralize or cancel the bias of any single quantitative data. Particularly, descriptive survey design was employed since it is appropriate method which enhances the research to assess the existing practices and problems of Training at Ethiopian Telecommunications Corporation.

Research is the technique for investigating something in a systematic manner. Hopkins (2000) suggested that quantitative research work connects independent and dependent variables. Thus, the research was conducted using Quantitative Descriptive type in the form of correlation research design as it appeared to be more appropriate in exploring the effect of Training on employee performance improvement. According to William (2006), research design can be thought of as the structure of research, it is the "glue" that holds all of the elements in a research project together. These often describe a design using a concise notation that enables us to summarize a complex design structure efficiently. Descriptive studies try to describe characteristics of subject opinions, attitudes and perceptions and that is the intent and desire of the researcher. Furthermore, Descriptive studies also aim at obtaining information from a representative selection of the population and from same: the researcher is able to generalize the findings to a larger population.

3.2. Population of the Study

The population of the study are trainees, trainers, program coordinator and executive directors of Ethiopian Telecommunication Corporation. As of October 2017 Human resource record, Ethiopian Telecommunications Corporation have 341 employees of which 20 of them are assigned as trainers of the organization's technical and skill training needs.(source Human Resource Management of the headquarter). So, the survey was conducted through distributing questionnaires to managerial and non-managerial clerical staffs of the two offices, headquarter and training institution who have got effect due to training..

The study with a target population of 321 (321-20) permanent employees (HR report, 2017) has the management, the supervisory and the professional. Employees who are out of Head office were not a part of this research due to the short available time, geographical restrictions, access to data, expected rate of return from the study and the degree of literacy etc.

3.3. Sample Size and Sampling Techniques

Sample design deals with study population, sample frame, sample size and sampling technique. Sampling is a technique of selecting a suitable sample for the purpose determining parameters of the whole population. Population is the list of elements from which the sample may be drawn. A sample is drawn to overcome the constraints of covering the entire population with the intent of generalizing the findings to the entire population.

The researcher depended on getting relevant data concerning the human resources development practices of Ethiopian Telecommunication Corporation. Since obtaining a representative sample was a critical issue in order to draw valid inferences about the population.

Then the sample size was determined by using the following formula (Dixon C and B .Leach, 1977)

$$n' = \frac{n}{1 + \frac{n}{N}}$$

Where

- ❖ $n = \frac{z^2 pq}{d^2}$
- ❖ n is the desired sample size when the population is greater than 10,000.
- ❖ n` is number of sample size when population is less than 1000.
- ❖ Z is 95% confidence limit i.e.1.96.
- ❖ P is 0.1 (proportion of the population to be included in the sample i.e. 10%).
- ❖ q is 1-p or 1-0.1 i.e. 0.9.
- ❖ N is total number of population
- ❖ d is margin error or degree of accuracy desired (0.05).

$$n = \frac{1.96^2 * 0.1 * 0.9}{0.05^2}$$

$$n = \frac{86436}{625} = 138.3$$

$$\text{then } n' = \frac{n}{1 + \frac{n}{N}}$$

$$n = \frac{138.3}{1 + \frac{138.3}{321}}$$

$$n = \frac{147981}{1531}$$

$$n = 96.65$$

and rounded to 100 samples.

Trainees were selected using simple random sampling techniques incorporating both the management and staff employees. The sampling was carried which represent most of the departments and pay grades. Stratified sampling was employed because stratified sampling allows the researcher to obtain a greater representativeness; it reduces the probable sampling error to ensure that all groups in a population were adequately represented in the sample, by

randomly choosing subject each stratum. This is because the researcher believes it minimizes biasness.

3.4 Sources and Types of Data

The sources of data for this research are both primary and secondary sources. Primary data were be collect from trainers, trainees, administrative staffs and coordinators of the program through questionnaires and interviews.

Secondary data were gathered from relevant books, thesis and electronic data from confirmed sources. Documents such as annual reports, policies, training manuals, organizational brochures, publications and website information were used as secondary data sources for the study.

3.5 Data Gathering Tools

3.5.1. Questionnaire

Data were obtained through personally administered questionnaires that were prepared based on literature review to address the research questions. The reason why self-administered questionnaire used help as a prompt and relatively low cost strategy for obtaining information in the context that were likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants have been selected and informed about the purpose of the research by researcher.

3.5.2. Interview

In addition to collecting data through questionnaires; qualitative data collection technique, involving one-to-one interviews with selected one respondent was conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the institution who were selected based on purposive sampling. Executive director of the institution and two training coordinators and supervisors were interviewed. Before the interview the researcher were briefly explain the purpose of the interview to the participants and information provided.

3.6. Methods of Data Analysis

The collected data, which is based on the theoretical framework the researcher used, were analyzed using the basic data processing procedures such as: editing, coding & classifications. The researcher then analyzed the data in using percent's and frequencies to explain the variables. Then the analysis in percent's and frequencies, mean and standard deviations were interpreted followed by inferential analysis of correlations and regressions.

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF FINDINGS

4.1. Introduction

This section focuses on the analysis and report of the results of the study. The main issues covered are demographics of the respondents and data presentation in terms of tables, charts and cross tabulations, correlations and regressions to address the objectives of the study.

4.2. Response Rate

The data for this study was collected in the month of January, 2018 using survey questionnaire to the identified 100 respondents within Ethio Telecom and unstructured interview with the manager Learning . The survey questionnaires were distributed to the identified employees of Ethio Telecom Head Office. Out of the 100 distributed questionnaires all the 95 questionnaires were returned completely filled in which the five of them were not returned which makes it a response rate of 95%. According to Mugenda and Mugenda (2003), a response rate of over 50% is recommended. There is not any missing data from the employees.

4.3. Demographic Characteristics of the Respondents

The first part of the questionnaire consists of five items about demographic information of the respondents. It covers the personal data of respondents such as: Gender, Age, marital status, educational background, and year of service in the office, and the following subsequent tables indicate the total demographic characteristics of the respondents.

Table 2: Demographic Profile of the Respondents

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	female	35	37	37	37
	male	60	63	63	100
	Total	95	100	100	
Age	26-35	75	79	79	79
	36-45	20	21	21	100
	Total	95	100	100	
Marital Status	Single	65	68	68	68
	Married	30	32	32	100
	Total	95	100	100	
Educational Qualification	Degree	70	74	74	74
	Masters	25	26	26	100
	Total	95	100	100	
Work Experience	1 to 3	5	5	5	5
	4 to 6	55	58	58	63
	7 to 10	20	21	21	84
	above 10	15	16	16	100
	Total	95	100	100	

The above table presents data on gender of respondents. The table shows that the male respondents formed the majority of the target population with a total of 63% while 37% of the respondents were females. A higher male population indicates that gender mainstreaming initiatives at need to be enhanced in the sampled areas. Ethio Telecom should strive at 50%:50% male and female representation.

The researcher needed to know the general age distribution of respondents to help categorize the employee's because Ethio Telecom employs different categories of employees. From table above one can draw that the brace of ages 26-35 takes the larger percentage of the employee's age which is 79%. The next brace is in the range of 36-45 years which has the percentage composition of 21%. The arrangement of the age structures in the Ethio Telecom indicates a clear succession planning in place – where the older ages are less in percentage as compared to the younger generation. And the marital status of the

respondents was limited to single and married. The single constitute of 68% of the employees and the married are about 32%.

From table 1 above, it can be seen that respondents hold a range of educational qualifications from degree to master's level. Most of the employees consisting majority of the total respondents have first degree at 74%, master's degree constituted 26%, There was no one with diploma level or below and PhD level or above. From the reality can see that Ethio telecom society is a minimum of a first Degree holder and that supports the policy of recruitment of Ethio Telecom. And also see that most of these first Degree holders are professionals and are subject to take technical trainings and hence technical trainings should be systematic and planned. And hence it was shown to be the same in this study.

The respondents have served in the Ethio Telecom between 1 to 30 years. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and to perform better on the job. Older staff comprised of a minority of percentage as depicted in table 4.1 and the graph below. The majority of the ages of employees in the sample areas fall in the range of 4-7 years which constitute of 58% of the employees followed by those in the range 7-10 which is about 28%. This shows that, this staffs are vibrant and need further training to serve the Ethio Telecom for longer time. The researcher inferred that it is best to give trainings by using the experienced employees as trainers and the young ones (for the company) as trainee.

4.4. General Characteristics of Training

Table 3: General Characteristics of Training in Ethio Telecom

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Got any form of training in Ethio Telecom	Yes	90	95	95	95
	No	5	5	5	100
	Total	95	100	100	
The means trainees are selected in Ethio Telecom	On joining the company	40	42	42	42
	Supervisor Recommendation	15	16	16	58
	Compulsory for all employees	5	5	5	63
	Upon employee request	5	5	5	68
	Performance Upraisal	10	11	11	79
	Don't know how	20	21	21	100
	Total	95	100	100	
Frequency of Training in years	Every year	10	11	11	11
	Every Two years	5	5	5	16
	No permanent scheduled	80	84	84	100
	Total	95	100	100	
The methods of facilitation had any impact on your skill	Yes	85	90	90	90
	No	10	11	11	100
	Total	95	100	100	
The rate of the quality of the training is	poor	10	11	11	11
	Average	15	16	16	26
	Good	45	47	47	74
	Very Good	25	26	26	100
	Total	95	100	100	
The relevancy of the training to the work of the employees was	relevant	60	63	63	63
	very relevant	35	37	37	100
	Total	95	100	100	

As it was presented in table 4.2, most of the employees of the Ethio Telecom have got any form of training in Ethio Telecom. The figure says 95% of the employees have got any form of training in which most of them were selected on joining the office (42%) followed those they don't know how they were selected.

Training frequency mostly depends of the frequency of adoption of new technology and hence it would be fine if the respondents say that there is no permanent schedule for the training. According to most of the trainees this was their answer that there was no any permanent schedule for the training which was 84%.

Methods of facilitation vary according to different reasons. And the methods of facilitation as it was a multiple response variable was analyzed a tic tak means of analysis. And it was presented hereunder. And hence according to most of the respondents (63%) trainings were given by lecture means followed by presentation (58%) demonstrations (53%).

Table 4: Methods of facilitation

		Responses		Percent of Cases
		N	Percent	
methods of facilitation	Lecture	60	30%	63%
	Demonstrations	50	25%	53%
	Discussions	30	15%	32%
	Presentation	55	28%	58%
	Seminar	5	3%	5%
Total		200	100%	211%
a. Dichotomy group tabulated at value 1.				

And according to most of the trainee employees these facilitation means had impact on their skill (90%). The rate of the quality of the trainings were mostly good and very good according to most of the respondents (71%). The trainings given were 100% relevant and very relevant for all.

4.5. Data Analysis of the Independent Variables

In section two of the questionnaire, Research related questions were covered such as: employee Training method, The methods of Training facilitation at Ethio Telecom and the related Training policy of Ethio Telecom. Three variables were selected and ten questions were designed. 4 questions were designed for Training Method, other four questions for Training and Evaluation and other two questions regarding the Training policy of Ethio Telecom. Accordingly, the respondents were guided to follow with Likert Scale approach

Survey scale is designed in this accord. 1=Strongly Disagree, 2= Disagree, 3=Neutral 4 = Agree 5=Strongly Agree. Similarly, the Response Category is adjusted with the following annotations to see where their response category falls. Strongly Disagree (1.50 or less), Disagree (1.51-2.50), (2.51-3.49), Neutral (3.50-4.49) Agree and (4.5 and above) Strongly Agree. Four performance improvement parameters were laid out.

4.5.1. Analysis of the Predictor Variable: Training Method (M1-M4)

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Disagree

Table 5: Training Methods

Variable		SD	D	N	A	SA	mean	Std
I had a chance of taking a training at Ethio Telecom	n	5	0	5	75	10	3.9	0.8
	%	5	0	5	79	11		
I am aware on how I was selected for a training	n	0	5	40	40	10	3.6	0.8
	%	0	5	42	42	11		
The objectives of training at Ethio Telecom are clear to me	n	0	0	20	50	25	4.1	0.7
	%	0	0	21	53	26		
The method of training facilitation is relevant to employees	n	0	10	30	50	5	3.5	0.8
	%	0	11	32	53	5		

One of the questions on the predictor variable under training methods is if employees have taken any training at Ethio Telecom in any form. 90% of the respondents agreed that they have taken a form of training at Ethio Telecom. The rest 10% either disagreed or remained

neutral. From this data it can be inferred that there may be times when employees do not take trainings except for induction trainings. A mean of 3.9 indicates almost all have agreed. The other predictor variable in the training method is if employees know how they are selected for Training sessions. 53% of the respondents agreed or strongly agreed to the question at measure. Table 4.4 depicts the details of how trainees at Ethio Telecom are selected for a training session. A mean of 3.6 shows that, they are in the agreement side. Per the interview had with the Human Resource Manager, most of the developmental trainings are planned ahead and informed to the participants giving them ample time to rehearse the type of training they take. Regarding the technical training, since the pool of knowledge emanate from the implementers, we demand the schedule from every performers. The researcher sees weakness in a training selection with the technical part, but presently, every performer knows what to do with the technical training.

The other predictor variable is if employees know the training objectives of Ethio Telecom. 79% of employees responded that they agree. Only 21% of respondents are unaware of the Ethio Telecom training objectives. This shows that the training method is effective in informing the objectives of the training before actually commencing the training sessions to the employees.

The employees were also asked if they liked the method of training facilitation at Ethio Telecom, and the response is that training facilitation is perfect per the response as it is agreed by 57% of the respondents. Per the interview the researcher had with the manager learning , the facts on the ground show that the outlying employees have reservations on training facilitation of the Ethio Telecom and perceive that fair facilitation is not there.

4.5.2. Analysis of the Predictor Variable: Training Evaluation (E1-E4)

Training is evaluated through four parameters. The first and most important parameter is if the trainees know how training is evaluated. If they are accustomed to how the evaluation is done, they take trainings seriously. The other parameter in measuring training evaluation is if employees are motivated after a training session. Literatures support that after every training

session, the trainees should be motivated to apply the knowledge gained in the training sessions. Technical trainings give a clue as to how the employees do their jobs, at least for the short term. The employees were also asked if they are motivated to further development to accumulate knowledge on the trainings they have taken. Finally, the employees were also asked if their performance is improved as a result of trainings. The following four tables explain the variable training evaluation.

Table 6: Training Evaluation

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
I have the knowledge on how trainings are evaluated at Ethio Telecom	Disagree	10	10.5	10.5	10.5
	Neutral	50	52.6	52.6	63.2
	Agree	35	36.8	36.8	100
	Total	95	100	100	
I am motivated and satisfied after taking a training	Disagree	10	11	11	11
	Neutral	25	26	26	37
	Agree	55	58	58	95
	Strongly Agree	5	5	5	100
Total	95	100	100		
Trainings offered to me have given me the opportunity to identify any potential for further development	Disagree	10	11	11	11
	Neutral	15	16	16	26
	Agree	55	58	58	84
	Strongly Agree	15	16	16	100
Total	95	100	100		
Training at Ethio Telecom improved my performance	Disagree	15	16	16	16
	Neutral	15	16	16	32
	Agree	60	63	63	95
	Strongly Agree	5	5	5	100
Total	95	100	100		

The employees were asked if they have the knowledge of training evaluation and 36.8% of them replied that they know the method of training evaluation. From the interview with the Human Resource Development manager, he replied that models have been formed to evaluate the effect of training up to the result stage, but due to various factors it was not

achievable. Some capacity issues are also obstacles to implement the scheme. Therefore; can measure only the emotional reaction and the facilitation of a training program. The behavior and organizational impact have not been measured. It can be inferred from the responses of the employees that they are happy with the facilitation and believe that training has improved their performance with respect to the subject under study. Almost 63 percent of the employees in the sample replied that they are motivated after taking a training session. They agreed on the concept that they are motivated after training sessions at the Ethio Telecom. The literature also supports the rationale that motivated employees are subject to improve performance.

Almost all the respondents except 25 responded that they have the potential for further development. The manager from the learning also replied that, we give the trainees a clue unto how they do their job technically, and moreover regarding development, they may also add additional information by themselves after the clue. Performers were also asked if their performance is improved through training evaluation. They believe that training evaluation by the Ethio Telecom improved their performance. The researcher's interception to this question is that training at the Ethio Telecom is evaluated on two phases. Emotional reactions of trainees are taken at first and their satisfaction with the facilities and presentation surveyed through questionnaire immediately after training sessions. The third and fourth evaluation measures discussed on the literature review; behavioral change and results for the organization is not measured at the Ethio Telecom due to various reasons per the interview made with the manager learning .

4.5.3. Analysis of the Predictor Variable: Training Policy and Procedure (P1-P4)

To measure training policy of Ethio Telecom, two parameters were set out. The first and most important is whether the training program at Ethio Telecom is planned and systematic supported with policy issues. The other parameter in this category is if employees are aware on career progression projection policy of the Ethio Telecom. The following two tables depict the training policy of the Ethio Telecom.

Table 7: Training Policy and Procedure

Category	Variable	Frequency	Percent	Valid Percent	Cumulative Percent
Training at Ethio Telecom are planned and systematic	Strongly Disagree	10	11	11	11
	Disagree	10	11	11	21
	Neutral	55	58	58	79
	Agree	15	16	16	95
	Strongly Agree	5	5	5	100
	Total	95	100	100	
I am aware on career progression projections policy for employees	Strongly Disagree	5	5	5	5
	Disagree	30	32	32	37
	Neutral	55	58	58	95
	Agree	5	5	5	100
	Total	95	100	100	
There is a clear training policy and procedure in Ethio Telecom	Strongly Disagree	10	11	11	11
	Disagree	25	26	26	37
	Neutral	40	42	42	79
	Agree	10	11	11	90
	Strongly Agree	5	5	5	95
	Total	95	100	100	
The policies for training are known by every staff members	Strongly Disagree	10	11	11	11
	Disagree	30	32	32	42
	Neutral	50	53	53	95
	Agree	5	5	5	100
	Total	95	100	100	

The employees were also asked if the training at Ethio Telecom is planned and systematic. Most of the respondents don't have the idea to believe that the training program is planned and systematic (58%). The rest 22% either remained disagree. This implies that the employees in the sampled study have reservations on the training policy. This response is not sufficient to conclude that the training processes at Ethio Telecom are planned and systematic. The employees in the sample processes also agreed if there is career progression projection in the office and over 30% percent of the respondents disagreed to the question. Per their responses, they are aware on how their career path is determined and where it is taking them in the ladder. Per the interview made with the manager learning, career progression projections are there, but it is in its infancy which Ethio Telecom should do it systematically in a planned manner.

4.6. Analysis of the Dependent Variables

Table 8: Effect of Independent Variables on Dependent Variables

		SD	D	N	A	SA	Mean	Std.
Training methods helped me satisfy customers at Ethio Telecom	n	5	15	30	35	10	3.3	1.0
	%	5	16	32	37	11		
Training methods improved my motivation to perform at Ethio Telecom	n	5	5	30	40	10	3.5	1.0
	%	5	5	32	42	11		
Training methods helped me reduce error at work	n	5		20	60	10	3.7	0.9
	%	5		21	63	11		
Training methods helped me reduce conflict at work	n	5	5	25	55	5	3.5	0.9
	%	5	5	26	58	5		
Training evaluation helped me improve customer satisfaction	n	5		40	40	10	3.5	0.9
	%	5		42	42	11		
Training evaluation motivated me at work	n	5		35	45	10	3.6	0.9
	%	5		37	47	11		
Training evaluation helped me reduce error at work	n	5		35	55		3.5	0.8
	%	5		37	58			
Training evaluation helped reduce conflict at work	n	5		40	45	5	3.5	0.8
	%	5		42	47	5		
Training policy and procedure is designed to boost customer satisfaction at Ethio Telecom	n		25	30	40		3.2	0.8
	%		26	32	42			
Training policy and procedure motivate employees at Ethio Telecom	n		15	55	20	5	3.2	0.7
	%		16	58	21	5		
Training policy at Ethio Telecom helped me reduce error at Ethio Telecom	n		5	30	55	5	3.6	0.7
	%		5	32	58	5		
Training policy and procedure reduces conflict	n		10	40	35	10	3.5	0.8
	%		11	42	37	11		

Four performance improvement parameters were laid out. These parameters are customer satisfaction, being motivated after trainings, reducing errors and reducing conflict with fellow workers compared with the independent variables training methods, training evaluation and training policy. Most (48% of the respondents agreed that the Training and method at Ethio Telecom has helped them satisfy their customers. Their ranges fall in the scale of strongly agree and agree. The rest percent of the respondents fall in the range of

neutral or disagreed that the training method at Ethio Telecom does not add to their satisfying customers. This is partly because of a slight weakness in training facilitation under training methods of Ethio Telecom. 53% of the employees in the sample study agreed or strongly agreed that the training methods at Ethio Telecom motivate them while only 47% remained neutral or disagreed or strongly disagreed. This shows that the level of motivation of employees is raised after trainings offered. (74%) of employees in the sample study strongly agreed that Training methods of Ethio Telecom has helped them at work in error reduction. The responses of rest of the respondents either fall at neutral position or disagreement. One can conclude that trainings are means of intervention to reduce errors at work places, especially technical trainings and literatures also support this argument.

According to the table above employees were asked if conflict has been reduced due to the training methods applied at Ethio Telecom. Accordingly, the training methods applied did not help much in conflict reduction in the work places per the response. 64% of the employees said that the training methods followed at Ethio Telecom reduce conflict. The other 36% responded that the training methods applied did not help in conflict reduction. Of the four parameters in the training methods, conflict reduction is the least in agreeableness by the employees. The Ethio Telecom should therefore do the necessary arrangements to modify the training methods with respect to conflict reduction connecting it to process efficiency.

Training evaluation helped 50% of the respondents to satisfy customers, 55% of the respondents to be motivated, 58% of the respondents to reduce errors and 52% to reduce conflict. The other evaluation parameter is whether training evaluation helps the employees reduce errors at work places. In this parameter the employees are also happy that the way training is evaluated at Ethio Telecom made them reduce errors at work places. This also is in line with the literatures that if training is evaluated systematically and in a planned way, the workers reduce errors at work places.

Regarding questions for the Ethio Telecom's policy and procedures and its relationship with satisfying customers, 42% of the employees responded in the range of agree to strongly agree. 30% of the respondents remained neutral to relationship between policy and procedure

and customer satisfaction. The rest 25% of the respondents either disagreed or strongly disagreed. Policy issues should support the learning of the Ethio Telecom to satisfy customers for Ethio Telecom primarily service is service excellence in satisfying customers. 95% in this category, the relationship between training policies and procedures of the Ethio Telecom and employee motivation agreed and strongly agreed on Ethio Telecom training policies and procedures that it motivates them to improve their performance. The rest 5% either remained neutral or disagreed or strongly disagreed. From the responses of the employee's one can infer that the Ethio Telecoms training policies and procedures motivate employees after training sessions to improve their performance at work.

The training policies and procedures were also cross referenced with error reduction at work places after every training session. The employees in the process also agreed and strongly agreed 90% of the time that Ethio Telecom training policies and procedures help them reduce error in their work settings after training session. Only 5% of the employees responded that the training policies and procedures do not help them reduce errors at work places. Training policy and procedures in relation to conflict reduction at work place was also asked from the employees. Still the workers perception with regard to the training policies and procedures to resolve conflict at work places was only 10%. The rest 90% of the employees believe that the training policy and procedure of Ethio Telecom did not help reduce conflict.

4.7. Inferential Statistics

4.7.1. Bivariate Analysis

The bivariate analysis includes the correlation and regression analysis which is used to investigate the effect of Training on employee performance improvement at Ethio Telecom. Using Pearson correlation with two tailed test of significance, the correlation analysis is made to investigate the relationships. Using the regression analysis, the impact of the variables is also investigated. Correlation analysis was applied to test the "Interdependency" of the variables. In this section, the direction and degree of the strength of the relationship among the variables determined and interpreted.

According to Cohen (1998) cited by Warokka et al. (2012) the correlation coefficient (r) ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r ranging from 0.30 to 0.49 may be considered as a moderate degree of correlation, and r ranging from 0.50 to 1.00 may be regarded as a high degree of correlation. Hence, correlation analysis shows only the existence of positive or negative relationship between the dependent and independent variables and shows if there is any significance.

Table 9: Relationship among variables as analyzed in bivariate analysis

Correlations					
		TM	TE	TPP	PI
Training Method	Pearson Correlation	1	.508**	.305**	.386**
	Sig. (2-tailed)		.000	.003	.000
	N	95	95	95	90
Training Evaluation	Pearson Correlation	.508**	1	.339**	.793**
	Sig. (2-tailed)	.000		.001	.000
	N	95	95	95	90
Training Policy and procedure	Pearson Correlation	.305**	.339**	1	.423**
	Sig. (2-tailed)	.003	.001		.000
	N	95	95	95	90
Performance Improvement	Pearson Correlation	.386**	.793**	.423**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	90	90	90	90

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

The above table shows that all the three variables, i.e. Training method, Training evaluation and Training policy and procedure fall in the ranges of high to moderate relationship with the dependent variable, employee performance improvement. Training method is at (r=0.386** p<0.01), Training evaluation is at (r=0.793**, p<0.01) and training policy is at (r=0.423**, p<0.01). Comparing amongst the three variables, training method is a little bit lesser than the

other two. It can be concluded that there is strong relationship between the independent and the dependent variables.

4.7.2. Regression Analysis

Assumptions of Regression Analysis

Test of Zero Mean

Since the regression result has constant there is no a problem of zero mean

Testing for Homoscedasticity

To detect whether a phenomenon of Homoscedasticity is present in our data can perform a test of Wald which tests the presence of Homoscedasticity between individuals. This tests the null hypothesis that the variance of the error is the same for all individuals. There was no a problem of homoscedasticity hence some the variables showed greater than 0.05 p value

Prob>chi2 = 0.0000

The P value is inferior to 5%, which leads us to reject the null hypothesis of homoscedasticity between individual. A phenomenon of heteroskedasticity is present.

Testing for autocorrelation

The CLRM assumes that the disturbance term relating to any observation is not influenced by the disturbance term relating to any other observation. In other words, it is assumed that the errors are uncorrelated with one another. If the errors are not uncorrelated with one another, it would be stated that they are „auto-correlated“ .

H0: no first-order autocorrelation $F(1, 41) = 44.509, \text{Prob} > F = 0.0000$

The null value of the P value leads us to accept the null hypothesis and to validate the absence of autocorrelation of first order.

Test for normality

This test is performed to confirm the assumption of CLRM which states that the disturbances terms are normally distributed. One of the most commonly applied tests for normality is the Bera-Jarque (BJ) test. The p-value is bigger than 0.05 the null hypothesis of normality should not be rejected at 5% level. In case of this study, as shown in Table 4.2, the skewness is close to zero and Kurtosis is also close to zero and the p- value of BJ test is more than 0.05 thus we fail to reject the null hypothesis for residual normality or the null hypothesis of the sample data are not significantly different than a normal population is failed to reject.

Test for Multicollinearity

Multicollinearity test is a test of phenomenon in which two or more predictor variables in a multiple regression model are highly correlated, meaning that one can be linearly predicted from the others with a substantial degree of accuracy.

The other Assumption of the CLRM is that there is no multicollinearity among the regressors included in the regression model. When the explanatory variables are highly correlated with each other there is a problem known as multicollinearity. In this study to check the existence of multicollinearity the following Correlation matrix between independent variables is calculated. Hair et al. (2006) stated that multicollinearity problem exists when the correlation coefficient among the variables are greater than 0.9 but in this study there is no correlation coefficient that exceeds or even close to 0.90. Accordingly, in this study there is no problem of multicollinearity.

Regression Analysis Result

Multiple Regressions analysis helps in order to measure the relative strength of independent variables on dependent variables i.e. to determine the effect of Training method, Training evaluation and Policy and procedure on employee performance improvement at Ethio Telecom. With Beta-value of 0.183 at 99% confidence level training policy and procedures significantly affects employee performance improvement. With Beta of 0.315 and 95 percent

confidence interval, training methods also significantly affects employee performance improvement at the Ethio Telecom. At 99% confidence level with Beta of 2.638, training evaluation also significantly affects employee performance improvement. It can therefore be inferred from the responses of the employees that all the three predictor variables affect employee performance improvement significantly.

Table 10 Regression Analysis Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.281	4.085		1.537	.128
	Method	.315	.301	-.079	-1.048	.298
	Evaluation	2.638	.262	.774	10.076	.000
	Policy and procedure	.183	.072	.175	2.558	.012

a. Dependent Variable: Performance Improvement

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study looked at the effect of training and development on employee performance improvement at Ethio Telecom with a focus at Head Office. The entire study was structured into five chapters of which four have been discussed.

5.1. Summary

Ethio Telecom has, over the past years especially ten years after has been involved in training activities aggressively. Data collected from interviews with the Group Human Resource Manager and Training Manager, and supported by secondary data indicates that indeed training activities at Ethio Telecom date back in the past since Ethio Telecom's inception. Thus training and development activities have long been human resource management tools since its inception.

Descriptive statistics in the form of arithmetic means and standard deviations for the respondents were computed with multiple dimensions that have been assessed through the questionnaires. With respect to the dimensions of training method assessed by the questionnaire. It therefore appears that performance of respondents in the given sample is highly improved: however, the mean value of training policies and procedures is moderate and it thus leads to the training policies and procedures leading to moderate performance improvement per their responses.

The Pearson's product Moment Correlation Coefficient was computed for the purposes of determining the relationship between training methods, training evaluation and training policies and procedures with performance improvement of employees. In order to delineate the relationship between various facets of training on employee performance improvement.

The analyzed figures from frequencies, percent's, means, standard deviations, correlation coefficients and regression analysis coefficients were used to draw conclusions and from the conclusions the recommendations were drawn.

5.2. Conclusions

Based on the findings of the study, the following main conclusions are drawn. The aim of the study is to explore the effects of training on employee performance improvement at Ethio Telecom. The results of this study suggest that all the three predictor variables (training methods, training evaluation and training policies and procedures) are important factors that Ethio Telecom needs to focus on to keep employee performance improved. On the whole, the study sought to investigate the effect of training on employee performance improvement in Ethio Telecom. Ethio Telecom need to make sure the processes training involved is duly followed. The findings of this research indicated that Ethio Telecom's nature of work demands continuous training programs for its employees. This makes continuous training of its human resource crucial and vital, taking into consideration the rapid technological advancement and the proposed vision of Ethio Telecom. From the results of the study, it can be concluded that Ethio Telecom certainly had a well-established training policy, training evaluation system and training methods and hence the research questions are answered.

The research has seen a relationship of the independent variables with the dependent variables. Training method is strongly correlated with customer satisfaction, employee motivation, and Error reduction parameters while there is weak correlation with training method and conflict reduction. Training evaluation has strong correlation with customer satisfaction, motivation and error reduction and low correlation with conflict reduction. The independent variable training policy and procedure has a strong correlation with customer satisfaction, moderate correlation with employee motivation and low correlation with error reduction. The general performance improvement of employees is confirmed with the drivers of the independent variables. Generally, both training methods and training evaluations have a strong relationship with performance improvement while training policies for job

satisfaction of Ethio Telecom employees and procedures have a moderate relationship compared with other independent variables. In Conclusion, the major findings of this research shows that training is considered to be important factor for employee performance improvement at Ethio Telecom.

5.3. Recommendations

At present many organizations have come to the realization of the importance of the Role of training programs as it increases the organization's employee efficiency, skills and productivity. Also in order to achieve the full benefits of training initiative, Ethio Telecom should ensure that the following are instituted at the work place.

The responses from the questionnaire indicate that training evaluation with respect to customer satisfaction, employee motivation and error reduction is considered high, the responses from interview with the HRD manager indicates that evaluation nowadays is only half done. The first two evaluating parameters; reaction and learning are evaluated. The behavioral and organizational result parameters are not measured by the Ethio Telecom. The Ethio Telecom should therefore evaluate and monitor training sessions on a continuous way. One measure of intervention of competency gap analysis of workers is training and the effect it has brought both on the behavior of the individual learner and the result for the organization should be measured by the Ethio Telecom.

The training methodology followed by the Ethio Telecom is highly accepted by the sampled respondents. But due to the increase in number of the staff at the Ethio Telecom and the aggressive opening of branches at various localities demands strong, planned and systematic training methods. Competency gaps should be assessed by trained line managers. Competency gap intervention should be done both on formal lectures in the class room and offsite on job and coaching and mentoring basis. Competency gap analysis should be done on a continuous basis from line managers in a planned and coordinated manner. The methods of training facilitation, from contacting a specific trainee to training hall and meal should be

programmed to make the training effective so as employees improve their performance better in the organization.

Employees must identify their aspirations and abilities, and through continuous help, recognize what training are required for a particular career information and training to its employees. Though the respondents agreed on how they were selected for training, the researcher rather finds an opening on how trainees are selected for training, especially for technical training. According to the interview with the learning manager, technical training is not as planned and systematic as it is thought to be. The demand on the ground justifies the method of selection of employees for technical trainings.

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APPENDICES

Appendix A: Questionnaire

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher, a final year student of “ST.MARY’S. University”, to complete his thesis on the topic; The Effects of Training and Development on Enhancement of Employee Performance, a Descriptive and Inferential Study on Ethiopian Telecommunication Corporation in pursuance of Masters Degree.

Hint: All information given would be treated with utmost confidentiality and for academic purposes only.

Thank you.

Part I: Personal Profile

1. Gender

1. Female
2. Male

2. Age

1. 18 – 25
2. 26 – 35
3. 36 – 45
4. 46 – 55
5. 56 – above

3. Marital status

1. Single
2. Married
3. Divorced
4. Widowed
5. Separated

4. Educational background

1. 10+1
2. 10+2
3. 10+3
4. Diploma
5. Degree
6. Masters
7. PhD

5. Work Experience in is _____years.

6. How long have you worked for the Ethio Telecom? Years

Part II: General Characteristics of Training in Ethio Telecom

7. Have you had any form of training since you joined the organization?

1. Yes
2. No

8. How are trainees selected for training?

1. On joining the company
2. Supervisors recommendation
3. Compulsory for all employees
4. Upon employee request
5. Performance appraisal
6. Don't know

9. How often do the trainees undergo training?

1. Quarterly
2. Every six months
3. Once a year
4. Every two years
5. No specific schedule

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

1. Lecture

2. Demonstrations
3. Discussions
4. Presentation
5. Seminar

11. Do the methods used during training have any impact on your skill?

1. Yes
2. No

12. How will you rate the quality of the training program for which you have participated?

1. Very poor
2. Poor
3. Average
4. Good
5. Very good
6. Excellent

13. How relevant were the trainings you received to your work?

1. Not relevant at all
2. Not relevant
3. Not sure
4. Relevant
5. Very Relevant

Part III: Questions to study the effect of training on employee performance

Please Kindly, indicate(tick) your level of agreement with the following statements regarding Ethio Telecom by choosing from a scale of 1 – 5; whereby, 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

	Training Methods	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
M1	I had a chance of taking a form of training at Ethio Telecom					

M2	I am aware on how I was selected for a training					
M3	The objectives of training at Ethio Telecom are clear to me					
M4	The method of training facilitation is relevant to employees					
	Training evaluation					
E1	I have the knowledge on how trainings are evaluated at Ethio Telecom					
E2	I am motivated and satisfied after taking a training					
E3	Trainings offered to me have given me the opportunity to identify any potential for further development					
E4	Training and Development at Ethio Telecom improved my performance					
	Training policy and procedure					
P1	Training and Development at Ethio Telecom are planned and systematic					
P2	I am aware on career progression projections policy for employees					
P3	There is a clear training policy and procedure in Ethio Telecom					
P4	The policies for training are known by every staff members					
	Performance indices					
PM1	Training methods helped me satisfy customers at Ethio Telecom					
PM2	Training methods improved my motivation to perform at Ethio Telecom					
PM3	Training methods helped me reduce error at work					
PM4	Training methods helped me reduce conflict at work					

PE1	Training evaluation helped me improve customer satisfaction					
PE2	Training evaluation motivated me at work					
PE3	Training evaluation helped me reduce error at work					
PE4	Training evaluation helped reduce conflict at work					
PP1	Training policy and procedure is designed to boost customer satisfaction at Ethio Telecom					
PP2	Training policy and procedure motivate employees at Ethio Telecom					
PP3	Training policy at Ethio Telecom helped me reduce error at Ethio Telecom					
PP4	Training policy and procedure reduces conflict					

Appendix B: Interview Questions

1. How long has Ethio Telecom been involved in Training and Development?

.....
.....

2. What are the major purposes of training?

.....
.....

3. What are the internal and external factors that affect training?

.....
.....

4. Does Ethio Telecom have a training policy in place? Is the policy documented?

.....
.....

5. Briefly describe the training policy and procedures at Ethio Telecom.

.....
.....

6. Are the employees of Ethio Telecom aware of the training policy?

.....
.....

7. How did training practice develop at Ethio Telecom?

.....
.....

8. What principles of training apply at the workplace?

.....

Appendix C: Bulk Analysis Results

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
female	35	36.8	36.8	36.8
Valid male	60	63.2	63.2	100.0
Total	95	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
26-35	75	78.9	78.9	78.9
Valid 36-45	20	21.1	21.1	100.0
Total	95	100.0	100.0	

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	65	68.4	68.4	68.4
Valid Married	30	31.6	31.6	100.0
Total	95	100.0	100.0	

Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Degree	70	73.7	73.7	73.7
Valid Masters	25	26.3	26.3	100.0
Total	95	100.0	100.0	

Work Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
1 to 3	60	63.2	63.2	63.2
Valid 4 to 6	35	36.8	36.8	100.0
Total	95	100.0	100.0	

Work Experience in Tele

	Frequency	Percent	Valid Percent	Cumulative Percent
1 to 3	5	5.3	5.3	5.3
4 to 6	55	57.9	57.9	63.2
Valid 7 to 10	20	21.1	21.1	84.2
above 10	15	15.8	15.8	100.0
Total	95	100.0	100.0	

Got any form of training in Ethio Telecom

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	90	94.7	94.7	94.7
Valid No	5	5.3	5.3	100.0
Total	95	100.0	100.0	

The means trainees are selected in Ethio Telecom

	Frequency	Percent	Valid Percent	Cumulative Percent
On joining the company	40	42.1	42.1	42.1
Valid Supervisor	15	15.8	15.8	57.9
Recommendation				

Compulsory for all employees	5	5.3	5.3	63.2
Upon employee request	5	5.3	5.3	68.4
Performance Upraisal	10	10.5	10.5	78.9
Don't know how	20	21.1	21.1	100.0
Total	95	100.0	100.0	

Frequency of Training in years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Every year	10	10.5	10.5	10.5
Valid Every Two years	5	5.3	5.3	15.8
Valid No permanent scheduled	80	84.2	84.2	100.0
Total	95	100.0	100.0	

Lecture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	60	63.2	63.2	63.2
Valid No	35	36.8	36.8	100.0
Total	95	100.0	100.0	

Demonstrations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	50	52.6	52.6	52.6
Valid No	45	47.4	47.4	100.0
Total	95	100.0	100.0	

Discussions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	30	31.6	31.6	31.6
Valid No	65	68.4	68.4	100.0
Total	95	100.0	100.0	

Presentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	55	57.9	57.9	57.9
Valid No	40	42.1	42.1	100.0
Total	95	100.0	100.0	

Seminar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	5.3	5.3	5.3
Valid No	90	94.7	94.7	100.0
Total	95	100.0	100.0	

The methods of facilitation had any impact on your skill

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	85	89.5	89.5	89.5
Valid No	10	10.5	10.5	100.0
Total	95	100.0	100.0	

The rate of the quality of the training is

	Frequency	Percent	Valid Percent	Cumulative Percent
poor	10	10.5	10.5	10.5
Average	15	15.8	15.8	26.3
Valid Good	45	47.4	47.4	73.7
Very Good	25	26.3	26.3	100.0
Total	95	100.0	100.0	

The relevancy of the training to the work of the employees was

	Frequency	Percent	Valid Percent	Cumulative Percent
relevant	60	63.2	63.2	63.2
Valid very relevant	35	36.8	36.8	100.0
Total	95	100.0	100.0	

I had a chance of taking a form of training at ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Strogly Disagree	5	5.3	5.3	5.3
Neutral	5	5.3	5.3	10.5
Valid Agree	75	78.9	78.9	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

I am aware on how I was selected for a training

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	5	5.3	5.3	5.3
Neutral	40	42.1	42.1	47.4
Valid Agree	40	42.1	42.1	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

The objectives of training at ETHIO TELECOM are clear to me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	20	21.1	21.1	21.1
Valid Agree	50	52.6	52.6	73.7
Valid Strongly Agree	25	26.3	26.3	100.0
Total	95	100.0	100.0	

The method of training facilitation is relevant to employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	10	10.5	10.5	10.5
Valid Neutral	30	31.6	31.6	42.1
Valid Agree	50	52.6	52.6	94.7
Valid Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

I have the knowledge on how trainings are evaluated at ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	10	10.5	10.5	10.5
Valid Neutral	50	52.6	52.6	63.2
Valid Agree	35	36.8	36.8	100.0
Total	95	100.0	100.0	

I am motivated and satisfied after taking a training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	10	10.5	10.5	10.5
Valid Neutral	25	26.3	26.3	36.8
Valid Agree	55	57.9	57.9	94.7
Valid Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Trainings offered to me have given me the opportunity to identify any potential for further development

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	10	10.5	10.5	10.5
Neutral	15	15.8	15.8	26.3
Valid Agree	55	57.9	57.9	84.2
Strongly Agree	15	15.8	15.8	100.0
Total	95	100.0	100.0	

Training and Development at ETHIO TELECOM improved my performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	15	15.8	15.8	15.8
Neutral	15	15.8	15.8	31.6
Valid Agree	60	63.2	63.2	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training and Development at ETHIO TELECOM are planned and systematic

	Frequency	Percent	Valid Percent	Cumulative Percent
Strogly Disagree	10	10.5	10.5	10.5
Disagree	10	10.5	10.5	21.1
Valid Neutral	55	57.9	57.9	78.9
Agree	15	15.8	15.8	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

I am aware on career progression projections policy for employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Strogly Disagree	5	5.3	5.3	5.3
Disagree	30	31.6	31.6	36.8
Valid Neutral	55	57.9	57.9	94.7
Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

There is a clear training policy and procedure in Ethio Telecom

	Frequency	Percent	Valid Percent	Cumulative Percent
Strogly Disagree	10	10.5	10.5	10.5
Disagree	25	26.3	26.3	36.8
Valid Neutral	40	42.1	42.1	78.9
Agree	10	10.5	10.5	89.5
Strongly Agree	5	5.3	5.3	94.7
33.00	5	5.3	5.3	100.0
Total	95	100.0	100.0	

The policies for training are known by every staff members

	Frequency	Percent	Valid Percent	Cumulative Percent
Strogly Disagree	10	10.5	10.5	10.5
Disagree	30	31.6	31.6	42.1
Valid Neutral	50	52.6	52.6	94.7
Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training methods helped me satisfy customers at ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Disagree	15	15.8	15.8	21.1
Neutral	30	31.6	31.6	52.6
Agree	35	36.8	36.8	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

Training methods improved my motivation to perform at ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.6	5.6
Disagree	5	5.3	5.6	11.1
Neutral	30	31.6	33.3	44.4
Agree	40	42.1	44.4	88.9
Strongly Agree	10	10.5	11.1	100.0
Total	90	94.7	100.0	
Missing System	5	5.3		
Total	95	100.0		

Training methods helped me reduce error at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Neutral	20	21.1	21.1	26.3
Agree	60	63.2	63.2	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

Training methods helped me reduce conflict at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Disagree	5	5.3	5.3	10.5
Neutral	25	26.3	26.3	36.8
Agree	55	57.9	57.9	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training evaluation helped me improve customer satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Neutral	40	42.1	42.1	47.4
Agree	40	42.1	42.1	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

Training evaluation motivated me at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Neutral	35	36.8	36.8	42.1
Agree	45	47.4	47.4	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

Training evaluation helped me reduce error at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Neutral	35	36.8	36.8	42.1
Agree	55	57.9	57.9	100.0
Total	95	100.0	100.0	

Training evaluation helped reduce conflict at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strogly Disagree	5	5.3	5.3	5.3
Neutral	40	42.1	42.1	47.4
Agree	45	47.4	47.4	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training policy and procedure is designed to boost customer satisfaction at

ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	25	26.3	26.3	26.3
Neutral	30	31.6	31.6	57.9
Agree	40	42.1	42.1	100.0
Total	95	100.0	100.0	

Training policy and procedure motivate employees at CB E

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	15	15.8	15.8	15.8
Neutral	55	57.9	57.9	73.7
Agree	20	21.1	21.1	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training policy at ETHIO TELECOM helped me reduce error at ETHIO TELECOM

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	5	5.3	5.3	5.3
Neutral	30	31.6	31.6	36.8
Valid Agree	55	57.9	57.9	94.7
Strongly Agree	5	5.3	5.3	100.0
Total	95	100.0	100.0	

Training policy and procedure reduces conflict

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	10	10.5	10.5	10.5
Neutral	40	42.1	42.1	52.6
Valid Agree	35	36.8	36.8	89.5
Strongly Agree	10	10.5	10.5	100.0
Total	95	100.0	100.0	

Correlation

Correlations

	Method	Method	Policy and procedure	Performance Improvement
Method	Pearson Correlation	1	.508**	.386**
	Sig. (2-tailed)		.000	.000
	N	95	95	90
Method	Pearson Correlation	.508**	1	.793**
	Sig. (2-tailed)	.000		.001
	N	95	95	90
Policy and procedure	Pearson Correlation	.305**	.339**	1
	Sig. (2-tailed)	.003	.001	
	N	95	95	90
Performance Improvement	Pearson Correlation	.386**	.793**	.423**
	Sig. (2-tailed)	.000	.000	.000
	N	90	90	90

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

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Policy and procedure, Method, Method ^b		Enter

a. Dependent Variable: Performance Improvement

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.657	.645	4.87091

a. Predictors: (Constant), Policy and procedure, Method, Method

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3905.143	3	1301.714	54.865	.000 ^b
	Residual	2040.412	86	23.726		
	Total	5945.556	89			

a. Dependent Variable: Performance Improvement

b. Predictors: (Constant), Policy and procedure, Method, Method

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.281	4.085		1.537	.128
	Method	-.315	.301	-.079	-1.048	.298
	Method	2.638	.262	.774	10.076	.000
	Policy and procedure	.183	.072	.175	2.558	.012

a. Dependent Variable: Performance Improvement