ST. MARY's UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF TRAINING PRACTICE: A CASE OF ETHIO TELECOM, ADDIS ABABA ZONES.

BY

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JANUARY, 2018

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

(GENERAL MBA)

JANUARY, 2018

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APPROVED BY BOARD OF EXAMINERS

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ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty God for providing me strength to complete this work. Next, I would like to extent my gratitude and appreciation to my Advisor of this research project, Wubshet Bekalu (PhD) for his dedication to guide, advice and provide me meaningful comments on the research.

The direct and indirect support of many people makes my study successful. My sincere and heartfelt gratitude also goes to My Brothers, Sisters, friends and colleagues Dr. Wihib Ambaye, Almaz Ambaye (PhD), Mr. Berihu Ambaye, Ms. Feven Ambaye, Mr. Afework Kumssa, Mr. Getu Aleligne, Ms. Mekdes Bogale, Mr. Kebede Aredo and all zonal DC managers, supervisors and sales representatives who made tremendous contributions in Motivating, Financing and providing the necessary information and Different supports.

Moreover, I would like to appreciate Mr. Aynalem Albene and Mr. Tesfa Tiruneh for their endless support in all the steps of my research.

Finally, my special thanks goes to my wife Netsanet Amanuel, my daughter Natanim Zemichael and my son Nolawi Zemichael for their patience and gave me enough time to complete this study.

ABBREVIATIONS

DC- Direct channel

ETC- Ethiopian Telecommunications Corporation

HRD- Human Resource Division

HRM- Human Resource Management

IBTE – Imperial Board of Telecommunications of Ethiopia

SPSS- Software Package for Social Sciences

TNA –Training Need Analysis/Assessment

TPD –Training Program Design

TD – Training Delivery

TFE – Training Follow up and Evaluation

TE – Training Effectiveness

VIF – Variance Inflation Factor

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ABSTRACT

The ultimate objective of a business is to minimize costs and maximizes profit under any standard or measurement (Welela, 2013). But before going to evaluate the profitability of a business or check the practice of training versus productivity, it will be better to measure or evaluate the training process itself, whether is it effective or not. This effectiveness evaluation can be done against the end to end theoretical process of effective training or partially with the perception of the trainees.

The main objective of this study is to assess the practice of trainings and identify major determinants of training in ethio telecom, Addis Ababa zones. Important and relevant literatures were reviewed on the topic, structured questionnaire used to collect the quantitative data from sample respondents and the additional comments of the respondents and interview with training section management is taken as the source of data for qualitative analysis. The scale reliability was examined through Cronbach's alpha test and the items used to measure are internally consistent.

The population of the study is sales representatives of ethio telecom working in Addis Ababa zones. the sample size is determined through Yamane's (1967) samples size formula. The data is collected from all Addis Ababa zones through stratified and simple random technics and finally analyzed through SPSS version 20 software.

The result of the study demonstrates gaps and possible solutions are proposed to improve training need analysis, training program design, training delivery and training follow up and evaluation in order to improve the training practices of the company. Finally, this study is supposed to improve the understanding of the determinants of training effectiveness, their role on training effectiveness and its implication to enhance training effectiveness of ethio telecom through the mentioned determinants and recommendations.

Key words: Training Effectiveness, Training Need Analysis, Training program Design, Training Delivery & Training follow up and Evaluation.

CHAPTER ONE

INTRODUCTION

The aim of this section is to present the overview of the entire thesis. The chapter covers Background of the study, background of the organization, Statement of the problem, Basic research questions, Objectives of the study, Definition of terms, Significance of the study, Scope of the study and Organization of the research report.

1.1Background of the Study

Organizations' success or failure is highly depending on the quality and quantity of their human resources. Employees are the most key elements of an organization. Having the right number of employees with the right qualification and capability placed on the right job to achieve assigned actions will lead for success. This can be depending on the strategy of each company human resource management (HRM).

HRM can be described as strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. It has a strong conceptual basis drawn from the behavioral sciences and from strategic management, human capital and industrial relations theories. This foundation has been built with the help of a multitude of research projects, Armstrong (2010).

In order to build capable human resource, organizations can use different means of capacity building such as on-job, off-job, local as well as abroad trainings, workshops and experience sharing's. Moreover, companies are commonly using trainings in enhancing the capacity of individuals as well as groups within their company.

Training is one of the costliest input for human resource development. With the development of science and technology with faster speed, the individual and organizational developments are not possible without providing sufficient training opportunities, to the employees of an organization, Singh, (2000).

According to Walton (1999) sited by Azhar, M. (2015), strategic human resource development involves introducing, eliminating, Modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by the organization.

Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of today's competitive business climate (Nassazi, 2013).

According to Senyucel (2009), training and development is not easy for organizations to get time and resources to allocate for training and development of their employees. If the organization knows the gap of the training or the need of training for their employees, it needs time and resource to organize and allocating resources for training.

Through different scholars include components need to be included in effective training program, according to Singh (200), training need assessment, training objective, course planning and preparation, course content, course design, teaching aids/audio, visual aids, training methods, team building, organizational climate, monitoring and evaluation and follow up of training program are the most important and essential components for organizing an effective training program In this regard there are different gaps observed in different organizations due to different reasons.

In order to deliver trainings, the needs have to be identified first. According to Armstrong (2006), cited at Atalay (2014), the dominate framework for identifying organization's training needs has been categorized in to three need analysis approach. These are organizational analysis which identifies job related knowledge and skills that are needed to support the organization's short range and long range goals, task analysis that determines the skill and knowledge that the job requires, and personal analysis which focusses on the individual employee. The latter is the focuses of this paper to be analyzed in chapter four.

The ultimate objective of a business is to minimize costs and maximizes profit under any standard or measurement (Welela,2013). But before we are going to evaluate the profitability of a business or check the practice of training versus productivity, it will be better to measure or evaluate the training itself, whether is it effective or not. This effectiveness evaluation can be done against the end to end theoretical process of effective training or partially with the perception of the trainees. The main reasons for the importance of such assessment are two. First it gives alarm to take action for identified Gaps of the process. The second is to appreciate the strong part of the training process so that to improve more.

Even though the impact of training on productivity is high and have positive relationship, providing training doesn't necessarily mean increasing productivity. Of course effective trainings will have positive impact on performance of an organization. This shows that there should be a room to measure the effectiveness of the training and factors affecting training effectiveness. In this regard what makes training effective is the basic question to be addressed. This study focuses on the assessment of training practices and the relationship between training effectiveness variables and training effectives in ethio telecom.

1.2. Background of the organization

Organizations are collection of people working together for the same goal. In this regard only collection of employees may not be able to run the organization rather capable employees decide the future success of an organization. To make them capable, trainings are the basic tools.

To come up to specific company, ethio telecom, originally a division of the Ministry of Post, Telephone and Telegraph, what would become the ETC was established as the Imperial Board of Telecommunications of Ethiopia (IBTE) by proclamation No. 131/52 in 1952. Under the Derg Regime, the IBTE was reorganized as the Ethiopian Telecommunications Service on October 1975, which was in turn reorganized on January 1981 as the Ethiopian Telecommunications Authority. On November 1996, the Ethiopian Telecommunications Authority became Ethiopian telecommunication corporation (ETC) by Council of Ministers Regulation No. 10/1996.
The subsequent Proclamation 49/1996 expanded the ETC's duties and responsibilities. For its international traffic links and communication services, ETC

mainly uses its earth station at Sululta which transmits and receives to both Indian Ocean and the Atlantic Ocean satellites.

In late 2006, the ETC signed an agreement worth US$1.5 billion with three Chinese companies, ZTE Corporation, Huawei Technologies and the Chinese International Telecommunication Construction Corporation, to upgrade and expand Ethiopian telecommunications services. This agreement has capable to increase the number of mobile services from 1.5 million to 7 million, land line telephone services from 1 million to 4 million, and expansion of the fibre optic network from 4,000 kilometers to 10,000 by 2010. It is part of a larger US$ 2.4 billion plan by the Ethiopian government to improve the country's telecommunications infrastructure.

The previous Ethiopian telecommunications corporation (ETC), Now Ethio telecom, is an integrated telecom operator as well as service provider in Ethiopia, providing internet, mobile and fixed telephone services. Ethio telecom is owned by the Ethiopian government and maintains a monopoly on overall telecom services in Ethiopia with a vision of world class telecom service provider. It is one of the ''big'' group of state owned corporations in Ethiopia, along with Ethiopian airlines, commercial bank of Ethiopia, Ethiopian shipping lines, Ethiopian electric utility and others.

Ethio telecom has 14 divisions. Out of these divisions in the company, human resource division is the one responsible to manage human capacity building and other related issues of the company. All training plans are under the supervision of HRD.Though all the 14 divisions of the company are involved in participating in the training, the intention of this research was to know the perception of sales representatives' found under residential sales division towards the effectiveness of trainings given to them.

Therefore, this research intends to assess the training practices of ethio telecom with the view of the company's employees, specifically sales representatives located in zonal shops of ethio telecom's structure.

1.3. Statement of the Problem

Without having enough and potentially capable employees, organization will not go for success. To develop qualified human resource, training is one of the tools which results in high productivity. The main objective of giving training is to make the trainees capable so that they can achieve their assigned objectives. But investing capital and giving much number of trainings doesn't necessarily mean the employees become capable enough to do their jobs. For this reason, trainings are expected to be effective to provide the intended production or to achieve the targeted plan.

Endris (2015) conclude its finding as trained entrepreneurs gain new skills and knowledge relevant to running and creating a business; increased their confidence in their entrepreneurial abilities, and improved their number of employee's turnover, profit and asset. This indicates that providing training is important but it should answer what type of training, when, where to whom and how we can measure its effectiveness. Training and development as part of human resource management is a field of study which concerns with organizational activities intended at improving the performance of individuals and groups in the organization.

Ethio telecom is one of the largest government owned organizations in Ethiopia having 14,000 plus permanent employees working in it. The company has its own human resources division and human development department under the division which basically working on capacity building activities and coordinating training related issues with division's training sections.

The company gives trainings to its employees in different times but it is not clear that to what extent the process of the trainings is effective, successful and fruitful and what makes them effective and fruitful or ineffective.

In this particular study, training effectiveness is measured by Armstrong (2009) model of four major variables. These are training need Analysis, training program design, training Delivery and training follow up and evaluation

In order to examine the practice of training and its determinants in ethio telecom, the researcher have conducted preliminary interview with sample sales representatives and their response indicate a gap on need assessment and post training evaluation methods but the sample interviewee may not represent all employees in the company rather their response can be an initial point for further investigation. This leads for further end to end check of the training effectiveness and its determinants.

According to Armstrong (2009), training should be systematic that includes training need, planning and designing program, implementation and evaluation and follow up. With the umbrella of this concept, the practices of training process and experiences has been examined from ethio telecom, Addis Ababa Zones perspective.

1.4. Basic Research Questions

The study basically answers the following questions

- What is the level of training need analysis of the company?
- To what extent do the company give emphasis to training program designing?
- What are the main problems of the company in Delivering training programs?
- How committed is the company to evaluate and follow up the training practices of the company?

1.5. Objectives of the Study

General objective

The main objective of this study is to assess the practice of trainings of ethio telecom so as to identify the major gaps and forward possible suggestions on how to improve training practices of the company.

Specific objectives

The specific objectives of the study are

- To determine the extent of training need analysis of the company
- To evaluate the level of training program designing of the company
- To explore the main problems of the company in Delivering trainings
- To assess how the company is following and evaluating its trainings
- To provide possible solutions as recommendations to improve the training practices of the company.

1.6. Definition of Key Terms

Training - Training refers to a program that facilitates an employee to perform a job effectively through acquiring increased knowledge and skills (Ramasamy,2003).

Training needs Analysis/assessment–is the process in which the company identifies training and development needs of its employees so that they can do their job effectively. It involves a complete analysis of training needs required at various levels of the organization (The Economic Times, n.d).

Training Design - Training design or instructional design is the process of creating a blueprint for the development of instruction. Whether the training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods, the design process sets the stage for the development of a program that produces results. (Sharon, 2017).

Training Delivery – is the implementation phase of training process where the training program comes to live.(explorance.com, 2013).

Training follow up and evaluation–is an evaluation phase of the entire program to determine whether it was successful and met the training objectives. (Explorance.com,2013).

1.7. Significance of the Study

Providing effective training is critical and failure to do so might lead to low performance of the intended outcome. The effect of providing effective training is undoubtedly positive to the trainees as well as the company they are working.

The findings and results of this study may have multiple importance for different groups.

- This assessment supports ethio telecom to identify the main success and/ failure factors of effective training.
- It can have general contribution on the improvement training practices.
- It provides possible recommendations to the company and this might take as input for further improvement on the area.
- The study may help other researchers and academic writers who want to make further assessment/analysis by taking this as an initial point.

1.8. Delimitation/Scope of the Study

The scope of this study was limited to assess the practice of training in ethio telecom from 2011- 2017 where the company was implemented new organizational structure. The researcher assumed that all the processes and procedure of training are already changed with new organizational changes. Due to the wideness of the coverage of ethio telecom shops and resulting effect of cost and time, this study was also limited to sales staff under direct channels (DC) Department working in shops located in Addiss Ababa. Specifically, due to their importance on creating company image, the study is concentrated on the attitude of sales representatives of ethio telecom found in Addis Ababa zones towards the practices of training in the company.

1.9. Organization of the Research Report

The research has been organized on five chapters. The first chapter introduces readers with background of the study& the company, statement of the problem, Basic questions as well as objectives to be addressed, scope, significance, definitions of basic terms and the entire organization of the paper. Chapter two consists of related literature review. The chapter presents the theoretical review and conceptual framework of the study. Chapter three deals with Research design and Methodology, it incorporates population and sampling technics, types of data and instruments of data collection, procedure of data collection and methods of data analysis. Chapter four analysed and discussed the collected data in order to arrive at findings. Chapter five (last chapter) contains the summery of findings, conclusions and possible recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Chapter two has an intention to present the relevant literature related to this study and conceptual framework adopted from the theoretical part of the literature. The chapter includes: concept of training, Benefits and purpose of training, effectiveness of training, effect of training on productivity, training process and measuring training effectiveness.

2.1. Concept of Training

The word training has been derived from the word 'train', which is a symbol of continuously running from one station to the other having halts at different stations (Singh, 2000).

A training program consists of different components, similar to the train which is also consisted of different comportments. As per the process of start and halt, a train reaches its destination; similarly, the process of theory, practical and recall sessions of different modules, enables a training program to be managed successfully. Training is a process of practicing different learning again and again. Then and only then, a person who has attended a training course, can be able to do his new job properly and effectively (Singh, 2000).

The attitudes towards provisioning of training were seen as the sole responsibility of human resource department. Now a day, planning of trainings become the common jobs of managers in an organization. This leads them to improve the capacity of their employees so as to increase productivity.

Trainings are expected to be given with clear reasons and objectives. Different scholars explain when training is needed in different terms.

According to Armstrong (2009), the reasons for delivering trainings can be justified as the work requires skills that are best developed by formal instructions. Different skills are required by a number of people, which have to be developed quickly to meet new demands and can't be acquired by relying on experience.

The tasks carried out are so specialized or complex that people are unlikely to master them on their own initiative at reasonable speed.

Critical information must be imparted to employees to ensure they meet their responsibilities

A learning need common to a number of people has to be meet that can readily be dealt with in a training program, for example induction, essential IT skills, communication skills.

In other words, He categorize the basic grounds of training in to four parts as follows,

When new candidates join an organization

Basically for new employees' induction is important. Induction is the process of receiving and welcoming new employees and giving them the basic information they need to settle down quickly and happily to start work. The objective of induction is to smooth the preliminary stages when everything is likely to be strange and unfamiliar to the starter, establish a quickly favorable attitude to the organization in the mind of new employees so that they are more likely to stay, obtain effective output from the new employee in the shortest possible time and reduce the likelihood of the employee leaving quickly.

When promotion and career growth become important

When the existing employees are needed to refresh and enhance their knowledge. If any updating and amendments take place in technology, training is given to cope up with those changes for instance, purchasing new equipment, changes in technique of production, computer impartment. The employees should be trained about use of new equipment and work methods.

2.2. Benefits and Purpose of Training

Training is one method of fulfilling a gap and improving existing capacity of employees in an organization. According to Goitom (2015), training is the process of helping employees to acquire more knowledge of the job and to learn or sharpen the needed skills, attitudes and values associated with efficient performance of their job. Trainings should have clear purposes or objectives to be achieved.

According to Quinn, Anderson and Finkelstein (1996), the goal of training for employees is to master the knowledge, skill and behaviors emphasized in training programs and to apply them to their day to day activities. They also considered as one of the competitive advantage

as recently is has acknowledged that to gain competitive advantage, training has to involve more than just basic skills development. Their justification for the need of training that led for the growth and development of personnel includes;

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee moral
- Ensuring adequate human resources for expansion into new programs

Research has shown specific benefits that a small business receives from training and developing its workers: increased productivity, reduced employee turnover, increased efficiency resulting in financial gains and decreased need for supervision.

Goitom (2015), in his textbook of introduction to management also put the purpose of training as to fulfill three important needs. These include training of new employee, training of the present employees and training for a long- term purpose aimed at giving proper personality development.

2.3. Effectiveness of Training

Every training has its 'own purpose or objective to be achieved. Effective training uses systematic approach with an emphasis on skill's analysis (Armstrong, 2009). The purpose of the training should be clearly defined in terms of the behavior required as a result of training. Training's Systematic approach model used by Armstrong is explained and illustrated below.

Figure 2.1. Systematic Training Model

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┌─────────────────────────────────────────┐
│  1.  Identify learning needs             │◄──────────┐
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                  │                                     │
                  ▼                                     │
┌─────────────────────────────────────────┐           │
│  2.  Plan training Programs              │           │
└─────────────────────────────────────────┘           │
                  │                                     │
   ┌──────────────────────────────────────────┐        │
   │ ┌────────────┐ ┌──────────┐   ┌──────────┐ ┌──────────┐ │
   │ │ Techniques │ │ Facilities│   │ Locations│ │ Trainers │ │
   │ └────────────┘ └──────────┘   └──────────┘ └──────────┘ │
   └──────────────────────────────────────────┘        │
                  │                                     │
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┌─────────────────────────────────────────┐           │
│  3. Implement Training                   │───────────┘
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                  │
                  ▼
┌─────────────────────────────────────────┐
│  4. Evaluate Training                    │
└─────────────────────────────────────────┘
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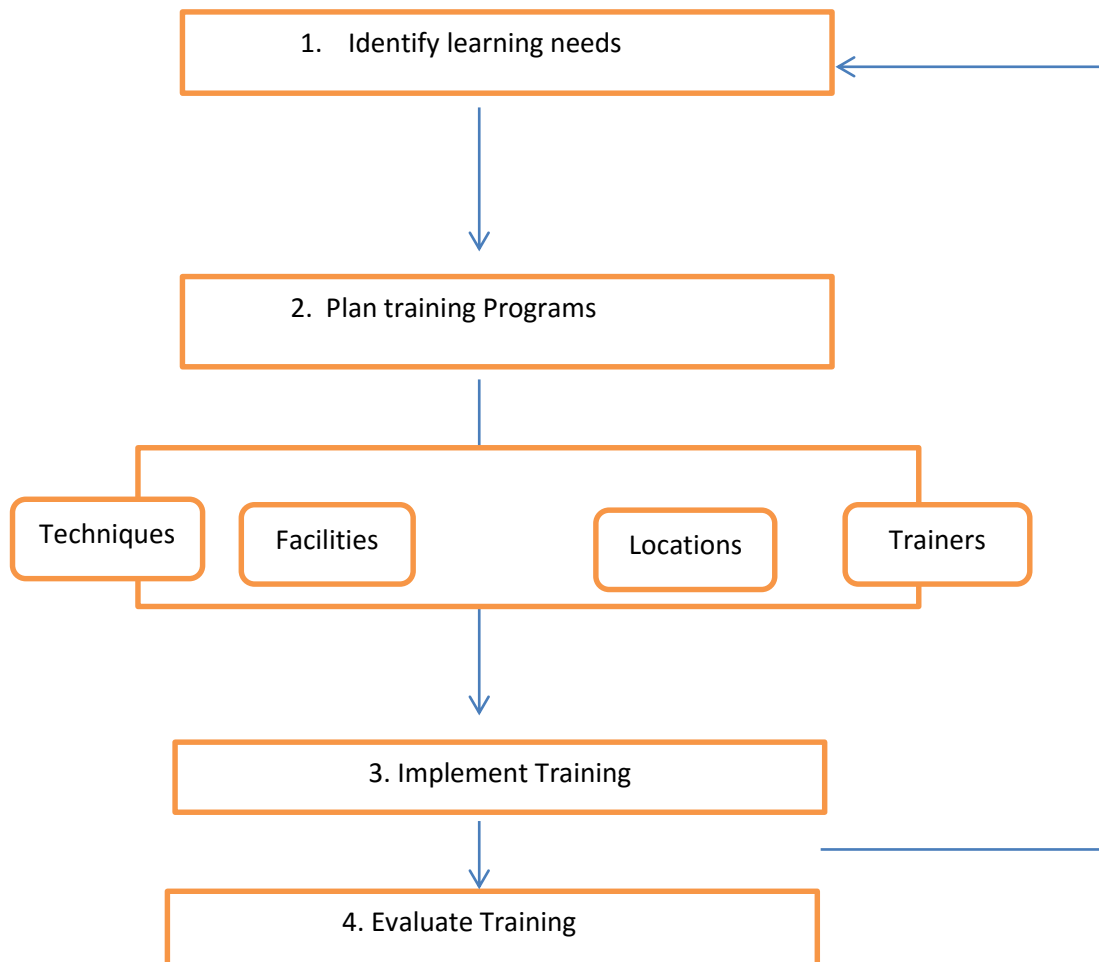
Source: Armstrong's systematic training model

According to his explanation to the model, training should be systematic in that it is specifically designed, planned and implemented to meet defined needs.   It is provided by people who know how to train and the impact of training is carefully evaluated. The concept was originally developed for the industrial training boards in 1960's and consists of a simple four stage model: Identify training needs, decide what sort of training is required to satisfy these needs, use experienced and trained trainers to implement training and follow up and evaluate training to ensure that it is effective.

Need Analysis can be conducted based on the situation organizations need to identify. Some of the types are mentioned as follows by Hr-Guide, LLC (2015).

- Organizational Analysis. An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. What is the organization overall trying to accomplish? The important questions being answered by this analysis are who decided that training should be conducted, why a training program is seen as the recommended solution to a business problem, what the history of the organization has been with regard to employee training and other management interventions.

- Person Analysis. Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. Do the employees have required skills? Are there changes to policies, procedures, software, or equipment that require or necessitate training?

- **Work analysis / Task Analysis**. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

- **Performance Analysis**. Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap*?

- **Content Analysis**. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.

- **Training Suitability Analysis**. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not

always be the best solution. It is important to determine if training will be effective in its usage.

- **Cost-Benefit Analysis**. Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

Following the identification of the gap through need assessment, training planning and preparation is expected from the training organizers. Singh (2000) divides this phase in to three parts. These are pre course training, infrastructure for training and physical facilities for training.

Pre-course planning – includes the important activities which are to be carried out well in advance, before organizing a training course. Some of the important activities for planning a course are Developing course objectives on the bases of assessed training needs, developing course content on the bases of course objectives, developing a course design (day to day program) for covering all course content, deciding training methodology/training methods to be adopted during the training course, allotment of topics to trainer's/ faculty member's selection and invitation to guest speakers, selection of place/organization for study tour/field visits preparation of lecture notes, preparation of course information brochure, preparation of handouts/reading material for trainees, preparation of Audio-Vsual Aid/Teaching Adis for training, getting financial approval/funds, correspondence with the client organizations for deputing trainees, sending acceptance letter to trainees, development of proforma to be used in training course, development of course monitoring and evaluation proformae, developing proformae for pre and post test, invitation to senior officers for inauguration and concluding the course, assigning to senior officers for inauguration and concluding the course, assigning responsibility to the faculty members to look after hostel, lodging/boarding, recreation, registration transport, classroom and library etc and purchasing of stationers and other material required for conducting training course.

Infrastructure for training-The first and foremost essentiality for organizing any training program is the infrastructure. The infrastructure plays a vital role in organizing quality training. Unless there are adequate buildings, well qualified staff and adequate funds, a successful training program cannot be organized. The training infrastructure essentially required for organizing and effective training program are budget, building, staff and physical facilities for training.

Budget – sufficient budget provision should be made and accordingly funds be arranged well in advance for meeting all the training material requirements, in the training course.

Building: following buildings are required for conducting training course which includes Lecture hall, Hostel, Library, Recreation room and Play grounds but only the construction of these buildings is not sufficient, these buildings should be properly maintained and prepared well before commencement of the course.

Staff – well experienced, well trained and skilled staff should be appointed for conducting the training program. It includes teaching faculty, Supporting faculty-technicians, Administrative staff and Cooks and attendants

Physical facilities for training – a large number of small sized items (physical facility) are required for conducting a training program. The important items of physical facilities include conveyance (car, Jeep, bus etc), recreation (Game articles, TV, V.C.R, Video films), Library, Stationary, Class room Material (white board, Flannel board, markers), Hostel Accessories, Boarding facility, Lodging facility, Audio-Visual equipment (projector, T.V./V.C.R, Tape recorder, Audio Cassettes, Video films, Video camera and monitors, Photo camera, Photography chemicals and films, Photostat machine).

After the end of the training program, follow up of training program is important activity that used to improve future training programs. According to Singh (2000), the follow up programs have the following objectives:

- To know the extent of learning by the trainees
- To know the application/adoption of content covered during a training course, in field situation
- To be aware of the problems in adoption of the technology in field situation

- To know the effect and impact of training program, on production level
- To get feedback about the quality of training program
- To know the future training requirements of client departments

2.4. Effect of Training on Productivity

Jozef, K.&Stijn, V. (2010) on their paper conclude that training will have positive impact on productivity. Off course their finding was comparing with the impact of increasing on wages. Accordingly, they indicate that the productivity premium for a trained employee is on average around 23%while the wage premium id only 12%. This implies the role of effective trainings on increasing productivity is important for companies.

According to Alice (2014), employees should be trained to equip them with positive attitudes towards work. Training also should be done with an objective of building the ''how'' to deliver quality services to the customers. For employees to perform well, they should be trained and positioned for any personnel growth opportunities available in the company. This makes them feel recognized hence are satisfied with what they do and the company hence better performance.

2.5. The Training Process

Different scholars define training process in different terms or ways, but almost all conclude to have four main things. Need assessment, training plan, training execution and training evaluation.

According to Singh (2000), there are so many components which are essential for organizing an effective training program. The most important and essential components for organizing an effective training program are Training need assessment, Training objectives, Course planning and preparation, Course content, Course design, teaching aid/audio visual aids, Training method, Team building, Organizational climate, Monitoring and evaluation and Follow up of training program.

Explorance.com (2013), To create effective training program, the following 5 steps should be incorporated.

1. **Assess Training Needs**: The first step in developing a training program is to identify and assess needs. Employee training needs may already be

established in the organization's strategic, human resources or individual development plans. If you're building the training program from scratch (without predetermined objectives) you'll need to conduct training needs assessments.

2. **Set Organizational Training Objectives**: The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives and employee skill sets. These gaps should be analyzed and prioritized and turned into the organization's training objectives. The ultimate goal is to bridge the gap between current and desired performance through the development of a training program. At the employee level, the training should match the areas of improvement discovered through 360 degree evaluations.

3. **Create Training Action Plan**: The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials and any other training elements. Resources and training delivery methods should also be detailed. While developing the program, the level of training and participants' learning styles need to also be considered. Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

4. **Implement Training Initiatives:** The implementation phase is where the training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted and conducted. During training, participant progress should be monitored to ensure that the program is effective.

5. **Evaluate & Revise Training**: As mentioned in the last segment, the training program should be continually monitored. At the end, the entire program should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow the organization to identify any

weaknesses in the program. At this point, the training program or action plan can be revised if objectives or expectations are not being met.

Organizations are usually investing considerable amount of resources for employees training from which they have got satisfactory return on investment. To ensure the return on investment from the training program, it is not complete until organizations have evaluated results and assess the impact of training on the long run with precise method. Therefore, organizations should give attention to conduct impact assessment appropriately to ensure their investment effectiveness on training programs, Atalay (2014)

2.6. Measuring Training Effectiveness

Trainings can be measured with different criteria or requirements of evaluation. But the ultimate goal of training should be achieving the planned objectives of the trainings. So, evaluating training requires setting of objectives to be achieved at the end of the training session.

A paper analyzed the training effectiveness by Kunche. A,Puli. R, Guniganti. S, Puli.D stated as the five main purposes of evaluating trainings is:

Feedback – it helps in giving feedback to the trainees by defining the objectives and linking it to their learning out comes and performance.

Research- it helps in finding out the relationship between acquired knowledge, transfer of knowledge at the work place, and training.

Control program – it helps in controlling the training program because if the training is not effective then it can be dealt with accordingly with some advancement.

Power game- At times, the top management (higher authoritative employees) uses the evaluative data to manipulate it for their own benefit

Intervention – it helps in determining that whether the actual outcomes are matched with the expected outcomes.

Different models can measure training effectiveness differently. One of the known models is Donald L Kirkpatrick's "Four steps to measuring training effectiveness"

This model uses four separate stages or levels for the evaluation of the effectiveness of a training program. These are Reaction, Learning, Behavior and Results. Accordingly, the first stage is about the reaction of the trainee to the training. This sort of measurement is concerned with how the trainees "feel" about the course. The usual course feedback sheets

are an example of the Kirkpatrick level 1 evaluation. Most organizations do not do any more than this type of measurement and analysis. The drawback is that we do not really know if the trainee has actually learnt anything. What really seems to be being asked of the trainee was how "happy" were you with the course; hence the somewhat derogatory description that is often applied to the "happy sheets"! We will now look at the next level of evaluation concerned with Learning.

The second one is learning, Things can be improved by using a pre-test and post-test and comparing the results. The questions need to be objective and closely related to the course objectives (more about that later). In this way we can determine if the training actually delivered knowledge and this was understood by the trainees at the time. An organization that does this can be confident that the trainee has actually learnt something at that time. Why do I make the point that we have to make the measurement and consider the learning at a certain time? Well because we do not know if the learning has had time to be internalized and become "concrete". All too often trainees (and delegates at conferences for example) will have difficulty remembering what was in the course or seminar they attended a few days later let alone months later. There are various techniques that we can employ to improve the level of recall but basically "if we don't use it we will lose it"!

The third level concerned with "Behavior". By that we mean the measurable change in an individual as a result of their attendance on the training course. This is, in my opinion, the least we should be expecting from any training program. After all what is the point of spending money and using resources if the training does not effect some measurable change in the behavior of the trainee?

Fourthly, Kirkpatrick is now concerned with the training to determine if it has actually been translated into tangible benefits to the organization. Quite simply has productivity and or quality been improved? Have the number of accidents or incidents been reduced? Has plant availability and or plant utilization been improved? Has the morale of the workforce changed for the better? These are metrics which really have an impact on the "bottom line" and for that reason feature in the company's balance sheets and KPIs. We have to ask ourselves is this not the real reason for training? Training has to make a real difference in performance

and effectiveness; this is tied closely to competence. Training has been proven to deliver results and be cost effective. It might sound simple but it is not for most organizations. The reason is that most do not have in place any system for measuring the improvement in competence of the individual; let alone a systematic approach to identifying the most effective means of assisting the individual to becoming competent.

According to Armstrong (2009) training should have four major variables. These are training need identification, training program design, training implementation and training follow up and evaluation.

<center>**CHAPTER THREE**</center>

<center>**RESEARCH DESIGN AND METHODOLOGY**</center>

This chapter covers how the research has been done so far. It includes the research design, population and sampling technics, types of data and instruments of data collection, procedure of data collection, reliability, methods of data analysis and ethical issues.

3.1. Research Design

The study used both quantitative as well as qualitative methods. The data collected from the respondents, employees of ethio telecom via closed ended questionnaire measured in terms of the number of perceptions replied by them. In this case, quantitative approach was appropriately employed.

In addition to data collected by closed ended questionnaire, the additional comments taken as open ended question are taken in to consideration in the analysis of the study. In order to have some clue on the management actions on training practices, the researcher has conducted open ended interview with selected management of training section of the division. In this case, qualitative approaches where data are measured and expressed in terms of words were employed. Generally, the study follows descriptive research approach.

3.2. Population and Sampling Technique

This particular study has been conducted on ethio telecom shop's staffs, specifically titled as ''sales representatives'' located within six Addis Ababa Zones as per ethio telecom geography. This include shops in all sub cities in Addis Ababa and surrounding of Addis Ababa like Ambo, Holeta, Ginchi, Enchini, Welkite, woliso, tulubolo, Sebeta, Fiche, Kuyu, Alem Ketema, Chancho, Dera, Enewarie, Mehal Meda and Debre Berhan.

The population for this study was sales representatives who are working in ethio telecom shops of Addis Ababa and around Addis Ababa which in turn can represent all employees outside Addis Ababa with the same title. However, the researcher of this study believes that the sales representatives in Addis Ababa shops have representational faithfulness of all employees outside Addis shops for the basic reason that training is completely managed centrally.

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The data from the Human Resources Division of the company revealed the following sales representative data as per the zones of the company.

Table 3.1. Number of shops and sales representatives

S.No	Zone Name	Number of Shops	share of the total in %	Number of sales representative	Share of the total in %
1	Central Addis Ababa Zone	4	8%	41	10%
2	East Addis Ababa Zone	11	21%	84	22%
3	North Addis Ababa Zone	11	21%	66	17%
4	South Addis Ababa Zone	6	12%	57	15%
5	South west Addis Ababa Zone	9	18%	72	19%
6	West Addis Ababa Zone	10	20%	67	17%
		51	**100%**	**387**	**100%**

Source: HR data, April, 2017

First the sample shops in Addis Ababa and around Addis Ababa are selected due to convenience of their location advantage of cost and time. Then the required sample size of respondents from the whole sales representative population of Addis shops was selected using simple random sampling technique each shop level where every element has an equal chance of being selected for the sample.

The size of the sample is determined scientifically using Yamane's (1967) cited by Israel. D (n.d) sample size formula as follows.

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

where: n will be the sample size that could be drawn from the entire Population, N is the population size and e is the level of sampling error (5%)

$$N = 387/1+387(0.05)^2$$

$$= \textbf{197}$$

3.3. Types of Data and Tools/Instruments of Data Collection

The study has used both primary and secondary data. The researcher used questionnaire as primary source of data to get the response of sales representatives for the analysis purpose. Secondary data was also collected from the company human resource data & reports, magazine, related books, articles, and internet in order to have introduction, related literature, references and conceptual framework information.

3.4. Procedures of Data Collection

In order to collect the primary data, the researcher has developed closed ended questionnaire with the support of additional comments (open ended). The closed ended type questionnaire was dominated by 5 point likert-types scale ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). And contain additional comments if any as open ended to include are of improvements. To support the findings of the questionnaire, the researcher has also conducted structured type interview with selected management members in Human resource development department of the company.

The secondary data was collected though reading of related literatures, review of the company's official documents, like structure, policies, circulars, records, bulletins and requesting data from human resource department.

3.5. Reliability

Scale reliability refers to the internal consistency of a scale to measure a latent variable (Peter 1979). In survey based research it is crucial to validate the scales used for reliability and validity. Even if the measurement variables and scale items are adopted from highly validated instruments, checking whether they can be applied in Ethiopian context is considerably important.

Cronbach's alpha is a coefficient (a number between 0 and 1) that is used to rate internal consistency of items in a given construct. Cronbach's alpha will generally increase as the inter correlations among test items increase, and is thus known as internal consistency estimate of reliability of test scores. Because inter correlations among test items are maximized when all items measure the same construct. Cronbach's alpha is widely known to indicate the degree to which a set of items measures a single construct (Gliem and Rosemary, 2003).

George and Mallery (2003) provided the following rules of thumb on α ">.9 Excellent, >.8 Good, >.7 Acceptable, >.6 Questionable, >.5 Poor and <.5 Unacceptable (as cited in Gliem and Rosemary 2003). If correlations among items are too low, it is likely that they are measuring different traits and therefore should not all be included in a test that is supposed to measure one variable.

3.6. Methods of Data Analysis

In order to give full meaning, raw data should be analyzed. Once the quantitative Data from the field survey was collected, it was coded and entered in to statistical package for social science (SPSS) version 20 so that to filtered, categorized and analyzed using SPSS. The quantitative data is analyzed using descriptive statistics through percentages, frequencies, mean and standard deviations describe the characteristics and status of the employees' perception towards training effectiveness.

3.7. Ethical Issues

In doing any research, there is an ethical responsibility to do the work honestly and with integrity. The primary data is collected from voluntary employees to fill the data through the request of the researcher while secondary data was collected from company validated documents. In order to maintain the confidentiality of the respondent's information, the respondent's identity like their name is not mentioned on the questionnaire. It is also assured that the information gathered is only used for academic purpose.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter contains the analysis and results of the collected data which includes Data response rate, Demographic characteristics of respondents, reliability test and descriptive analysis.

4.1. Data Response Rate

Out of the total population of 387 sales representatives, 197 sample size was determined using Yamane's (1967) sample size formula and questionnaires for the sample size were distributed. 182 of them were successfully collected by the response rate of 92%. The overall analysis of this paper is based on these 182 respondents.

4.2. Demographic Characteristics of Respondents

The questionnaire distributed to sample respondents contains two parts. The first part requests and focusses on demographic characteristics of the respondent and the second part was focused on the practice and process of trainings in ethio telecom.

Profile of the respondents of this study shows the background and characteristics of the respondents which includes the sex, age, education and experience of sample sales representatives in the organization while second part of the questionnaires focuses on training need analysis, training program design, training delivery and training follow up & evaluation items.

As respondents profile might have positive or negative impact on the validity of the response, it is important to include and analyze the respondents profile information.

Table4.1. Respondents profile

Variable	Description	Frequency	Percentage
Gender	Male	117	64.3
	Female	65	35.7
	Total	**182**	**100**
Age	Less than 30	64	35.2
	From 30 - 40	83	45.6
	From 41 – 50	28	15.4
	Greater than 50	7	3.8
	Total	**182**	**100**
Education	Diploma	31	17.0
	First degree	142	78.0
	Second degree	9	4.9
	Total	**182**	**100**
Experience	Less than 1 year	10	5.5
	From 1 – 3 years	47	25.8
	> 3 and <= 5 years	45	24.7
	Above 5 years	80	44
	Total	**182**	**100**

Source: Survey data, 2017

It is appropriated to note the demographic profile of respondents for it is an important ingredient to have trust on the collected data, analyzed data and the findings.

As can be referred from the above table 4.1, 64.3% of the respondents are males and 35.7% are females. This indicates that female sales representatives are dominated by male and the company need to give attention on increasing the number of female sales representatives.

Besides, majority of the respondents fall in the age category of less than ''30'' years old which constitutes 35.2% and "30-40'' years old which is 45.6% of the respondents signifying young population.

The lion's share of respondents (83%) has education level of bachelor degree or above. This indicates most of the respondents can well read and understand the questionnaire written in English and supposed to have at least moderate level of knowledge on the training process and determinants of training effectiveness in their respective working environment.

With regard to experience, except 5.5% of the respondents with below 1 year experience the rest huge number of respondents have more than 1 year stay in ethio telecom as sales

representatives and it can be inferred that the majority got enough experience to be familiar with their job & to get trainings. As 68.7% of the respondents have more than 3 years' experience, it is quite logical to expect them to judge the effectiveness of the training being delivered in ethio telecom and its determinants.

4.3. Reliability Test

Internal consistency among items in the construct was tested through Cronbach's a. George and Mallery (2003) provided the following rules of thumb on α ">.9 Excellent, >.8 Good, >.7 Acceptable, >.6 Questionable, >.5 Poor and <.5 Unacceptable (as cited in Gliem and Rosemary 2003). Accordingly,

The result of the analysis of this study shows that all Cronbach's α for measurement constructs of selected determinants of training effectiveness is by far above the cutoff point 0.7 The lowest alpha is .808 (training delivery) and the highest is 0.894 (TFE). The remaining two variables TNA and TPD have Cronbach's α of .868 & .818 respectively. Therefore, it can be considered that all constructs are internally consistent. It means the scale used in this study achieved a reliability requirement.

4.4. Descriptive Analysis

4.4.1. Descriptive statistics of main variables

To find the scores of the variable, items under each construct are aggregated to one. After conducting reliability analysis, the average of all the variables remaining for every construct was calculated to provide the value for the variable. This section of the study basically assesses two main questions of the research. These are how employees are perceiving the overall effectiveness of the training and what methodologies are using in the company to make the training effective. accordingly, the following out puts are identified.

4.4.1.1. Training Need Analysis

According to Singh (200), a training need exist in any work situation, when an incumbent confronts a person defying solution or when an actual condition of work behavior differs from the desired condition in any aspect of organizational performance. It also exists when there is a change in the objectives of the organization, or in the introduction of new programs, practices and techniques.

Table 4.2. Descriptive Statistics for Training Need Analysis (N=182)

	Mean	Std. Deviation
There is periodic training need assessment	3.21	1.161
The training need assessment being conducted in ethio telecom is comprehensive	3.42	1.047
Training need assessment is conducted through knowledgeable & competent staffs	3.61	1.012
The training need assessors use standardized & valid instruments for gap assessment	3.48	.984
The methodology employed in training need assessment enables the identification of the right training gaps	3.45	.937
The period in which training need assessment is conducted is optimal	3.28	1.048

Source: Survey Data, 2017

According to Table 4.2, respondents were asked if there is periodic need analysis. The result of the study shows mean score 3.21 with standard deviation of 1.16; it is slightly above the mid-point. This implies that most of the respondents were almost neutral on the periodicity of the need analysis. Secondly, participants were asked about the comprehensiveness of the need analysis being conducted in ethio telecom. The result of the study shows mean score 3.42 with the standard deviation 1.047. This implies there is relatively better agreement on comprehensiveness of the need analysis when compared with optimality and periodicity. Thirdly, respondents were asked about the competency of staffs conducting gap analysis. The result of the respondents shows mean score 3.61 with standard deviation of 1.012. This result signifies that respondents' agreement is the highest one on the competency of the assessors followed by the validity of the instrument being applied and the methodology used respectively. Though there is slightly small variation on responses among the items used to test Training Need Analysis, periodic assessment was found to be poorly rated whereas competency of the staffs involved in assessment was seen to be comparatively better rated. Although all the mean values are above the mid-point, 3, the values are still far less than the upper point of the scale, 5.

4.4.1.2. Training Program Design

Training program design is done after the assessment conducted and the gap is identified. According to Pigors & Myers (1981) cited by Atalay (2014), without clearly set objectives, it is impossible to design a well-planed training program and the training objectives decided should be tangible, verifiable and measurable. Some objectives are tangible while some other behavioral objectives are difficult to state.

Table 4.3. Descriptive Statistics for Training Program Design (N=182)

	Mean	Std. Deviation
Training objectives are developed based on assessed training needs	3.65	.962
Training contents are developed based on training objectives	3.84	.870
Training methods were well prepared and adopted during training	3.68	.884
The training information brochures are well prepared	3.46	1.075
Handouts/reading materials are well prepared for trainees	3.52	1.126
Lecture hall hostel, library, recreation room & play grounds are well organized in the training building	3.38	1.120
Trainees send acceptance letter or email to confirm the prepared document fulfills their need	3.40	1.071

Source: Survey Data, 2017

According to Table 4.3, Training Program Design was measured with 7 specific questions. Firstly, respondents' perception was asked to measure the alignment of the training program objectives with that of training gaps identified during need analysis. The result of the study shows mean score 3.65 with standard deviation of .962; it is above the mid-point. This implies that at least some of the respondents agree on the alignment between the gap identified and the training program objectives. Secondly, participants were asked about the consistency between training objectives and the contents of the training module. The result of the study shows mean score 3.84 with the standard deviation .870. The implication is that the perception of the participants was the highest on the alignment between training objectives and contents as compared to other 6 items to measure the training program

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followed by the well-developed methods and the consistency between the gaps identified and objectives developed respectively whereas facilities such as lecture hall, play grounds, libraries and recreation rooms were poorly rated. Even though, respondents' mean response is above the mid-point,3, the value for training facilities preparation at design stage was found to be the lowest one whereas training content & objective alignment was perceived to be the highest one.

4.4.1.3. Training Delivery

Training delivery is the transfer or sharing of the designed training to trainees as per the plan. Trainings can be theoretical, practical or both can be applied. Here, there will be an interaction of trainers and the trainees.

Table 4.4. Descriptive Statistics for Training Delivery (N=182)

	Mean	Std. Deviation
The objective of the training is clearly explained at the beginning of the training session	3.99	.841
The training session was participatory	4.13	.660
The trainers communication skill is good	4.03	.834
The skill & knowledge of the trainer is good enough to transfer the training	3.79	.935
The training delivery has different elements like role plays, case studies, individual & group exercises, videos & pictures that make the session attractive	3.84	.947
The examples trainers are using are related to practical operation	3.70	.905
The location of the training center is located in appropriate place	3.26	1.154
The facility (lighting, water, internet) of the training center is good	3.66	1.004
Stationary & other materials required for conducting the training are submitted on time	3.91	.912

Source: Survey Data, 2017

As depicted in Table 4.4, respondents' perception was asked whether objectives are clearly stated at the beginning of the training session. The result of the study shows mean score 3.99 with standard deviation of .841; it is slightly equal to the "agree" value of the 5 point Likert scale applied in this study. It can be inferred that most of the respondents agree on the training objective description at the beginning of the training session. Secondly, participants were asked about the participatory nature of the training delivery system in ethio telecom. The result of the study shows mean score 4.13 with the standard deviation .660. The implication is that the perception of the participants was the highest on the participatory nature of the training delivery process as compared to other 8 items to measure the training delivery followed by the trainers' communication skill and beginning the training session stating the training objective respectively. Participants rated participatory nature of the training delivery with the highest mean score whereas training center location convenience was rated being the poorest one among the items used to measure the training delivery dimension of the effectiveness predictors considered in this study. The highest mean value was recorded in this dimension when compared with other 3 dimensions.

4.4.1.4. Training Follow-up and Evaluation

Training follow up and evaluation is a method of measuring the ongoing and delivered trainings whether they are as per the defined objectives or not.

Table 4.5. Descriptive Statistics for Training Follow-up and Evaluation (N=182)

	Mean	Std. Deviation
Post training assessment is done to know the extent of learning by the trainees	3.36	.940
Post training assessment is done to evaluate the methodology of the training	3.47	.962
Post training assessment is done to know the effect & impact of training program on production level	3.38	.943
Post training assessment is done to get feedback about the quality of the training program	3.48	.984
Post training assessment is done to know the future training requirements of client departments	3.27	1.009

Source: Survey Data, 2017

As depicted in Table 4.5, Training Follow-up and Evaluation as measurement of training effectiveness was measured with 5 specific question items. Mean value provides the idea about central tendency of the values of a variable. The number of observations of each variable is 182, and the above table summarizes the perception of respondents on Training follow-up and evaluation as measured with the questions listed.

Firstly, respondents' perception was asked to examine whether post training assessment was being conducted to see the extent of learning of trainees. The result of the study shows mean score 3.36 with standard deviation of .940; it is slightly higher than the mid-point of the scale used. Secondly, participants were asked about the existence of the post-training assessment to examine the methodology appropriateness in previous training sessions. The result of the study shows mean score 3.47, the second highest score in this dimension following the question to measure the existence of post training assessment to measure the quality of training, with the standard deviation .962. The question item poorly rated under this dimension is the existence of post assessment to identify future training requirements. This lowest value can be justified as the objective is to measure the success of the previous trainings, less effort is being made to know the training requirement at the same time.

4.4.2. Descriptive analysis on Dimensions

The items under each independent variable are summarized in to four dimensions as Training need analysis, training program design, training delivery and training follow up and evaluation.

Table 4.6. Descriptive Statistics for Dimensions (N=182)

	Mean	Std. Deviation
Training effectiveness	3.47	.679
Training need analysis	3.4084	.80257
Training program design	3.5604	.70602
Training delivery	3.8132	.57667
Training follow up & evaluation	3.3934	.81149

Source: survey data, 2017

In addition to the assessment and analysis of each item which indicated under training need analysis, training program design, training delivery and training follow up and evaluation, it is important to assess the factors of training process as a whole too. accordingly,

As it is indicated in the table 4.6. all variables mean score is greater than the mid-point of the scale which is 3. This indicates that the training practices of ethio telecom in terms of training need analysis, training program design, training delivery and training follow& evaluation are view as medium and need to work to improve the practices through these activities. The mean of TD (training delivery) is relatively the largest one (3.81) indicating encouraging level of performance in this dimension though still it needs further improvement to satisfy the perception of trainees. The mean of TNA (training need assessment) is relatively the smallest one seeking more attention to clearly examine and identify the gap. In general, the indication of the mean result in the above table is ethio telecom need to put further attention to improve training need analysis, training program design, training delivery and follow-up and evaluation so that the mean figure can approach 5 in Likert scale.

4.5. Summary of interview

As part of the qualitative analysis of the study, an interview was done with selected management of training section. Accordingly, the findings are summarized here below.

Previously Training need analysis was not done professional. What was done actually is the users were asked whether they have training need or not. but recently there is training need analysis and the ongoing trainings are done based on training need analysis.

After the training need analysed, trainers of the company are designing the training program if the training has to be given by trainers of the company. In order to assure the acceptance of the users, the section presents the training plan to user department heads.

Most of the trainings for sales representatives are given in theoretical and practically ways and this makes the training session participatory and attractive. Such as one sales representatives can act as customer while the other sales representative will serve in the other side.

Finally, the trainings are evaluated in two ways. The first one is the implementation of the training with respect to material and the ability of the trainers to transfer the skills as per the plan. The second one is evaluating the impact of the training in ground to check whether the intended objectives are met or not through visits and mystery shopping.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of the thesis which includes summery of the findings, conclusions and possible recommendations of the study.

5.1. Summary of findings

This section presents the summarized result of the data that has been analyzed and interpreted in chapter four. Based on the quantitative and qualitative data analysis, an attempt was made to summarized the core points.

The summary of descriptive statistics analysis is summarized as follows:

- All the independent variables used in this study met the reliability requirement with a minimum value being .808 and the highest being .896

- Though there is slightly small variation on responses among the items used to test Training Need Analysis, periodic assessment was found to be poorly rated with mean value of 3.21 whereas competency of the staffs involved in assessment was seen to be comparatively better rated as 3.61 mean value. In addition to the response of the sample employees in the quantitative analysis, the researcher has got similar response from the interview of concerned stakeholders.

- Even though, respondents' mean response is above the mid-point,3, the value for training facilities preparation at design stage was found to be the lowest one with mean value of 3.38 whereas training content & objective alignment was perceived to be the highest one which constitutes the mean value of 3.84.

- Participants rated participatory nature of the training delivery with the highest mean score of 4.13 whereas training center location convenience was rated being the poorest one with the mean score of 3.26 among the items used to measure the training delivery dimension of the effectiveness predictors considered in this study.

- The question item poorly rated under Training follow-up and evaluation dimension is the existence of post assessment to identify future training requirements with the

mean score of 3.27 whereas the highest rating belongs to the post-training assessment to measure quality of the trainings which constitutes a mean score of 3.48.

- As the descriptive analysis of the summary of this study indicates the mean value of the perception on independent variables is higher than the mid-point of the scale used (TNA=3.40, TPD= 3.56, TD= 3.81 and TFE=3.39) but not approach the highest value which is 5. Besides, training follow up and evaluation activity is rated as a poor in comparison with all the other independent variables.

5.2. Conclusion

This study tried to assess the training determinants and the overall training effectiveness of ethio telecom sales representatives. Accordingly, the following conclusions are drawn based on the research findings:

- Training need assessment is not adequately conducted periodically in ethio telecom and this also confirmed in the interview conducted with training section of the division.
- In developing training program design, fulfillment of facilities such as Lecture hall, hostel, library, recreation room & play grounds are not well organized in the training building requiring significant improvement.
- As the result of the finding indicates and the interview with training section manager confirmed, trainings conducted in ethio telecom are participatory. This can be expressed in terms of the way the training is given. It is given theoretically first and then in practice. The practical session makes the trainee to like it and motivate in participating more.
- The location of the training center where training is delivered is not convenient, especially with regard to the transportation problem.
- The post training assessment highly focusses on measuring the quality of the delivered training but less in identifying future training requirement.
- Recently, there is massive competency assessment of employees in ethio telecom and can be taken as an opportunity to identify gaps of capacity.

5.3. Recommendations

The following recommendations are drawn from the summarized findings and in line with the conclusions above.

- As the periodicity of the training need assessment has a gap, ethio telecom should take corrective action to conduct periodic need analysis such as annually or semi-annually.

- Ethio telecom should place due attention to improve facilities when designing training programs considering convenient lecture halls, recreation rooms and libraries.

- Good locations of training centers are one of the satisfaction factors for the trainees who take the training. In this regard, ethio telecom should have to work to have options of training centers considering the transportation facilities.

- It is also recommendable to improve the necessary facilities of training delivery like internet, lighting and availability of water.

- Ethio telecom should use the inputs of post training assessments in order to identify future trainings needs and requirements.

- Though the training determinants mentioned in this research shows ethio telecom is working on these dimensions in order to improve training effectiveness, the company needs to put further effort to enhance the determinants of training effectiveness considered in this study so that the perception value will approach to the maximum level.

- Currently, ethio telecom is conducting competency assessment. The findings would guide to the right individual gap based trainings. So, it is highly recommendable to focus on this assessment to have tailored and scientific training program design to meet the capacity building requirement of employees.

5.4. Limitations and Implications for Future Research

The scope of this study is limited to an assessment of training practices on sales representatives working under the direct channel department of residential sales division found in addis Ababa zones of ethio telecom structure. Comparing with the size of the company, this coverage is limited but it can be taken as an initial point for further assessment on the specified area as well as other divisions of the company to improve training practices of the company. therefore, the researcher highly recommend that the company should have to conduct end to end assessment of training practices and experiences.

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Appendix 1: Data Collection Tools

A. Questionnaires

Dear Sir/Madam,

This questionnaire is designed to collect information for purely academic purpose. This is to enable the researcher, Zemichael Ambaye, final year student of General MBA at St. Mary's University, school of graduate studies, getting accurate information in conducting a thesis on the title: **An Assessment of training practices in ethio telecom, Addis Ababa Zones** for the partial fulfillment of the requirements of Master's Degree in business administration.

The survey questionnaire has two parts: part one is related to respondent's profile while part two consists of training effectiveness related questions. Besides, the part two section has also four sub sections called as Training need assessment, training program design, training delivery and training follow up and evaluation.

Note: Your input is strictly held confidential and used for academic purpose only.

Thank you in advance for your kind cooperation in filling up this questionnaire.

Zemichael Ambaye

Mobile – 0911508749

zambaye@gmail.com

Part one: General information (use **X**mark in the box you select)

1.1. Gender

Male ☐
Female ☐

1.2. Age

Less than 30 ☐
From 30 – 40 ☐
From 41 – 50 ☐
Greater than 50 ☐

1.3. Educational level

Diploma ☐

First Degree ☐

Second degree ☐

1.4. How long are you working as sales representative

Less than 1 year ☐

from 1 – 3 Years ☐

from 3.1 – 5 Years ☐

☐

Part two: Training practice related questionnaires (use **X** mark in the box you select)

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

2.1. Training needs Analysis related questionnaires

S.N	Descriptions	Level of Agreement				
		1	2	3	4	5
1	There is periodic training need assessment (Gap Assessment)					
2	The training need assessment being conducted in ethio telecom is comprehensive					
3	Training need assessment is conducted through knowledgeable and competent staffs					
4	The training need assessors use standardized and valid instruments for gap assessment					
5	The methodology employed in training need assessment enables the identification of the right training gaps					
6	The period in which training need assessment is conducted is optimal					

2.2. Training program design questionnaires

S. N	Descriptions	Level of Agreement				
		1	2	3	4	5
7	Training objectives are developed based on assessed training needs					
8	Training contents are developed based on training objectives					
9	Training methods were well prepared and adopted during training					

S.N	Descriptions					
10	The training information brochures are well prepared					
11	Handouts/reading materials are well prepared for trainees					
12	Lecture hall, Hostel, Library, Recreation room and Play grounds are well organized in the training building					
13	Trainees Send acceptance letter/email to confirm the prepared document fulfills their need					

2.3. Training delivery questionnaires

S.N	Descriptions	Level of Agreement				
		1	2	3	4	5
14	The objective of the training is clearly explained at the beginning of the training session					
15	The training session was participatory					
16	The trainer's communication skill is good					
17	The skill and knowledge of the trainer is good enough to transfer the training					
18	The Training delivery has different elements like role plays, case studies, individual and group exercises, videos and pictures that make the session attractive					
19	The examples trainers are using are related to practical operations					
20	The location of the training center is located in appropriate place					
21	The facility (lighting, water, internet) of the training center is good					
22	Stationers and other material required for conducting training are submitted on time					

2.4. Training follow up and evaluation questionnaires

S.N	Descriptions	Level of Agreement				
		1	2	3	4	5
23	Post training assessment is done to know the extent of learning by the trainees					
24	Post training assessment is done to evaluate the methodology of the training					
25	Post training assessment is done to know the effect and impact of training program on production level					
26	Post training assessment is done to get feedback about the quality of training program					
27	Post training assessment is done to know the future training requirements of client departments					

2.5. Overall training practice

	Descriptions	Totally ineffective	Not Effective	No comment	Effective	Very effective
28	How do you rate the overall training practices of Ethio telecom					

If you have any additional comment to be included for improvement, you are welcome**……………………………………………………………………………**
……………………………………………………………………………………
………………………………………………………………….

Thank you!

B. Interview Questions

ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE, MASTERS OF
BUSINESS ADMINISTRATION

Interview with Training section of Residential sales division

This interview is prepared to collect information on training effectiveness process of ethio telecom. The purpose of collecting the information is to gather information which would support to write a research paper for the partial fulfillment of the requirement of Master's Degree in business administration (General MBA).

The title for this research is '' An Assessment of training practices in ethio telecom, Addis Ababa zones''

Your response is highly important to use as input of the research hence you are kindly requested to conduct the interview to achieve the intended objective.

Besides, your feedback will be used only for this research and also kept confidential.

I thank you very much in advance for participating in this interview and providing me the relevant information.

1. Did your organization conduct training need analysis? if yes, what are the parameters or main measurement tools in conducting training need analysis? If no, why?
2. Are your employees participated in training program designing? If yes, explain the areas where they are participating? If no, why?
3. What are the main methods or tools your organization is using in delivering training?
4. How your organization evaluate the training effectiveness of the delivered trainings

Thank you!

Appendix 2: Results of SPSS
Appendix 2A: Profile of the sample respondents

Statistics

		Gender	Education level	Age	Experience as sales representative?
N	Valid	182	182	182	182
	Missing	0	0	0	0
Mean		1.36	1.88	1.88	3.07
Std. Deviation		.480	.454	.805	.958
Minimum		1	1	1	1
Maximum		2	3	4	4

Gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	117	64.3	64.3	64.3
	Female	65	35.7	35.7	100.0
	Total	182	100.0	100.0	

Education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	31	17.0	17.0	17.0
	First degree	142	78.0	78.0	95.1
	Second degree	9	4.9	4.9	100.0
	Total	182	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than 30	64	35.2	35.2	35.2
	from 30-40	83	45.6	45.6	80.8
Valid	from 41-50	28	15.4	15.4	96.2
	Greater than 50	7	3.8	3.8	100.0
	Total	182	100.0	100.0	

How long are you working as sales representative?

		Frequency	Percent	Valid Percent	Cumulative Percent
	less than 1 year	10	5.5	5.5	5.5
	from 1-3 years	47	25.8	25.8	31.3
Valid	above 3 & less than 5 years	45	24.7	24.7	56.0
	Greater than 5 years	80	44.0	44.0	100.0
	Total	182	100.0	100.0	

Appendix 2B: Cronbach's alpha (Reliability test)

Case Processing Summary

		N	%
Cases	Valid	182	100.0
	Excluded[a]	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	6

Case Processing Summary

		N	%
Cases	Valid	182	100.0
	Excluded[a]	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.818	7

Case Processing Summary

		N	%
Cases	Valid	182	100.0
	Excluded[a]	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

50

Reliability Statistics

Cronbach's Alpha	N of Items
.808	9

Case Processing Summary

		N	%
Cases	Valid	182	100.0
	Excluded[a]	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.894	5

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TFE, TD, TNA, TPD[b]	.	Enter

a. Dependent Variable: How do you feel about the overall training effectiveness of ethiotelecom

b. All requested variables entered.

DECLARATION

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

Name	Signature

S.t. Mary's University, Addis Ababa   **January, 2018.**

ENDORSEMENT

This thesis has been submitted to S.t. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

_____   _____

Name (Advisor).   **Signature**

St. Mary's University College, Addis Ababa, January, 2018.