



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

**ASSESSMENT OF EMPLOYEE TRAINING PRACTICE  
IN MYUNGSUNG CHRISTIAN MEDICAL HOSPITAL**

**BY: Kelemework Hagos**

**A THESIS SUBMITTED TO ST.MARYS UNIVERSITY, SCHOOL OF  
GRADUATE STUDIES, IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF DEGREE OF MASTER OF BUISNESS  
ADMINSTRATION**

**February, 2018  
ADDIS ABABA, ETHIOPIA**

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ADMINISTRATION**

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**February, 2018  
ADDIS ABABA, ETHIOPIA**

## **Declaration**

The researcher here by declares that the thesis on the title, “Assessment of Employee Training Practice in MCM Hospital”, is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: \_\_\_\_\_

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As member of the board of examiners of the master thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Kelemework Hagos and examined the candidate. We recommended that this thesis be accepted as fulfilling the thesis requirement for the degree of masters of art in Development Economics.

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## **List of Acronyms**

HR Human Resource

HRD Human Resource Development

HRM Human Resource Management

MCM Myungsung Christian Medical

SAMDI South African Management Development Institute

USAID United States Agency for International Development



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### **Abstract**

*The purpose of this study was to assess the overall employee training practices at MCM hospital. Specifically, the study addresses training procedure and practice and look at the role of training on achievement of organizational goals. Data were collected through a questionnaire and interview. The data were gathered through a combination of both structured and semi-structured questionnaire. The findings of the research revealed that limited training programs are conducted in the organization; among all others this study has investigated the hospital didn't make training need assessment which could help to organize any kinds of training. Furthermore, the findings of the study imply that most employees were not sure that the training were directly relate to organizational goal and their skill. In addition to this, the hospital possibly to say didn't used evaluation technique during training time and no any follow up on the effect of training. Apart from this, the findings of the study indicated that, employees were not satisfied with the training procedure of the hospital. Findings of the study also showed that most employees` agree that the training facilities towards content, time and place were not in good condition. In pursuit of amending the training practice of the hospital the organization should develop formal training and development program by involving the employees in identifying their training needs, use different training methods in accordance with the benefits of the organization, increasing employee motivation and increasing allocation of funds. Furthermore, evaluation has to be also practiced all the way through the training programs using different evaluation techniques.*

Key words Training Practice, MCM Hospital

## CHAPTER ONE INTRODUCTION

### 1.1. Background of the Study

Every organization strives to be the strongest company in its industry. This competitive edge is dependent upon the availability of resources and their most effective usage. Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can be exploited with the proper use of human resources (Ahmed *et al.*, 2010). Human resource is the most valuable assets of any organization, with the machines, materials and even the money; nothing gets done without manpower. Human Resource have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others (Hill and Stewart, 2000). According to Cole (2002), factors influencing the quantity and quality of training activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management sees training as a motivating factor in work.

One of the most important sections of an organization is human resource management. It is the human resources that supply the knowledge, skills, and creativity in an organization. Human efforts are very important to effectively and efficiently utilize other resources of an organization for the successful realization of desired organizational goals. Helping employees to become effective in their job is a fundamentally important task in management that any organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational need for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements (Tyson, 2006).

Today every organization's top priority is to manage the human resources. The level of the productivity and the efficiency of employees should be increased to take maximum output. Many strategies have been implementing to develop productivity of employees, such as job and organization design, job responsibility, public relation, staffing, motivation, reward, training and development. Among these factors, training and development is the most significant factor to

obtain maximum output of human resources. The training and development can be used to improve or develop the job related performances such as knowledge, skills and attitudes of the employees (Gamage And Imbulana, 2013).

Armstrong (2001) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employ. Investing in training means that employees will be able to perform better and empower themselves to make use of their natural abilities. Training and development activities are designed for the employees` and organizational development to cope with the challenges of the recent age. It aims to increase and refine the knowledge and skills of employees` for better performance. Training has direct relationship with the employees` performance. The training focuses on formal and systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Armstrong, 2000). Training has acquired a strategic value for the organizations (Boudreau et al., 2001) and service quality depends on employee customer care effectiveness (Tsaur and Lin, 2004). So organizations must reduce the gap between desired and actual performance (Sahinidis and Bouris, 2008). Tzeng (2004) suggested that education and training are essential for improving performance. Organizations make heavy investment to upgrade employee skills in order to attain job performance, job satisfaction and job involvement. These skills can be improved by providing necessary technical/non-technical training and coaching (Abbas and Yaqoob, 2009). Similarly, it is reported that cognitive-behavioral training has a positive effect on employee well-being, job satisfaction and productivity). (Imran, Ahmad, Gomez and Ali, 2009)

Training is one of the major function of the HRM and it is used to change or moderate the behavior and the level of motivation aiming the positive contribution for the Performance and finally for the productivity. If the organization followed T & D program well, the organization would enrich by providing a pool of skilled workers, improvement of moral, motivation and finally improvement of the performance and the customer service (Gamage And Imbulana, 2013). Organizations whether private sector or public sector are generally agree that training and development is very critical to the growth and development of the core activities in which the organizations engages in (Noe, 2002). Training is an aspect of human resources development function of the organization (Rajeev, 2009). Dessler (2005) defined training as a process that

applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Other researchers on human resources development literature defined training with similar perspectives (Ivancevich, 2003; Mondy & Noe, 2005; Yong, 2003; Beardwell & Holden, 2003). Hughe (1988) perceive training as a powerful agent that brought about organizational expansion, development of capability and performance improvement.

The main object of every organization is to improve its performance, but it can never be possible without the efficient performance of employees. For the organization, training leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training development and improve job knowledge while also helping in identifying with the goals of the organization. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs. At its core is the improvement in the performance of individuals participating in training activities. Therefore, the purpose of this study is to assess employee training practice in MCM Hospital

## **1.2.Statement of the Problem**

Every single industry is dealing with those activities which are used successfully for attaining their standard. HRM is that part of management practices which creates, develops and manages the human element. At all phases of HR development, the value of training cannot be ruled out. Long ago it had been additionally demonstrated by numerous studies that, there are sound associations amongst Training practices and distinct measures of employee performance (Niazi, 2011). Current organizations should deal with training necessitates linked up with altering and growing internationalization of industry, diverse national point of view and a varied workforce. So for this purpose individuals are prepared with the right sort of aptitudes, information and capabilities to carry out their allocate responsibilities (Niazi, 2011) and therefore Training is considered to have a massive impact on organizational efficiency. It is also noticed that more expense in training has led to more productivity.

Now a day in a business world technology changing rapidly based on training and development program. Organizations must have aware of these using technology to increase productivity, competitor from the outsider, have technological advancement, high market share, attractive

customers by providing quality products, can help organization to have qualified employees who have skill, knowledge, and ability to perform their tasks effectively and efficiently, in general they can be successful in activity their organization goal and objective. This improves the overall performance of the company (Hnnagan, 1998)

Training today has become an integral part of any company`s operations. The need of the hour has rightly forced all enterprises to make this happen so that an adequate supply of personnel becomes available for survival, progress and growth. Since competition is increasing and technology accelerating there is a shortage of adequately educated trained manpower. It means that companies must organize a total training system to utilize two possible sources of manpower. The first one is upgrade the present employee to accept more responsibility within the company by using a properly designed training system and the second is harness the locally available net manpower in to a training system which will make each individual a productive employee in the shortest possible time at the least cost (Ghosh and Kumar, 2003).

The medical industry is facing a tremendous changes and challenges nowadays. It has been observed that lack of proficient, talented, capable workforce has enforced organization to be innovative in formulating methods to maintain their priceless workforce. Therefore, it is essential to sustain the medical industry from different performance and development areas like technological innovation, building a sense of team work, communication skills of employee, improved customer service, interpersonal relationship, job satisfaction & morale among employees and so on, and due to day by day the competition between the pharmaceutical manufacturer is rising as a result the investment in pharmaceutical industry is growing. So the rising changes in consumer preferences in the medical industry need continuous expansion and developments in new and existing products, research and development, scientific productivity etc. The growth of health service demand requires developing the talent who are current and valued assets of professionals. The employees of hospitals also need to be trained in order to meet the challenges of medical industry.

So in light of the preceding basis, the study is carried out to examine the employee training practice in MCM hospital in pursuit of improving the performance of the workforce by means of adopting excellent training practices of industry to serve the employees

### **1.3. Research Question**

This research intends to answer the following basic research questions

- Does the hospital have standard training procedure and practice?
- Is there enough training delivery practice in the hospital?
- Does the training have role on achieving organizational goal?
- Does the hospital evaluate the effect and effectiveness of trainings?

### **1.4. Objectives of the Study**

#### **1.4.1. General objective**

The general objective of this study is to assess employee training practice in MCM hospital

#### **1.4.2. Specific Objectives**

- To identify the training procedure and practice of the hospital
- To assess availability of enough training delivery practice in the hospital
- To examine the role of training on achievement of organizational goals
- To identify whether the organization evaluate the effectiveness of the training
- To give recommendation on what should be adopted by the hospital

### **1.5. Significance of the Study**

The findings of this study would be important to various stakeholders, especially MCM hospital through reflecting the contemporary issues of training regarding increasing MCM hospital staff performance, and analyzed the benefit of training towards increasing employees` work effectiveness. The study also helps the hospital to fill the gap which is specified by the problem. It also suggests and shows ways to solve the problem and will support as a reference for management to effectively manage the training; for employees` it may improve their awareness towards training, and for planners it assist them to effectively plan the training schedules, for policymaker the study may contribute on creating policy on training effect and also help researchers as a basis for further study on the area..

## **1.6.Scope and Limitation of the Study**

The research was delimited due to time, resource, experience, and money constraints. Specifically huge amounts of data input was expected from employees of the organization to which information on subject matter could be confidential. Although, much data were expected due to time constraints data were collected from limited samples. In order to obtain quality outcome and to cope with the available time and resource the researcher decided to delimit the study only on the analysis of training practice of employees at Myungsung Christian Medical hospital. The assessment of training practice with respect to HR practice is done on employees at the two job position level namely medical and administrative staff.

## **1.7.Organization of the Study**

Generally the thesis organized in five chapters. The first chapter covered the introductory part including problem statement, objective and significance of the study, and scope and limitation of the study. Chapter two deals with a review of related literatures; Chapter three present a general background of methodology. Chapter four explains how the data was analyzed and interpreted. The fifth and last chapter provides a conclusion and recommendations for the future.

## **1.8.Operational definitions**

Training: Imparting skills required for performing a particular job successfully

Employee: All permanent workers of MCM hospital

Human Resource (HR): people in working environment gifted with the right ability, skills and attitudes (Bratton and Gold, 2007).



## **CHAPTER TWO LITERATURE REVIEW**

This is the second chapter of the thesis; the chapter incorporates two sections; the first section is theoretical background which contains concepts, elements and procedure, and types of training; and the second part reviews different empirical literatures produced by different literatures at different times.

### **2.1.Theoretical Background**

#### **2.1.1. Concept, Definition and Purpose of Training**

Human resource management literatures describe training and development as deliberate and rigorous effort which targets at improving organizational performance and capacity. Training and development program is crucial to keep competencies and competitive advantage of organization. Further, employee's knowledge, skill and competencies is determined and enhanced through continuous training and development activities (Mondy and Noe, 2005). In the dynamic and changing uncertain business world, organizations become noticed their limitations on challenging new environment. Nonetheless, firms expected to invest on training plan in order to make their employees more competent enough to challenge uncertainties and to make efforts on effective decisions in order to remain competitive in the market (Tai, 2006). Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle *et al.*, 2000).

As a matter of fact whether an organization is production oriented or service oriented, it demands a well trained and skilled individuals and employees in order to achieve its organizational goals and objectives; because a trained employee can mobilize and make effort to use both human and non-human resources of the organization in pursuit of achieving organizational goals (Brum, 2007). According to Wilson and Hash (2003), training is the most important strategy for organizational achievements through helping employees to gain proper knowledge and skills which helps to meet organizational objective. Employee training contributes significantly to compete with the existing environment. Employee training should be delivered based on the fact that filling the gaps of the skill of staff, as well as it should be based on the principle that the knowledge and skill of the employee needs to be improve and contribute for the development of

the organization. Although, any new entrants of an organization may have the necessary and pertinent skill and knowledge the task requires, however, not all of the skill and knowledge of the employee are relevant to the organizational needs (Ahmad and Din, 2009). Therefore, training and development are required to enable employees and make adopt them with organizational environment.

Training must be reconciled and aimed to the objective of a specific organization; it is important to analyze what are the present skill and the need of the training to achieve organizational objective, and what type of training is required to meet organizational objectives (Vemic, 2007a). Training also lead the employee to the right mix of knowledge, skills and attitudes which could help a job holder to perform tasks successfully (Kumpikaitè, 2008). Nowadays, organizations make their business in tough and competitive environment, and its internal and external environment changes due to various factors. Hence, every organization need and have to change its internal and external environment accordingly. To sustain good enough in this turbulent environment competitively, it requires resources such as material, capital, machines, methodology and qualified skilled human resource. Among all these factors human resource is the most and basic factor for organizational development and achievement. Even though there are many resources in an organization, the human resource is the most important resource any organization cannot survive without human resource (Gamage and Imbulana, 2013). In every organization, human resources are concerned as the most innovative, creative, significant resources. According to Ricky (2007) Human resources could be considered as the most creative, innovative and valuable resources of every organization. Without the existence of people any organization cannot be functional; hence, the most significant and valuable asset of an organization definitely is human resources. For any nation to be successful in international market and competitive environment the companies needs to invest full potential on its people and employee, individuals need to achieve their full potential and enterprise and ideas must flourished and learning must be accessible, relevant and stimulating (McClelland, 2002), cited on (Usman, 2014).

Different scholars at different time define training in different way; according to Noe, (2011) training and development is a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes or skills. Subha (2011) also define training and

development as any attempt to improve employee's current or future performance by increasing employees' ability to perform through learning, and usually through changing his/her attitude and increase the skill and knowledge. Leibowitz and Schlossberg (1981) also define training and development separately in that, training is the permanent change in behavior and employee should be taught how to do a particular task; whereas, development is a long term process. Gibb (2006) also states that training meant learning undertaken for the development of skills for work and in work, on-job or off-job, to enable effective performance in a job or role. This was separate from education and development. The connotations of training were of specific kinds of formal learning provided in the workplace.

Despite, a number of scholars define training in different ways; the researcher selects the following two definitions in which he believed they are suitable and convenient to this research:

The first definition is given by Ramya:

“Training is the process of increasing the knowledge, and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee (Ramya, 2016, p: 697).”

The second selected definition is given by Elnaga and Imran:

“Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peer's cooperation and participation by the subordinates (Elnaga and Imran, 2013, p: 139).”

Nowadays, throughout the world companies are realizing that the development of their human resources is the key not only to business survival, but also to business success (Usman, 2014). For a variety of reasons different companies develop various types of employee development program, training is a never ending and continuous process which aimed at improving the behavior and performance of a person (Ramya, 2016). The main purpose of training is what

changes brought the employee after the exposure and experiencing the training session. Some of the organizations plan and implement the training program for their employees without identifying the purpose and objectives and without knowing what the knowledge, skills and abilities employees would learn at the end of the training program and whether they will be able to attain performance targets on job. Therefore, firm must design the training program with clear goals and objectives while keeping in mind the particular needs of both individual and the firm (Elnaga and Imran, 2013).

According to Singh and Mohanty (2012) training is a significant instrument to increase the performance of the employee, and ultimately enhance the merit of an organization; however, organizations should take caution in balancing training worth and disbursement. Furthermore, Training courses are typically designed for a short term, stated purpose, such as the operation of some piece (s) of machinery while development involves a broader education for long-term purpose. In deed training is an issue of short-term while the matter of development is for long-term (Obisi, 2011). Training creating opportunity for employees through reducing their anxiety and frustration, enhance work demand, expose employees with new skill they are not familiar with and fill the gap of lacking the skills to handle effectively (Sahinidis and Bouris, 2008). From a company perspective, training of company employees is essential for organizational operation and organizational advancement. From an employee perspective, these same factors are both crucial and critical for skill development and for career advancement (Acton and Golden, 2003). The primary goal of training is to make the organization meet its stated organizational objectives through enhancing the value of its main resources which is its employees (Frew, 2016).

Training is takes place in pursuit of developing employees competences and improve their performance, help people grow within the organization in order that, to meet organizational future human resource needs from within the organization and to reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible (Stredwick, 2005).

According to Jain and Saakshi (2005) brought behavioral change on the trainee and enable them to do their job in a better way is the main purpose of training. The situation would be different for industrial type of organization, which means the trainees will acquire manipulative skills,

technical knowledge, problem-solving ability or attitudes. The purpose of training is improving the skill of employees in pursuit of promoting them in higher position of the organization (Mndeme, 2011). Cuming (1980) concretizes training is provided in pursuit of giving sufficient instruction and guidance to employees at all level and to enable them effectively performs their job and prepares them for promotion. According to Koontz and Wiehrich (1989), the objective of training is supposed to be identified during analysis of training needs so that the same will facilitate the measurement of the effectiveness of training efforts. Wilkins (2001) also stated that training and development activity aims at improving the work performance of employees. Cribb (2005) also explains that the main purpose of training is to make organization to achieve their objective through investing on their employee's skill and knowledge. Many organizations assume that their employees need only money for their job; this assumption ignores that sometimes this employees are the strong side of the organization and employees place on the intrinsic benefits of their careers. It is not only a matter of satisfaction and retention of employees; rather, it also had negative effect on the business.

Mullins (2007) contemplate that the purpose of training is to improve knowledge and skills and to change trainee's attitude. Training is a potential motivator of employee's commitment and confidence, furthermore, training provides the needed recognition and promotion and also it enhances responsibility which could lead to an increase in pay and promotion and it improves the availability, quality and skills of staff. The main purposes of training are increases organizational efficiency and effectiveness through improving employee's competencies and human asset in general (Meyer and Smith, 2000). Armstrong (2009) also stated that organizations could benefit from training and development through winning the heart and minds of their employees to get them to identify with the organization, to exert them more on its behalf and to remain with the organization.

### **2.1.2. Elements and Procedure of Training**

Training is not only persuading people to do what is expected, rather it is a process of creating an environment that the organizations personnel strive for the betterment of the institution (Gamage and Imbulana, 2013). Although, there are no clear and precise criteria for analyzing training effectiveness, however, three elements are common; identifying appropriately what type of

training is needed, select the right trainees or participants, and appropriate course content. The first thing that should be done is setting up criterion of which losses can be identified, and this depends on the specific objectives of the training. We can measure the deviation from ideal of incremental losses due to poor selection, weak identification of training needs and inappropriate content and so on (Saad and Mat, 2013).

#### **2.1.2.1. Identification of Training Needs (Need Assessment)**

Effective training basically depends of identifying what is needed and required either for the individual, department or the organization as a whole. In considering limited training resources, organizations should strive and be ensure that the invested resources on training are targeted at the areas where training and developments are required and it should be guaranteed on the positive returns of the investment. Effective training need assessment is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed (Chartered Management Institute, 2006). For any individual or organization that planned to organize a training session need assessment is a very important tools. Conducting right need assessment help to develop good training program and content that could improve the skills of the trainee. Sometimes the training program is limited by time, so that, one thing that need to be considered is to ensure the most useful content of the training is covered (South African Management Development Institute, 2007).

Mostly training is organized and provided when a gap is observed between what is required of a person to perform and what he or she actually knows and achieve. A “training needs assessment”, or “training needs analysis”, is the method of determining if a training need exists and if it does, what training is required to fill the gap. The training need is different from organization to organization and from individual to individual due to the different expectations of knowledge, skill and ability of officials at different levels. Training needs assessment has therefore to be for different target groups for exactly knowing what training is required for each group.

A training need assessment is investigating systematically what type of training is needed within the organization. It is one of the means and procedure that could integrate training with development plans of an organization (Skillnets, 2013). According to Clarke (2003) Training need assessment is one of the organizational processes which include collecting and analyzing data concerning the time of training that could best suit in improving the performance of the individuals' or employee's performance, select the appropriate trainee and define the type and content of the training. Training needs assessment is the process of determining the training requirements for bridging the gap between what is and what should be? It must not be a one-time event; rather it should be a process chain within the training cycle. Training need assessment should be central part of quality control system with the objective to translate the outcome of quality control into the adjustments for future trainings. However, it is important to note that training is not sometimes the only remedial action and solution to fill the gaps between desired performance and organizational goal. In some instances some performance gap can only be mitigated through management solutions such as provision of support, communication expectations, and though coaching and guidance (USAID, 2012).

Training need assessment could also be seen as a process of collecting data about articulated organizational needs that could be address by performing training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. Conducting a training needs assessment helps the training organizers and the trainer to determine the scope of the training as well as the issues that has to be addressed. The assessment of the training need could be conducted either in the form of interview or through asking informally some questions the planned participants regarding the skill they want to fill out. According to Wright and Geroy (1992) training need assessment should be a systematic process of collection, analysis and interpretation of data on individual and group skill gaps. Furthermore, training need assessment should be based mainly on culture and organizational philosophy, proactive instead of reactive, have a method that permits the distinction between situations that can be addressed through training and those that cannot, allow various organizational actors who are directly or indirectly interested and involved in training to participate, be based on observable skills rather than

leaders and professionals perceptions, consider the varied use of sampling and data analysis techniques, and it should have a cost/benefit analysis.

Basically, a training needs assessment involves a three-step process which includes organizational, task (job) and person analysis. According to SAMDI (2007) organizational analysis concerns and examines the areas where training is needed with respect to company-wide goals and problems. On the other hand task analysis determine how people can do their job and look at peoples specific task to make them better understand what they really need and the way they are going to use it (Stasko, 2007). Moreover, task analysis shows a list of activities that should be performed on the job and under what situations and conditions the job has to be performed. The task should be described clearly in a summary statement which focuses mainly on the duties and responsibilities of the job. If the target jobs are defined beforehand, then methodological options, participants, points of contact can be defined more easily (Karabakal, no date). Task analysis examines tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. Apart from these the term task analysis could also encompass wide variety of human factor techniques. All task analysis contains at least a description of visible aspects of operator behavior at various levels of details together with some indications of task structure. These may also be called as action oriented approaches (Embrey, 2000). The last analysis for training need assessment is a person analysis, which focuses mainly on individual employees rather than the organization; the basic concern of person analysis is examining the substantive knowledge and skill possessed by the employee in the organization. There are three main issues that would be addressed with this analysis, the poor performer due to lack of skill and knowledge, the employee that should be trained and the type of training needed (Vemic, 2007). Personal analysis examines tasks performed and knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. A person analysis helps to identify individuals who should be trained within in an organization and the type of instruction they required. Employee needs can be assessed using a variety of methods that identify weaknesses that training and development can address. For example, assessments of employee knowledge, skills and attitudes can be obtained from the performance evaluation system or from a 360-degree feedback system that provides input for training and development activities. Objective data on



accidents and job performance are often examined as part of the needs analysis, and written tests are used to assess employees' current job knowledge. Assessing the personality of learners, their ability and prior learning experience are basically incorporated on the need assessment process (SAMDI, 2007).

#### **2.1.2.2. Selection of Participants and Appropriate Course Content**

Once the training need assessment is completed the next important task that should be done is setting the training objective in concrete terms, this is because without a clear stated objectives it is difficult to design a well-planned training program and judge its effectiveness. Furthermore, the objectives of training should be tangible, verifiable and measurable. In most cases objectives are tangible, however, some behavioral objectives are difficult to state (Pigors and Myers, 1981). The focus of training should be for that employee who needs it, and it should incorporate the relevant contents that could fill the identified skill and knowledge gap of selected employees. Accordingly, any training program should contain a descriptive statement about the selected and target training participants. The statement could be in the form of brochure or annual training schedule. In most organization the actual selection of training participants is not done by the training managers, hence the effectiveness of training management are not definitely confined to training department. More so, there is the tendency to deviate from the ideal by feeding participant that is not truly fitted into the training program (Saad and Mat, 2013).

According to Poulet (2008) if training is efficient in content wise the trainer of the course will be highly motivated and interested in further fine-tuning the knowledge to enhance the value to the participants; however, if the efficiency of the content is comparatively low, it constitutes waste of resources in terms of time, energy and cost. Therefore, the quality and effectiveness of any training program is revealed by measurement, selection and content efficiency which represent part of the training resources that have effectively consumed on the training course. After identifying the participant the next main task is ensuring whether the content of the course reconcile and suit with the purpose that initially designed. Furthermore, the fitting degree between the intended training skill and knowledge that designed for the targeted participant with the planned course content should be very high. This information can be obtained from administering questionnaires which seek to provide information on the aspect of course content

that are well utilized on job. This will actually reveal whether the training met the objectives to which it's designed (Saad and Mat, 2013).

### **2.1.3. Types of Employee Training Method**

There are different types of training delivery methods, however, in selecting and determining the training method certain things should be considered such as training needs, training objective, and nature of the trainee and resource availability (Dagneu, 2013). According to Decouza and Robbins (1996) there are different training approach that managers and organizations can use, however, the most popular one are either on-the-job or off-the-job training methods.

#### **2.1.3.1. On-the-Job Training**

On-the-job training provides inducement for organizations in order to hiring employees who initially doesn't fulfill the necessary and required skill however, demonstrate potential to learn the job and grasp the knowledge. On-the-job training programs provide participating companies with financial incentives for this training. Organizing training directly at work facilitates to customize instructions easily, and it helps to recruit potential employees with the necessary skill and knowledge that match the position. The program is structured with the expectation that companies will keep their training graduates as permanent employees, as they have already been investing in their growth (Kobes, 2013).

On-the-job training is one of the type of training method in which a person or individual take a lesson and learn the required skill through doing or performing the job actually. A person performs his/her task and duty and as the same time learnt and builds up the expertise, this means the company doesn't expected to arrange special program for the training, instead it assigned experienced trainer or worker to train the new and inexperienced one. It may not be the most effective or the most efficient method. So long as the training takes place on the job, no transfer of learning is required (Mtulo, 2014). Gibb (2006) also define on-the-job training as a training given at the place where the person usually works. Furthermore, on-the-job training is planned, structured, and mostly takes place at the trainee's workplace; however, it also sometimes carried out in a special on-site training place provided for this particular purpose. Apart from these,

when on-the-job training is carried out trainers, supervisors, colleagues and even managers could expend much of their time with the trainees to teach the necessary skill determined previously. There are also situations where the on-the-job training incorporate irrelevant training contents that has no significant impact on productivity (Holden, 2001). According to Raheja (2015) in on-the-job training techniques the new recruited workers or existed inexperienced employees take a lesson or learn through observing the seniors or managers carry out the job and trying to copy their action and behavior. Compared to other type of training techniques on-the-job training method has an advantage of less cost and less disruptive as employees are on the job always, the training is given on the same tools and machines with already approved standard of experience, and most importantly, the entire trainee is learning while earning. There are different types of on-the-job training methods in literatures, however, the most commonly used methods are coaching, job rotation and mentoring.

#### ➤ **Coaching**

According to Persloe (1998) cited on Kunasz, (1999) Coaching is an intended mutual process where a person develops and acquires specific skill and competences through consistent practice, evaluation and regular feedback. Coaching is also a situation where superiors and inferiors are expressed in common setting goals and ways of carrying out the work and that the coach is constantly follow the trainee, observe his action, and helps him when it is required (Pocztowski, 1998). However, the initiative should come from the trainee; the purpose of the coach is only advising the trainee (Kuryłowicz-Rodzoch, 1999). Ramya (2016) also define coaching as a one-to-one training aims identifying the weak areas quickly and make a center of focusing area. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In practice, coaching is an individual guidance of specialized consultant over a manager of higher rank or a manager who has just started his carrier and has a big potential. Under the first circumstances coaching concerns on the issue of solving problems that happened between top managers due to communication barriers, however, in the latter case, strong and weak side of the managers would be analyzed in pursuit of promoting him (Janowska, 2002).

### ➤ **Job Rotation**

Job rotation refers to making trained employees through rotating the employee under a series of related jobs. Rotation makes employee more familiar with different new jobs, helps to develop relationship with different peoples and reduce tediousness. However, the rotation should be done in a logical way. According to Dagnev (2013) on the job training aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Furthermore, the participants of the training session as a trainee should be encouraged as they are not wasting time rather they are investing time on additional knowledge; and other peoples also who members of departments are and colleagues must feel commitment and belongingness as part of the training. However, usually supervisors and workers doesn't welcome the trainees, instead they considered them as obstacle to the daily routines. Creating a rotational schedule to encompass a complete on the job training rotation for all the machines, skills or processes required to become a proficient worker is a time consuming process but vital for having a successful on the job program. It cannot be underestimated how valuable this piece is in an on-the-job training program. Rotation helps diversify employees through cross training (AJAC, no date).

### ➤ **Mentoring**

Attitudinal development is the main focus of mentoring. Mostly this type of training method is used for managerial level employees. Furthermore, mentoring is always done by a senior staff of the organization; as coaching, mentoring is also a one-to-one interaction (Raheja, 2015). According to Hartenian (2003) training can also be delivered through mentoring. Apart from other types of methods mentoring is also used to deliver training. Mentors have knowledge's, skills and they are able to solve problems, resolve conflicts, communication and define objectives and planning. Mentoring is a process in which the mentor has responsibility for career development of his predecessor, excluding the standard relationship between a superior and an inferior (Filipowicz, 1997, p. 46), cited on (Kunasz, 1999). Mentoring is designed to form desired behaviors of employees. Its essence is a specific relationship with the superior and his inferior which consists in identification of the inferiors with their superior who serves as a model

to follow and may act as an advisor who makes use of his professional experience, broad knowledge and access to information (Ziębicki, 2000).

### **2.1.3.2. Off-the-Job Training**

The concern of off-the-job training is enabling trainees to have and apply new knowledge and skill in a different safe and protective working place. Not all performance problems can be solved by training that should not be a substitute for motivation, the right tools or equipment, and the right supervision. Training should be organized and offered for the employees when the productivity of employees reduced where all the relevant resources are there to draw up and, impart, and follow up the training and when training resolves performance problems. Off-the-job training could be given in a number of ways such as one-to-one tutorial, group discussion, reading, lecturing, and in the form of training courses and workshops (Kempton, 1995). According to Rothwell and Kazanas (2005) it is recommended to organize off-the-job training where majority of the organizations staff provide similar training requests and when there is enough resources that help to organize the overall training program. Off-the-job training is training which is organized away from the immediate work place, at the employers' premises or elsewhere. As long as the employer offers enough resources including finance, the training may include all forms of courses. The design of HRD seems to include some or all of these methods (Gibb, 2006). According to Ejiogu (2000) Off-the-job training could be delivered in the form of visible training, role playing, lecture, case study, discussion and simulation. It also includes team building, distance learning, group exercise, outdoor and workshops (Armstrong, 1995). Furthermore, off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. Off-the-job techniques, which are used in formal training course away from the place of work may includes lectures, talks, simulation, case study, role playing, workshops etc (Obisi, 2011).

Off-the-job training takes place through taking away employees out of their organization on the common working environment to some other places, hence, all of the trainees concentration would be on the training. Some of off-the-job training examples are job rotations and transfers, coaching and/or mentoring. On the other hand, there are other types of off-the-job training such

as role playing, conference (Nassazi, 2013). According to Raheja (2015) off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Among many methods of off-the-job training the most commons are the following:

➤ **Lectures and Conferences**

All training sessions and programs start with conference and lectures, and it is an oral and verbal presentation for a large audiences. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training (Raheja, 2015). This training program incorporates presentation and it is held in front of a large audience by more than one person. Comparatively it is cost effective method since much number of employees are trained on specific topic at the same time and place in large audiences. However, this method is not far from its own limitations, because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees have the same potential and may not 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 tot under training other individuals (Nassazi, 2013).

➤ **Role Playing**

In role playing training method artificial situations and roles created and trainees would play one of the role they assigned. As an example, for instance trainees may give a role to play as HR manager or a trade union leader and other trainees may give a role of bank manager. This technique results in better understanding of each other's situation by putting foot in other's shoes. Here trainees could be considered as they are playing on stage; depending on the situation one or more trainees assigned a role which is explained to the group. Basically, there may not be scripts to be read and said or there is no practical exercise and rehearsals. Role playing primarily involves employee – employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer (Mtulo, 2014). As a role every trainee represents one specific role each of them affected by some issue and investigates the impact of the issue on human life and on the overall

activities of human beings everywhere in the world from the point of view of that person. It emphasizes the “real- world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project. The procedures of role playing includes defining the objective, select context and roles, introducing the exercise, preparation of the trainee, the role-play, concluding the discussion and assessment and evaluation (Raheja, 2015). Role playing includes techniques of training and development which effort to capture and bring forth decision making situations to the employee being trained. On the other hand, 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. In role playing problems and solutions are part of the presentation; for instance the setting of an organization could be brought for discussion.

Trainees are lat to know about the sated roles and other related things such as 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 (Nassazi, 2013).

#### ➤ **Management Games**

Thinking habits could be established through properly planned games; properly designed game also allow to ingrain analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Using management game as a training tools encourage novels and helps to create people coping mechanism for different problems and challenges. Management games make familiarize the nominee with practicability of the subject, and such kinds of games helps to encourage and acknowledge management concepts practically. A number of games are used for training general managers and the middle management and functional heads – executive Games and functional heads (Raheja, 2015).

The type of the game could be computerized management games, in computerized management games the training participants divided into different groups in which each group contains five to six trainees, and each of the group of which computers with the others simulated marketplace. Each of the group typically for must decide, for example how much to produce, how much inventory to maintain, how much spent on advertizing, and how many of which product to produce. In implementing the game years and months could be compressed into days and weeks. Just like in the real world, each of the company doesn't have the knowledge about the decision what the other company made and these decisions do affect their own sales (G/selassie, 2014). According to Bogale (2003) with computerized management games, trainees are divided into five or six person groups, each of which competes with the others in a simulated marketplace. Each group typically must decide, for example, how much to spend on advertising, how much to produce, how much inventory to maintain and how many of which product to produce.

➤ **Case study**

The technique of case study is developed by Harvard business school as a supplementary method of lecture. Case refers to a written document on problems faced by an organization with respect on real business situation. The case is offered for the trainees for the purpose of discussion and analysis. The main objectives of the case are to diagnose and find out the problems; a number of alternative solutions are forwarded for the trainee participants. This also present an in depth description of a particular problem an employee might encounter on the job. The trainee effort to analyze the raised problems, assess alternative courses of action and determine the best alternative that would be most satisfactory (Mtulo, 2014). According to Bogale (2003) case study presents a trainee with a written description of an organizational problem. After the case has been identified the trainees then starts to analyze the case, detect the problems, and present the findings and possible solutions with other participants of the training. Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting. A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group



working and problem solving, and increases the trainees' enjoyment of the topic and hence their desire to learn (Raheja, 2015).

## **2.2. Empirical Review**

Nassazi (2013) follow a case study approach in order to evaluate the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs' existing in the industry, the objective of the training offered, and the methods employed and finally the effects of training and development on employee performance. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Accordingly, the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to human resource managers, human resource policy decision makers, as well as government and academic institutions.

Mtulo (2014) used a case study design to investigate the Contribution of Off-Job training to the Performance of Public Servants of Ilala Municipal. The objectives was; to investigate the different types of training and training methods employed by health department in; to know the perceptions of trainees relative to their ideals in terms of implementation; and to measure the attitude of trainees towards specific attributes of the training program as it was carried out in the health department. The results of the study provide some knowledge to the fact that trainings are therefore essential to engage in capacity building to the public servants and private sector in general as a component of development. This suggests the importance of training and development. Given this importance, there is a need to initiate training employees in public sector organizations by different stakeholders including the donor community and the government itself.

G/selassie (2014) used a descriptive research design to assess employees' perception towards training practice at Teklebirhan Ambaye construction, Ethiopia. He used to undertake the study both quantitative and qualitative method. Besides this, 104 employees were participated on his

study. The finding of the study revealed that trainees are selected based on need assessment results, evaluating their performance appraisal, deficiency of ability by their immediate supervisor and department managers. In the organization training did address and implemented proper training needs and trainees are selected for training based on the need assessment results. Training was as such good in relation to trainer's capabilities, stating in training and objectives. He concluded that the training investment by the organization did produce or achieve the intended goals, because of properly designed and implemented the training program. Furthermore, to keep up its strength the organization should design appropriate training policy and ensure its compatibility with the current situation in order to implement its programs effectively.

Alemayehu (2016) conducted a descriptive type research in order to assess employee training practice at nib international bank s.c. particularly, the research intends to identify whether training programs are conducted based on need assessment; determine the appropriateness or fairness of the criteria used to select trainees; measure how much the organization performance improved in implementing employees training; and assess the level of the satisfaction of employees with the training program they conducted. The findings of his study clearly stated that employees were not satisfied on training, there is shortage of training in the bank and lack of follow up on whether the training had effect on employees performance or not. Therefore, the bank should deliver effective and timely training to employees, should make follow up on the effect of training on job and should allot sufficient amount of budget to train this valuable asset.

Gamage and Imbulana (2013) follow a descriptive research design in order to assess training and development and performance of employees: evidence from Srilanka telecom. The main objective of the study was to measure effect of the training & development on the employees Performance. The main objective of training and development is to improve employee knowledge and the skills for their better performance. The performance was measured in terms of the improvement in Productivity, Absenteeism and the Employee Job Satisfaction. A sample of 226 employees was. Training and the Development strength was measured with the dimensions of Knowledge and the Skills of the employees. The performance was measured with the dimensions of employees Productivity, Absenteeism and the Job Satisfaction. A structured questionnaire was administered to gather information. The statistical analysis of the study revealed that there was a significant positive

relationship between Training & Development and the employee productivity, a significance negative relationship between Training & Development and the employee Absenteeism. And also a positive relationship was found between T & D and Employee Job Satisfaction.

Kum *et al.*, (2014) follow quantitative approach to find out the impact of training and development on employee performance at Escon consulting. They used a random sampling method to select participants for this study, which adopted a quantitative approach. Accordingly, data was collected using a questionnaire. The study was limited to employees of ESCON. Subsequently, the findings revealed that working conditions and a lack of resources affect the training and development of employees. It is recommended that certain areas be improved, that is, management support, the provision of feedback to employees and the conducting of employee training on a continuous basis. Their finding also shows that this would improve employee performance in the organization.

Ramya (2016) conduct a conceptual paper aimed at studying the effect of training on employee performance and investigates the importance of training; identify the significance of employee performance and to provide suggestion as to how firm can improve its employee performance through effective training programs. The paper was based on primary data which consists of questionnaire. The findings of the study revealed that training has an important role to play and it is expected to inculcate positive changes in knowledge, skills and attitudes. Employees' training tries to improve skills so that employee is better equipped to do his present job. Training programs are necessary in any organization for improving the quality of work of the employees at all levels particularly in a world of fast changing technology and environment. For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs.

## **CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY**

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). Accordingly, this chapter specifically contains the type of research design, population and sampling design, research instrument and data analysis technique.

### **3.1. Research Design and Approach**

For the purpose of this study a descriptive research design was employed. Research design can have a number of classifications which could incorporate the degree to which the research question has been crystallized, the method of data collection, and the research environment (Njambi 2014). A descriptive study collects data in order to answer questions about current status of the subject or topic of study; the researcher believed that a descriptive research design is appropriate for this study because this study is concerned with finding out the experience of employee training practices and what training procedures are followed in the organization.

### **3.2. Population and Sampling Design**

#### **3.2.1. Population**

The study population is the employees of MCM hospital. The study population refers to the total collection of elements which one would like to study or make inferences.

#### **3.2.2. Sampling Design**

For the purpose of this particular study both the health and admin staffs were considered; the hospital had a total of 659 staffs, 377 medical and 282 administrative staffs. Using simple random sampling respondents were selected proportionally.

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). According to Cooper and Schindler, (2001) cited on Njambi (2014) some of the principles which influence sample size comprise: the greater the dispersion or variance within the population, the larger the sample must be to provide estimation precision, the greater the desired precision of the estimate, the larger the sample must be, the narrower the interval range, the larger the sample must be, the higher the confidence level in the

estimate, the larger the sample must be, the greater the number of subgroups of interest within a sample, the greater the sample size must be, as each sub group must meet minimum sample size requirements, and if the calculated sample size exceeds five percent of the population, sample size may be reduced without sacrificing precision.

Yamane (1967 : 886) cited on Israel (2013) provide a simplified formula to calculate a sample size which is show in the following equation:

$$n = \frac{N}{1+N(e)^2}$$

Where, n is the sample size, N (659) is the total population or sampling frame, and *e* (0.05) is the level of precision, accordingly, using this formula 248 samples were taken.

The sample size from each stratum (medical and admin) was decided based on proportional sampling technique. Hence, the proportion from each stratum is done, first the sample size is divided by the total population and secondly, the determined ratio is multiplied by each of the total member of the stratum; based on this, 142 medical and 106 admin staffs were taken randomly (table 3.1).

Table 3.1 sample size determination of each stratum

Name of the stratum	Total population	Sample size = (n/N) * A, where A = total member of each stratum
Medical	377	(248/659) * 377 = 142
Administrative	282	(248/659) * 282 = 106
Total	659	248

### 3.3.Source and Data Collection Instrument

This study employed both primary and secondary sources. Primary data was collected from employees using semi-structured questioner and interview; and the secondary data were taken from different publication and previous studies. Furthermore, the instruments were measured on a 5-point Likert-Scale, with “1” stands for “Strongly Agree” and “5” stands for “Strongly Disagree”.

### **3.4.Method of Data Analysis**

The main objective of analyzing a collected data is to obtain relevant and useful information for present and future career. The analysis, irrespective of whether the data is qualitative or quantitative, may: describe and summaries the data, identify relationships between variables, compare variables, identify the difference between variables, and forecast outcomes. Accordingly, considering the theme of the study; to assess employee training practice in MCM hospital the study utilized descriptive analysis techniques such as mean values, standard deviation, and percentage, frequency tables and charts.

### **3.5.Ethical Consideration**

The ethical issues were considered during the process of this study; respondents were informed regarding the background of the study, including the importance of the data gathering and issues of confidentiality was also taken in to account by ensuring the respondents that all of the information in this study was solely used for academic purposes only.

## **CHAPTER FOUR DATA ANALYSIS AND INTERPRETATION**

This is the fourth part of the report and it contains two basic sub-sections; the first part deals with the characteristics of the respondents; and the second part concerns directly answering the objectives of the study. In order to answer the stated objectives data were collected appropriately from the appropriate individuals. In order to check the quality of the data a reliability test was performed; accordingly, Cronbach's Coefficient Alpha method was used to test the reliability of the data, therefore, the data was 78% reliable.

### **4.1. Demography of Respondents**

#### **4.1.1. Sex and Age of Respondents**

The total number of respondents used for this analysis was 248, out of this 68.5 percent of the respondents were male and the rest 31.5 percent of the respondents were females. The age groups of employees in MCM hospital were classified into four. Accordingly, 25.8 percent of the respondents were in the age group of 20 to 25, 41.9 percent of the respondents belong to the age group of 26 to 30 and the rest 18.5 & 13.7 percent of the respondents fall in the age group of 31 to 35 and above 35 years of age respectively. In terms of proportion majority of male respondents were in the age group of 26 to 30 years of age followed by 31 to 35 years of age. On the other hand, high numbers of female respondents go to the age group of 20 to 25 followed by the age group of 26 to 30.

In every aspect of work active and young force is very essential for the success of the organization; accordingly, in MCM hospital the employment is dominated by males and their age belongs to the middle age. The hospital hires the active and energetic force of work.

Table 4.1 Sex and age of respondents

Age of respondent * Sex of respondent Cross-tabulation					
			Sex of respondent		Total
			Male	Female	
Age of respondent	20-25	Count	24	40	64
		%	14.1%	51.3%	25.8%
		% of Total	9.7%	16.1%	25.8%
	26-30	Count	74	30	104
		%	43.5%	38.5%	41.9%
		% of Total	29.8%	12.1%	41.9%
	31-35	Count	40	6	46
		%	23.5%	7.7%	18.5%
		% of Total	16.1%	2.4%	18.5%
	above 35	Count	32	2	34
		%	18.8%	2.6%	13.7%
		% of Total	68.5%	31.5%	100.0%
Total		Count	170	78	248
		%	100.0%	100.0%	100.0%
		% of Total	68.5%	31.5%	100.0%

Source: Own computation

#### 4.1.2. Academic Qualification and Job Category

Under this topic the academic qualification and job category of employees would be discussed. The proportion of male to female in terms of academic qualification and job category would also be discussed.

In Myungsung Christian Medical (MCM) general hospital there were two job categories, medical and admin. Accordingly, 57.3 percent of sample employee respondents were medical staff members, and the rest 42.7 percent of the respondents were a member of administrative staff. Furthermore, the academic qualifications of the respondents were classified in to three, diploma, degree and masters. In view of that, 25.8 percent of the respondents were diploma holders, the rest 52 & 22.2 percent of the respondents were first degree and masters degree holders.

In terms of proportion, out of the total (170) Male respondents 56.5 percent of them were medical staffs and the rest 43.5 percent of them were administrative staffs. Apart from this, out of those male respondents majority (51.2%) of them were degree holders and the rest 27.6 & 21.2 percent of them were a graduate of diploma and masters degree respectively. When it comes to female respondents, totally, 78 females were participated in this study; out of this female respondents 59 percent of them were a member of medical staff and the rest 41 percent of them were admin staff members. Moreover, like the male respondents out of the female respondents'



majority (53.8%) of them were first degree holders and the rest 21.8 & 24.4 percent of them were graduated in diploma and masters degree.

Looking the proportion of male and female in terms of either in job category or academic qualification, even though, there is considerable difference between male to female participants, however, the position they hold in terms of academic qualification and job category seems proportional. However, in general the statistics indicates that majority of the employees are degree holders, this indicates the hospital equipped its staff with skilled human power.

Table 4.2 description of academic qualification and job category

<b>academic qualification * Job Category * Sex of respondent Crosstabulation</b>						
Sex of respondent				Job Category		Total
				Medical	Admin	
Male	academic qualification	Diploma	Count	30	17	47
			% within Job Category	31.2%	23.0%	27.6%
			% of Total	17.6%	10.0%	27.6%
		Degree	Count	47	40	87
			% within Job Category	49.0%	54.1%	51.2%
			% of Total	27.6%	23.5%	51.2%
		Masters	Count	19	17	36
			% within Job Category	19.8%	23.0%	21.2%
			% of Total	11.2%	10.0%	21.2%
	Total	Count	96	74	170	
		% within Job Category	100.0%	100.0%	100.0%	
		% of Total	56.5%	43.5%	100.0%	
Female	academic qualification	Diploma	Count	13	4	17
			% within Job Category	28.3%	12.5%	21.8%
			% of Total	16.7%	5.1%	21.8%
		Degree	Count	24	18	42
			% within Job Category	52.2%	56.2%	53.8%
			% of Total	30.8%	23.1%	53.8%
		Masters	Count	9	10	19
			% within Job Category	19.6%	31.2%	24.4%
			% of Total	11.5%	12.8%	24.4%
	Total	Count	46	32	78	
		% within Job Category	100.0%	100.0%	100.0%	
		% of Total	59.0%	41.0%	100.0%	
Total	academic qualification	Diploma	Count	43	21	64
			% within Job Category	30.3%	19.8%	25.8%
			% of Total	17.3%	8.5%	25.8%
		Degree	Count	71	58	129
			% within Job Category	50.0%	54.7%	52.0%
			% of Total	28.6%	23.4%	52.0%
		Masters	Count	28	27	55
			% within Job Category	19.7%	25.5%	22.2%
			% of Total	11.3%	10.9%	22.2%
	Total	Count	142	106	248	
		% within Job Category	100.0%	100.0%	100.0%	
		% of Total	57.3%	42.7%	100.0%	

Source: Own computation

## **4.2.MCM Hospital Employee Training Practice**

### **4.2.1. Procedure and Practice of Training**

The procedure of training practice was measured both on likert item and likert scale, which means likert item means measuring using a single item or question the thing what we want to measure, and likert scale mean measuring using the summation of the score of consecutive questions. Hence, both the results of both likert item and likert scale analysis would be discussed below.

Respondents were asked to what extent they are involved in training need assessment, accordingly, 5.24 percent of the organization feel that to a very greater extent they were involved in training need assessment, 4.03 percent feel they are involved to a great extent and 22.58 & 14.91 percent of the respondents replied that they are involved to some and less extent respectively. However, majority (53.17%) of the respondents didn't know about training need assessment. Furthermore, 63 percent of the respondents were said that trainees are selected based on their managers request and suggestions, 27.01 selected based on their work experience and the rest 6.85 & 2.82 percent of the respondents were selected for training based on performance appraisal result and based on their own request. Out of those who participate on training, for 95.96 percent of them the type of training they participated so far is class room lectures and the rest 4.03 percent take the training in mentoring.

50.40 percent of the respondents so far took training 3 to 4 times and the rest 41.93 & 7.66 percent of the respondents took training up to now more than five times and one to two times respectively. Respondents also asked whether the training program was evaluated, however, majority (72.98%) of the respondents doesn't have any information about the program evaluation, the rest 27.01 percent of the respondents confirmed that no evaluation is done at all. Furthermore, 60.48 percent of the respondents confirmed that the organization is worried about training program evaluation at a lesser extent, 16.93 percent of them replied that to some extent their organization is concerned about training program evaluation and 11.69 percent of the respondents also said that to greater extent their organization is worried about training program evaluation. On the other hand, 10.88 percent of them didn't know about this (table 4.3).

Generally, although the hospital delivers training for his employees, however, the analysis indicates that the hospital didn't practice standard training practices such as making need assessment, selecting participants, and training and evaluate the output of training.

Table 4.3 description of training procedures and components with likert item

Measuring criteria	Measurement scale					Total
	To a very great extent	To a great extent	I don't know	To some extent	To less extent	
Extents of involvement in training need asst	13 (5.24%)	10 (4.03%)	132 (53.17%)	56 (22.58%)	37 (14.91%)	248 (100%)
	Performance appraisal	Work experience		On my own request	Manager request	
Selection criteria	17 (6.85%)	67 (27.01%)		7 (2.82%)	157 (63.30%)	248 (100%)
	Classroom lectures	Mentoring	Vestibule Training	Coaching	Case Studies	Job rotation
Types of employee training methods	238 (95.96%)	10 (4.03%)	--	--	--	--
	1-2 times	3-4 times		> 5 time		
No of participation in training	19 (7.66%)	125 (50.40%)		104 (41.93%)		248 (100%)
	Right after the training program completed		Lately after the training program completed & the employee at work		No evaluation is done	I don't know
Evaluation of training program	--		--		67 (27.01%)	181 (72.98%)
	a very great extent		a great extent	I don't know	Some extent	Less extent
Extent of organization concern in training program evaluation	--		29 (11.69%)	27 (10.88%)	42 (16.93%)	150 (60.48%)

Source: own computation

A likert scale analysis also has done which include all of the respondents in order to measure the training practice of the hospital. Accordingly, more than 47 percent of the respondents were disagreed that their organization conducts training needs assessment frequently, conversely, 16.9 percent of the respondents agreed that their organization conduct training need assessment; the rest 35.5 percent of the respondents didn't know about organizational training need assessment. The results of the need assessment was critically considered to design the training programs organized in the organization, this is confirmed by 17 percent of the respondents, on the other hand, more than 50 percent of the respondents didn't agree on this issue which is the results of need assessment didn't considered to design training programs, and the rest 32.5 percent of the respondents didn't know anything about this issue. Moreover, 45.2 percent of the respondents confirmed that they didn't have much level of participation at the time of designing training programs; on the contrary, 17.7 percent of the respondents confirmed that they participated highly in the designing of the training programs.

Although it is confirmed by a smaller amount (13.2%) amounts of respondents the organization had set clear objectives of training programs, however, majority (55.6%) of the respondents didn't believed that the hospital had clear training program objectives. The rest 33.1 percent of the respondents neither agree nor disagree. Apparently, respondents were also asked whether trainings were prepared and delivered based on the assumption of organizational goal, hence, close to 54 percent of the respondents didn't agree that training were delivered based on organizational goals, however, around 13 percent of the respondents confirmed that every trainings were prepared and delivered based on the assumption of organizational goal. In addition to this, 33.1 percent of the respondents were undecided regarding training preparation and organizational goal.

Among others content is the most important parts of the trainings, accordingly, 52.4 percent of the respondents agreed that the given training contents were reconciled and helps to achieve the training objectives. However, 23.4 percent of the respondents replied that the contents of the training didn't lead to achieve the training objectives; the rest 24.2 percent of the respondents neither agree nor disagree. Apparently, 50 percent of the respondents agreed that the contents of the training they have taken was relevant for their current jobs, however, 25 percent of the

respondents replied that the contents of the training was not as such relevant for their current job; the rest 25 percent of the respondents were neither agree nor disagree on relevancy of the content. 13.8 percents of the respondents also said that their organization practiced training programs properly, even though, 55.7 percent of the respondents didn't agree on this; on the other hand 30.6 percent of the respondents were undecided with regard to training program management. Furthermore, 9.7 percent of the respondents replied that their organization practiced training programs as per its training guide lines, however, 58.9 percent of the respondents didn't believe that their trainings were organized as per the organization guidelines. Apart from all these questions respondents were also asked their overall satisfaction with regard to the hospitals training programs, accordingly, only 6.4 percent of the respondents were satisfied with the overall training systems of the organization, however, 48.4 percent of the respondents were not happy with the training procedures of the organization; the rest 45.2 percent of the respondents were neither agree nor disagree with respect to the overall service of training programs (table 4.4.).

Generally, eleven items were employed in order to measure Practice and procedure of training in MCM hospital; accordingly, 4.60 percent of the respondents were select "Strongly Agree", 16.72 percent of the respondents were select "Agree", 32.73 percent of the respondents select "Undecided" and the rest 30.65 & 15.32 percent of the respondents were select "Disagree" & "Strongly Disagree" respectively. Furthermore, the grand mean score of this particular variable was 3.41 which lies between disagree and strongly disagree level with a standard deviation of 1.0101. If the mean score is below 2.8 it categorized as agree, if the mean score is between 2.8 & 3.2 the scale is categorize as neutral (undecided) and if the scale is above 3.2 the categorization range is fall in disagree level. Accordingly, the grand mean score of training procedures and practice at MCM hospital was 3.41, which implies the employees of the hospital were not as such happy with the overall training procedure and practice of the hospital.

Training is the most important component and contributor for the success of any organization; this means, if organizations invest periodically on its employee the probability of its success rate is high; in line with this, the analysis indicates that the hospital had a better practice and procedure of training although there were some reservations on the process of training delivery;

which indicates the training from the beginning to the end follows the right and standard procedure.

Table 4.4 likert scale descriptions of training practice

List of Items	Measurement scale in %						
	SA	A	N	D	SD	Mean	St. dev
My organization conducts training needs assessment frequently	4	12.9	35.5	34.7	12.9	3.4	1.001
The results of need assessment is so critically considered to design training programs in my organization	6.5	10.5	32.5	36.3	14.5	3.42	1.065
As an employee my level of participation is high at the time of designing training programs	3.2	14.5	37.1	34.7	10.5	3.35	0.961
I feel that my organization set clear objectives of training programs	4.8	6.5	33.1	40.3	15.3	3.55	0.989
The trainings were prepared and delivered based on the assumption of organizational goal	5.6	7.3	33.1	41.1	12.9	3.48	0.998
The training content lead to achieving the training objectives	4.8	47.6	24.2	2.4	21	2.98	0.968
The contents of the training I have taken is relevant for my current job	6.5	43.5	25	16.9	8.1	3.26	1.067
Trainings were directly related to my job	3.2	23.4	32.3	32.3	8.9	3.24	1.036
My organization practiced training programs properly	6.5	7.3	30.6	31.5	24.2	3.6	1.123
My organization practiced training programs as per its training guide lines	2.4	7.3	31.5	34.7	24.2	3.71	0.992
I am satisfied on the hospitals training	3.2	3.2	45.2	32.3	16.1	3.55	0.912
<b>Practice and procedure of training</b>	<b>4.60</b>	<b>16.72</b>	<b>32.73</b>	<b>30.65</b>	<b>15.32</b>	<b>3.41</b>	<b>1.0101</b>

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

Source: Own computation

#### 4.2.2. Training Adequacy and Availability

Under this sub topic whether there was or not enough training delivery practice in the hospital would be presented. Accordingly, 11.3 percent of the respondents were confirmed that the hospital delivered enough training which helps to do jobs, conversely, 67.7 percent of the respondents were disagree on that the hospital delivered enough training which could improve jobs; the remaining 21 percent hadn't decided on this matter. In fact 42.8 percent of the respondents replied that the trainers who deliver the required training programs have enough

abilities and knowledge, however, 21 percent of them had reservation on these issues and the remaining 36.3 percent of the respondents neither agree nor disagree on abilities and knowledge of the trainers. More than 50 percent of the respondents were agreed that trainers in my organization have good practical experience on the subject they train; conversely, 31.5 percent of them were not feel good with regard to practical experience of the trainers. Furthermore, 39.8 percent of the respondents replied that trainers in their organization have good theoretical knowledge and training skill on the subject they train, on the other hand, more than 33 percent of the respondents didn't agree that trainers had good theoretical knowledge and training skill on the subject they train; the rest 26 percent says nothing on this regard.

Trainings were implemented through considering both personal and the job requirements; this was confirmed by only 13.6 percent of the respondents, conversely, more than 74 percent of the respondents didn't agreed that trainings were delivered by considering personal and job requirements. Apparently, respondents were also asked to if the hospital give them enough training; however, only 12 percent of the respondents were agreed that the hospital has delivered enough training programs for them, instead, more than 74 percent of the respondents proved that the organization didn't give them enough training. Likewise, only 8.9 percent of the respondents agreed that the training programs have fulfilled sufficient conditions including materials and facilities, more than 61 percent of them however confirmed that sufficient materials and facilities didn't fulfilled for the trainings, and the rest 29.8 percent of the respondents were neither agree nor disagree. Furthermore, only 10.5 percents of the respondents were agreed that the content, time, place and other facilitation of the training were in good condition, conversely, 57.7 percent of the respondents were not agreed on the time, place and facilities of the training. The rest 31.5 percent of the respondents were neither agree nor disagree on the service facilities of the training.

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

score of availability of enough training at MCM hospital was 3.53, which implies enough and adequate training was not given to the employees of MCM hospital.

Training adequacy is very critical for employees of an organization; based on the skill and type of expertise the staff of any organization should have enough training periodically. In line with this, in MCM hospital didn't give enough training for its employees. Since the medical sector is highly sensitive employees should upgrade their skill as per their expertise periodically. Hence, the administration should strive to increase its training activities.

Table 4.5 training adequacy and availability

List of Items	Measurement scale in %						
	SA	A	N	D	SD	Mean	St. dev
The hospital delivered enough training in order to do my job	4.8	6.5	21	52.4	15.3	3.67	0.975
Trainers who deliver the required training programs have enough abilities and knowledge	7.3	35.5	36.3	12.1	8.9	3.01	1.027
Trainers in my organization have good practical experience on the subject they train	13.7	37.9	16.9	10.5	21	3.10	1.305
Trainers in my organization have good theoretical knowledge and training skill on the subject they train	8.1	31.5	26.6	16.1	17.7	3.04	1.180
Trainings were implemented by considering both personal and the job requirement	5.6	8	18.5	34.7	40.3	4.03	1.064
The hospital has delivered enough training programs to me	4	8	21	33.1	41.1	4.06	1.008
The training programs have fulfilled sufficient conditions including the material and facility	1.6	7.3	29.8	37.1	24.2	3.75	0.958
The training content, time, place and other facilitation are in good condition	4	6.5	31.5	40.3	17.7	3.61	0.983
<b>Training adequacy and availability</b>	<b>6.13</b>	<b>17.65</b>	<b>25.2</b>	<b>29.53</b>	<b>23.27</b>	<b>3.53</b>	<b>1.0625</b>
<b>Where, SA=Strongly Agree, A=Agree, N=Neutral, D= Disagree, SD= Strongly Disagree</b>							

Source: own computation



### **4.2.3. Role of Training on Achievement of Organizational Goals**

Role of training in this research context mean how much the training is contributing to the improvement of employees knowledge, skill and performance which ultimately leads to achieve organizational goals. In line with this, more than 48 percent of the respondents were replied that the training content is suitable to overcome trainees' knowledge, skill and attitude gaps, on the other hand, 26.7 percent of the respondents were confirmed that the content of the training didn't have much impact on skill and attitudinal change of employees'; the rest 24.2 percent of the respondents were neither agree nor disagree on the influence of the training. 48.4 percent of the respondents also confirmed that the training programs have helped them to improve their performance in their organization; however, considerable (27.5%) amounts of the respondents said that the training doesn't help much them to improve their performance. Also 24.2 percent of the respondents were neither agree nor disagree on this issue.

21.4 percent of the respondents also replied that their organization provides adequate training relating to what they perform and to motivate them for better enhancement, on the other hand, 40.4 percent of the respondents confirmed that their organization didn't offer them adequate training to motivate theme for better enhancement; on this regard 36.3 percent of the respondents were neither agree or disagree. Respondents were also asked whether the hospital collects training feedbacks, however, only 13.7 percent of the respondents confirmed that the hospital uses the trainees' feedback to improve the effectiveness of the training programs; majority (65.3%) of the respondents said that the hospital didn't uses the trainees' feedback to improve the effectiveness of the training, and the rest 21 percent of the respondents said nothing about this. Apparently, only 15.3 percent of the respondents were highly motivated in the training programs; conversely, 63.7 percent of the respondents confirmed that the training program didn't motivate them. Furthermore, 17 percent of them replied that the training programs enabled them to do their job at a great efficiency; however, 52.4 percent of the respondents didn't see any change on their efficiency (table 4.6).

Seven items were employed in order to measure the role of training on achieving organizational goals; accordingly, 5.87 percent of the respondents were select "Strongly Agree", 24.42 percent of the respondents were select "Agree", 26.61 percent of the respondents select "Undecided" and the rest 29.51

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

Training have contribute highly for the success of a given organization, whether it is short term or long term training had a significant contribution on increases the skill and performance of an employee. However, in the case of MCM hospital the analysis indicates that the training didn’t brought any effect on their skill and performance, which indirectly means the training doesn’t have a significant role on the overall performance of the organization. This is may be due to the right training is not delivered to the employees.

Table 4.6 role of training

List of Items	Measurement scale in %						
	SA	A	N	D	SD	Mean	St. dev
The training content is suitable to overcome trainees’ knowledge, skill and attitude gaps	7.3	41.9	24.2	6.5	20.2	3.11	1.100
Trainings that I have taken from the hospital can improve my skill, knowledge, and attitude	3.2	41.9	29	8.9	16.9	3.01	0.976
The training programs have helped me to improve my performance in my organization	3.2	45.2	24.2	6.5	21	3.10	0.968
My organization providing me adequate training that related to what I perform and to motivate me for better enhancement	9.7	13.7	36.3	32.3	8.1	3.15	1.073
The hospital uses the trainees’ feedback to improve the effectiveness of the training programs	4.8	8.9	21	39.5	25.8	3.73	1.090
I have highly motivated in the training programs in my organization	5.6	9.7	21	51.6	12.1	3.55	1.013
Training programs enabled me to do my job as required and great efficiency	7.3	9.7	30.6	40.3	12.1	3.40	1.056
<b>Role of training</b>	<b>5.87</b>	<b>24.42</b>	<b>26.61</b>	<b>26.51</b>	<b>16.6</b>	<b>3.29</b>	<b>1.039</b>

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

Source: own computation

#### **4.2.4. Evaluation of the Training Program**

Evaluation of the training program in this research context means how is the organization evaluates the effectiveness of the training and the training program itself. Accordingly, even though 22.6 percent of the respondents said that the organization evaluates properly training programs effectiveness, however, 55.6 percent of the respondents confirmed that their organization didn't evaluate the effectiveness of training programs properly. The rest 21.8 percent of respondents neither agree nor disagree regarding evaluation of training programs. Furthermore, 19.4 percent of the respondents confirmed that the organization evaluate training programs during the program, conversely, 40.5 percent of the respondents said that the organization didn't evaluate training programs during the program; the rest 40.3 were undecided on this issue.

Furthermore, less (8%) amounts of respondents replied that the organization has evaluated the training program during the training time; on the other hand, 74.5 percent of the respondents confirmed that the organization didn't evaluate the training program during the training time. Likewise, 9.6 percent of the respondents said that the organization evaluate training programs immediately after the training program completed, conversely, 31.5 percent of them confirmed that the organization didn't evaluate training programs immediately after the training program completed. Another option of training was also raised, if the organization evaluates trainings lately, accordingly, 22.6 percent of the respondents said that the organization evaluate training programs lately after the training program completed & the employee's are at work, however; 37.9 percent of the respondents confirmed that the organization didn't evaluate training programs lately after the training program completed; the rest 39.5 percent of them were neither agree nor disagree regarding late evaluation of trainings. Apart from this, respondents were also asked whether follow up was made to see the effect of the trainings, hence, only 11.3 percent of the respondents replied that follow up is made to check the training effect on the job; on the other hand, 53.2 percent of the respondents confirmed that the organization didn't make any follow up to check the effect of the training on the job. In relate with this, 35.5 percent of the respondents were neither agree nor disagree.

In order to identify whether the organization evaluate the effect of the training totally six questions were employed; accordingly, 6.06 percent of the respondents were select "Strongly Agree", 9.51 percent of the respondents were select "Agree", 37.23 percent of the respondents select "Undecided"

and the rest 33.31 & 13.85 percent of the respondents were select “Disagree” & “Strongly Disagree” respectively. Furthermore, the grand mean score was 3.39 which lies between disagree and strongly disagree level with a standard deviation of 1.012. Furthermore, this mean score implies that the hospital didn’t evaluate the effect of trainings

Monitoring and evaluation activities are the most important activities in the process of achieving organizational goal. The more any organization evaluates each activities turn by turn the more it would be good the ultimate result. Accordingly, in MCM hospital a proper evaluation of training role was not takes place; this indicates the hospital didn’t know the status, skill gap and performance of its employees. This indirectly means it is difficult to identify what gaps the employees had, so that it is impossible to fill the necessary skill gap thereby solving the problem of the institution.

Table 4.7 evaluation of training effectiveness

List of Items	Measurement scale in %						
	SA	A	N	D	SD	Mean	St. dev
My organization evaluated the training program effectiveness properly	6.5	16.1	21.8	38.7	16.9	3.44	1.140
My organization evaluate training programs during the program	8.1	11.3	40.3	30.6	9.7	3.23	1.040
My organization has evaluated the training program during the training time	4.8	3.2	27.4	38.7	25.8	3.77	1.025
Follow up is made to check the training effect on the job	6.5	4.8	35.5	41.1	12.1	3.48	0.990
My organization evaluate training programs immediately after the training program completed	4	5.6	58.9	25	6.5	3.24	0.819
My organization evaluate training programs lately after the training program completed & the employee at work	6.5	16.1	39.5	25.8	12.1	3.21	1.059
<b>Evaluation of the training program</b>	<b>6.06</b>	<b>9.51</b>	<b>37.23</b>	<b>33.31</b>	<b>13.85</b>	<b>3.39</b>	<b>1.012</b>
<b>Where, SA=Strongly Agree, A=Agree, N=Neutral, D= Disagree, SD= Strongly Disagree</b>							

Source: own survey

## CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary of Major Findings

The study attempted to assess the existing practice of employee training in MCM hospital. In addition, it was aimed to describe the current training procedure and practice of training. Furthermore, the paper tried to look at what is the role of training on achievement of organizational goals and availability of enough training delivery practice. The study employed both interview and questionnaires to collect primary data. The interview was held with the Human Resource Manager of the hospital to collect accurate information on the actual practice of training related issues. The information gathered was further analyzed using Descriptive method by comparing it with the theoretical aspects gained from secondary sources in the subject matter. Thus based on such analysis the findings are summarized below:

- In Myung-sung Christian Medical (MCM) general hospital there were two job categories, medical and admin; Looking the proportion of male and female in terms of either in job category or academic qualification, even though, there is considerable difference between male to female participants, however, the position they hold in terms of academic qualification and job category seems proportional.
- The total number of respondents used for this analysis was 248, out of this 68.5 percent of the respondents were male and the rest 31.5 percent of the respondents were females. With regard to age majority of male respondents were in the age group of 26 to 30 years of age followed by 31 to 35 years of age. On the other hand, high numbers of female respondents are goes to the age group of 20 to 25 followed by the age group of 26 to 30.
- Very few percent of respondents agreed that they are involved in training need assessment; however, majority of the respondents didn't know about training need assessment. Furthermore, trainees are selected based on their managers request and suggestions and based on their work experience
- Class room lectures is the main type of training method employed by the organization; apparently, so far majority of the respondents took training more than 4 times.

- Very majority amounts of employees doesn't have any idea about whether the training program was evaluated or not; and also considerable amounts of them confirmed that no evaluation is done at all.
- MCM hospital didn't conducts training needs assessment frequently, furthermore, the findings of the study shows that results of need assessment didn't considered to design training programs. Apparently, majority of the respondents confirmed that that they didn't have much level of participation at the time of designing training programs
- Although it is confirmed by very smaller amounts of respondents the organization had set clear objectives of training programs, however, majority of the respondents didn't believed that the hospital had clear training program objectives. Moreover, according to majority of the respondents the organization didn't agree that training were delivered based on organizational goals
- Among others content is the most important parts of the trainings, majority of the respondents agreed that the given training contents were reconciled and helps to achieve the training objectives. However, some amounts of respondents replied that the contents of the training didn't lead to achieve the training objectives. In addition to this, respondents also agreed that the contents of the training they have taken was relevant for their current jobs,
- The finding of the study also indicated that the organization didn't practiced training programs as per its training guide lines. Furthermore, only very small amounts of respondents were satisfied with regard to the overall hospitals training programs, the rest majority didn't happy with respect to the overall service of training programs.
- The grand mean score of training procedures and practice at MCM hospital was 3.41, which implies the employees of the hospital were not as such happy with the overall training procedure and practice of the hospital.
- Majority of the respondents were confirmed that the hospital didn't delivered enough training which helps to do jobs; in line with this, greater part of the respondents replied that the trainers who deliver the required training programs have enough abilities and knowledge and they had good practical experience on the subject they train
- Trainings were not implemented through considering both personal and the job requirements; furthermore, more than 74 percent of the respondents proved that the

organization didn't give them enough training. Apparently, sufficient materials and facilities didn't fulfill for the trainings.

- Eight items were employed in order to measure availability of enough training for the employees in MCM hospital; accordingly, 6.13 percent of the respondents were select "Strongly Agree", 17.65 percent of the respondents were select "Agree", 25.2 percent of the respondents select "Undecided" and the rest 29.53 & 23.27 percent of the respondents were select "Disagree" & "Strongly Disagree" respectively.
- The grand mean score of availability of enough training at MCM hospital was 3.53, which implies enough and adequate training was not given to the employees of MCM hospital.
- The study confirmed that the training content is suitable to overcome trainees' knowledge, skill and attitude gaps. Furthermore, majority of the respondents also confirmed that the training programs have helped them to improve their performance in their organization
- With regard to training provision majority of the respondents confirmed that their organization didn't offer them adequate training to motivate theme for better enhancement; apparently majority of the respondents also confirmed that that the hospital didn't uses the trainees' feedback to improve the effectiveness of the training
- Seven items were employed in order to measure the role of training on achieving organizational goals; accordingly, 5.87 percent of the respondents were select "Strongly Agree", 24.42 percent of the respondents were select "Agree", 26.61 percent of the respondents select "Undecided" and the rest 29.51 & 16.6 percent of the respondents were select "Disagree" & "Strongly Disagree" respectively.
- The grand mean score of this particular variable was 3.29 which imply the provided training didn't help employees to improve their skill and performance.
- With regard to Evaluation of the training program majority of the respondents confirmed that their organization didn't evaluate the effectiveness of training programs properly. Furthermore, majority of the respondents confirmed that the organization didn't make any follow up to check the effect of the training on the job.

- The grand mean score for whether the organization evaluate the effect of the training or not was 3.39 which lies between disagree and strongly disagree level and it implies that the hospital didn't evaluate the effect of trainings

## **5.2.Conclusion**

The purpose of this study was to assess employee training practice in MCM hospital. Some main issues raised under the investigation of this study were the procedures and practices of training, how the hospital follows up on the training practice in order to improve employees` job. In order to answer such issues descriptive research design were employed and researcher collected data from both primary and secondary sources. Furthermore, various related issues were analyzed such as training facility, training to work relation, availability of enough training, training to organizational goal, training to employees` skill, evaluation of training up on delivery, follow up on training effect and satisfaction on training.

Among all others this study has investigated the hospital didn't make training need assessment which could help to organize any kinds of training. Accordingly to the findings of the study there was no enough training available in the hospital from this finding it is easily understood that there is shortage of training in the hospital. Furthermore, the findings of the study imply that most employees were not sure that the training were directly relate to organizational goal and their skill. In addition to this, the hospital possibly to say didn't used evaluation technique during training time and there was no any training follow up on effect of training on employees` job. Apart from this, the findings of the study indicated that, employees were not satisfied with the training procedure of the hospital. Findings of the study also showed that most employees` agree that the training facilities towards content, time and place were not in good condition, however, the training they took has directly relates to their job. Even though so far the delivered trainings were helpful for employee`s improvement, however, enough training was not given to the employees as they demands. Apart from this, the trainings content were helpful in order to achieve organizational goals; overall, the training procedure and practice of the hospital were not given to the employees as necessary as possible. The training delivery practice was not good in terms of adequacy, facilities and motivating the employees.



### **5.3.Recommendation**

Based on the findings of the study the following suggestions/recommendation was forwarded to relevant stakeholders:

- As the hospital creating a great understanding to its employees` about organization strategic goal on the initial, everyone in the company can developed through this thinking and can be able to play goodly to achieve organizational goal. In addition to that, When an organization is having updated employees` and those are staying at the company for long period of time the service and productivity increase time to time, and to keeping its productivity participating on support employees` to update their understanding is advantageous for both of them and also helped the organization to have them for long live and increase employees` belongingness to the company.
- When employees` have more chance to have training they can improve their skill and update themselves with the current situation like technology and system it increase their capacity then the result will maximize employees` and organizational benefit towards their capacity and goals respectively. Therefore the hospital should deliver effective and timely based trainings to employees.
- The hospital should enhance training availability to its employees in terms of times/schedules on updating its employees` on contemporary issues of day to day business operation. Furthermore, it is better for the hospital to maintain its current training delivery facilities.
- Before directly go in to the training the hospital should seriously arrange need assessments to certainly know what trainings are majorly needed by employees` and what is the real problem/gap to be solved by trainings in order to increase its employee training satisfaction.
- The last but not the least recommendation is the hospital should develop training follow up and evaluation mechanism in order to measure the effect of the delivered training either on job performance or employees themselves.

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## **APPENDIX**

### **Survey Questionnaire**

**St. Mary's University**

**School of Graduate Studies**

**Department of business Administration**

#### **Questionnaire to be completed by MCM Hospital employees**

Dear respondents: This questionnaire is designed to gather data on the employee training practices in MCM Hospital: to achieve this purpose and to deeply investigate the case, your response to the questions given below has a crucial value. Therefore, you are kindly requested to read the questions carefully and give accurate and real data which exists on the ground. The response that you reply will not be used for any other purpose other than this research work, so be free and give your honest and genuine response.

Please encircle or put a "√" mark on the space provided to indicate your personal information.

Thank you in advance for your Cooperation



## **SECTION A – PERSONAL INFORMATION**

### **Please Select by Circling**

- Sex A. Male B. Female
- Age: A. 18 – 30 B. 31 – 40 C. 41- 50 D. >50
- Marital Status: A. Single B. Married C. Divorced D. Widowed
- Academic Qualification: A. Primary B. High school C. Diploma E. Degree and above
- Years of service A. 1-3 years B. 4-6 years C. 7 – 10 years D > 10 years
- Current position/post \_\_\_\_\_

## **SECTION B**

**These sections are related to certain aspects of employee training practices in MCM Hospital and your training exposure experience in different aspects.**

### **B.1: Introductory Questions Related to the Study**

1. Have you got the chance to take any training in MCM hospital? **A. YES B. NO;** If your answer is “**yes**”, please answer the following questions by circling
2. To what extents are you involved in training need assessment process?  
**A. To a very great extent B. To a great extent C. I don’t know D. To some extent E. To less extent**

3. How could you been selected for the training? **A.** Performance appraisal **B.** Work experience **C.** On my own request **D.** Manager request **E.** If other please specify .....
4. In which methods you were took training? **A.** In-house training **B.** Out-sourced training **C.** Overseas training **D.** Induction program **E.** Apprenticeship
5. For how many times have you participated in training? **A.** 1-2 times **B.** 3-4 times **C.** 5 – 7 **D.** > 5 time
6. In which interval you were took training? **A.** Quarterly **B.** Semiannually **C.** Annually **D.** Every two years **E.** If other please specify .....
7. What types of employee training methods have you taken so far? (You can tick more than one ) **A.** Classroom lectures **B.** Mentoring **C.** Vestibule Training **D.** Coaching **E.** Case Studies Job rotation **F.** Role play **G.** others (specify).....
1. How could you rate your improvement after taking trainings?
  - A.** Excellent **B.** Very good **C.** Good **D.** Bad **E.** No change
  - In which steps evaluation of training programs have made in your organization?
    - A.** During the training program **B.** Immediately after the training program completed
    - C.** Lately after the training program completed & the employee at work
  - To what extent your organization concerned in the evaluation of training programs?
    - A.** a very great extent **B.** a great extent **C.** I don't know **E.** Some extent **F.** Less extent

## B.2: Likert Type Questions

**These sections are related to certain aspects of employee training practices in MCM Hospital and your training exposure experience in different aspects. Please mark the appropriate response to indicate your own personal feeling by making tick (√) on the following scale**

**1 = Strongly Agree; 2 = Agree; 3 = Undecided; 4 = Disagree; 5 = Strongly Disagree**

S/N	Item	1	2	3	4	5
1	My organization conducts training needs assessment frequently					
2	The results of need assessment is so critically considered to design training programs in my organization					
3	As an employee my level of participation is high at the time of designing training programs					
4	I feel that my organization set clear objectives of training programs					
5	The trainings were prepared and delivered based on the assumption of organizational goal					
6	The training content lead to achieving the training objectives					
7	The contents of the training I have taken is relevant for my current job					
8	Trainings were directly related to my job					
9	The training content is suitable to overcome trainees' knowledge, skill and attitude gaps					

10	Trainings that I have taken from the hospital can improve my skill, knowledge, and attitude					
11	Trainings that I have taken from the hospital can improve my skill, knowledge, and attitude					
12	The training programs have helped me to improve my performance in my organization					
13	My organization providing me adequate training that related to what I perform and to motivate me for better enhancement					
14	The hospital delivered enough training in order to do my job					
15	The hospital uses the trainees' feedback to improve the effectiveness of the training programs					
16	My organization evaluated the training program effectiveness properly					
17	Trainers who deliver the required training programs have enough abilities and knowledge					
18	Trainers in my organization have good practical experience on the subject they train					
19	Trainers in my organization have good theoretical knowledge and training skill on the subject they train					
20	I have highly motivated in the training programs in my organization					
21	Training programs enabled me to do my job as required and great efficiency					
22	The trainings that I have taken improve my skills, knowledge and					

	attitudes					
23	Trainings were implemented by considering both personal and the job requirement					
24	The hospital has delivered enough training programs to me					
25	The training programs have fulfilled sufficient conditions including the material and facility					
26	The training content, time, place and other facilitation are in good condition					
27	My organization practiced training programs properly					
28	My organization practiced training programs as per its training guide lines					
39	My organization evaluate the effectiveness of training programs properly					
30	My organization evaluate training programs during the program					
31	My organization has evaluated the training program during the training time					
32	Follow up is made to check the training effect on the job					
33	My organization evaluate training programs immediately after the training program completed					
34	My organization evaluate training programs lately after the training program completed & the employee at work					
35	I am satisfied on the hospitals training					

**Open ended question**

1. What is your comment on the overall training conditions and procedure?

\_\_\_\_\_

2. Is there any problem on the selection of trainee? \_\_\_\_\_

3. What are the most important problems that could need urgent solution with regard to training procedure? \_\_\_\_\_

4.

5. What should be done to improve the current training procedure? \_\_\_\_\_

**St. Mary's University**

**School of Graduate Studies**

**Master of Business Administration**

This interview is used to collect necessary and firsthand information from MCM hospital Training and development officials.

- Does your organization have training policy? Is the training practice of your organization is designed and implemented according to the policy?
- What are the criteria's you used to select trainees to participate on training program?
- What methods of training your organization has used?
- What factors do you think that affect your organizations training program effectiveness?
- What do you feel about the effectiveness of employees training programs?
- Does the program office conduct feedbacks about their training program from their employees who are taken?
- What do think about the possible expected challenges of training practices in your organization?
- How the training and development department in your organization evaluates the training program effectiveness?
- Do you measure the employees' reaction about the training and the tangible results of training programs of the corporation?
- What about the impact of training on employees' behavior and organizational effectiveness?

Thank you!!