ST.MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF EMPLOYEES TRAINING PROGRAM PRACTICES AND CHALLENGES AT GLOBAL INSURANCE COMPANY S.C

BY:

AMANUEL MERESA

ID NO.: SGS/0548/2010A

JUNE, 2019

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ACKNOWLEDGEMENTS

LIST OF ACRONYMS/ABBREVIATIONS

EMI: Ethiopian Management Institute

GIC: Global Insurance Company S.C

HRD: Human Resource Development

SPSS: Statistical Package for Social Sciences

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ABSTRACT

This study attempts to assess the practices and challenges of training programs at Global Insurance Company Share Company in Addis Ababa. To this end, primary sources are consulted to get the necessary information for the research. Questionnaires were distributed to samples of employees of the company. In addition, a semi-structured interview also held with the appropriate manager of the company. The data received were analyzed both qualitatively and quantitatively by using content analysis and descriptive statistics. The result of the study discovered that the company training plan not aligned with strategic business plan of the company. It is also found that the company doesn't allocate enough budgets for implementing training program. The study result also showed that inadequate need assessment, no specific, measurable and time targeted objectives are practiced, and no position for separate department that is responsible for human resource training in the organization structure. The study recommended that GIC should align the training plan with the strategic business plan and communicate the training policy to employees in order to enhance and customized training programs based on its requirement, training practice should be supported by separate department that is responsible for human resource training, extensive need assessment and an equitable selection criterion should be exercised, allocate enough budget and develop clear evaluation criteria and performance measurement system before and after training.

Keywords: *Training Plan, Strategic Business Plan, Training Program, Training need Assessment, Training Evaluation*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It is often said that an organization is only as good as its people. Organizations of all types and sizes have at least one thing in common. That is they all need people; Human beings to run the organization. It is therefore currently for all organizations to employ competent and motivated workers to ensure the growth and survival of the organization. In addition, the survival of any organization depends on the quality of human resource of the organization. An organization use training to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies.

Training is a learning process whereby people acquire the necessary skills and knowledge to aid in the achievement of goals (Dessler, 2013). Because learning process is tied to a variety of organizational purposes, training provides employees with specific identifiable knowledge and skills for use on their present job. It is no longer a question of whether we want to develop our human resources or whether we should develop our human resources, it is a matter of survival for our society that we develop human resources. Skills and knowledge can easily become obsolete in same way as machines or technology. So if an organization is to survive these must be constantly kept up to date.

The human resource or personnel department is responsible to undertake the function of upgrading skills and knowledge of the employees and this is done through training, educating and developing. The three terms are almost the same. They are only different aspects of the same idea. Training includes those activities that serve to improve an individual performance on a currently held job or one related to it. It focus on (formal or informal, group or individual) short-term learning experience designed to import or improve the skill, knowledge, and job performance of employees. Training activities are supplemented with more traditional education and training courses by human resource department, universities, and private trainers. Training program can be given in the institutions home office training facilities or in house at companies.

Since the need for training is of no question, organizations have to conduct it effectively and efficiently. Having own training center and sending employees abroad do not guarantee that employees performance is improved through increase in productivity, reducing cost of operational error. The important issues is whether or not the need is assessed, an objective is established, appropriate methods and delivery systems are selected, the program is well implemented and close evaluation and follow up is carried both during and after the program. In general, this paper tried to assess the practice of employee training and challenges in Global Insurance Company.

1.2.   Statement of the Problem

Now a day the insurance industry has an integral part of the financial market. The insurance sector, like other financial services, has grown in economic importance. This growth contributed to rising for insurance demand and rising insurance sector employment. It is being busy with many service providers, each providers at regular interval, is coming out with innovative products and innovative ideas to gained the market.

General insurance companies, under such situations have to make extra effort to maintain its leadership position in the insurance business. The changing organizational environment in the industry pushed managers to improve efficiency in the production and service delivery process by increasing their ability to use the best practice of people management at the time. Carefully selecting employees doesn't guarantee they will perform effectively. There may be a gap between employee knowledge and skill and what the job demand. Even high potential employees can't do their jobs if they don't know what to do or how to do it (Dessler, 2013). The gap must be filled through training programs. Human resource plays an important role in insurance industry, so that insurance companies has to understand the dynamics of human resource and attempt to cope with changing situations in order to deploy its human resource effectively and efficiently. And training helps to reach this target.

Generally, absence well established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated

training and development methods, and lack of close supervision and follow up are the major problem that most organization in Ethiopia are facing (Tamirat, 2007).

The researcher conducted formal and informal interviews to obtain preliminary information about the practices and challenges with respects to the research. Based on the information insufficient training budget, lack of inadequate needs assessment, inappropriate evaluation of performance, negligence of management to the training programs, and lack of close supervision are some of the problems that GIC is faced.

Therefore, this study aimed to assess employee's training program practices and challenges by considering these problems and analyzed the overall situations in Global insurance with respect to training.

1.3. Research Questions

This research tried to answer the following basic research questions

- ➢ To what extent the training program aligned to the company strategic business plan?
- ➢ How training needs are determined in the company?
- ➢ What are the methods used to evaluate trainings, in order to enhance the worth of the program?
- ➢ What are the key challenges company faced during training program?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to assess employee's training program practices and challenges of Global Insurance Company.

1.4.2. Specific Objectives

- ➢ To assess the extent in which training program aligned to the company strategic business plan.
- ➢ To assess the training need assessment practice of the company.
- ➢ To assess the company practice on evaluation of training programs.

➢ To identify challenges that facesthe company.

➢ To make appropriate recommendations to the major training program problems in the company.

1.5. Definition of Terms Provided by the Researcher as Used in the Study

- **Industry**: The insurance industry includes of all the insurance companies that are active in Ethiopia.

- **General Insurance**: Any insurance that is not determined to be life insurance (Non-life insurance).

1.6. Significance of the Study

Importance of this study wasthat it provides possible suggestions for the weaknesses of the training program of the company. And this will help the company in modification of the way it conducts the training activities. In addition, it helps the researcher to acquire knowledge and practical experience, and also for the partial fulfillment of the requirements for master's degree in business administration. Furthermore, it will help as a source document and as a stepping stone for those researchers who want to make further study on area afterwards.

1.7. Scope of the Study

All organizations for profit or not for profit need effective training practice to up-date their employee's skill and experience which contributes to the productivity and profitability of an organization. Conceptually, this study mainly focuses on employees who are participated in the training program of the company and it doesn't refer employees who are not participated in the training program of the company. Geographically, the study focuses at head office and nine branches located in Addis Ababa only. It would have been more convenient if the study had been made in all branches of the company but due to cost and time constraints the research is limited to Addis Ababa.

1.8. Limitations of the Study

There could have been other needed information. This study was limited in the information and data gathered until the time frame of preparation of this paper. Since the Ethiopia industry is still in progress, the result of the study may have limitations to make generalizations and make them applicable to the country as a whole. However, it may be useful for employees training program related areas in the insurance industry.

1.9. Organization of the Study

The paper consists of five chapters. The first chapterdeals with the introduction part of the study; the second chapterdiscusses on the details of related literature of the study; the third chapter concerned with research design & methodology of the study; the fourth chapter focus on data presentation & analysis of the study; the fifth chapter, which is the closing chapter focus on the conclusions and possible recommendations are forward by the researcher based on investigation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive review of relevant literature, different books, articles, published thesis and other secondary data to define and give background to the meanings and importance of trainings. The detail discussions are: theories in training practices, importance of training, best ways to develop training programs, determining training needs, training objectives, types of training program, evaluation of training program and findings of related researches to this study.

2.1. Theories in Training Practices

2.1.1. What is Training?

Training can be defined as a learning process whereby people acquire the necessary skills and knowledge to aid in the achievement of goals (Dessler, 2013). The focus of training however is on the job or task to be performed. The need to have efficiency and safety in the operation of particular machines is as one example.

According to Palanichamy (2012) training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior. This means that, there is the need to improving employee's skills and knowledge so that he or she becomes efficient to work on both present and future jobs and tasks.

Almost all organizations have recognized the importance of training to the development of their organizations. The birth of new technologies has made certain jobs and skills redundant. As a result there is an increasing emphasis on the need for a skilled and highly trained workforce. Many of the jobs and skills that have been replaced by machines, equipment and other technological devices are as a result of their unskilled nature, thus this emphasizes the need for labor to attain more education and skills to be able to secure employment in the future (Rodriguez & Gregory, 2005). For a training program to be successful there is the need for the organization to identify the training needs of the organization. The organization can measure if the training has been successful or not if the trainees do not learn what they are supposed to

learn, thus do not perform better than they used to. However, if trainees return empty from the course designed for them without any substantial contribution, it could also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidates might have been selected for the training program (Soumehsaraei&Gilaninia, 2016).

Torraco (2016) stated that, learning takes place when the behavior of people changes based on the results from experiences. Thus one can examine if learning has effectively taken place by comparing individual's behavior before on specific jobs and tasks to after experiences on jobs and task. It can, therefore be concluded that there is no learning if there is no evident behavioral change. Since training is generally intended to provide learning experiences that will help employees attain more skills and knowledge, it must follow the learning principle.

2.1.2. Why Training?

Carefully selecting employees doesn't guarantee they will perform effectively. There may be gab between employee knowledge and skill and what the job demand. Even high potential employees can't do their jobs if they don't know what to do or how to do it. The gab must be filled through training programs. Therefore, employees must be able to learn new knowledge and skill in order to survive in the workplace and to cope with changing organizational demands (Dessler, 2013).

Training can bring tangible benefits to both the organization and the employees. The major purposes of training (Bloisli, 2007) are:

> ➢ It creates an understanding of how to work more effectively as part of a team, and the employee's role in contributing to the organization.
> ➢ It improves employee's performance.

The employee who receives the necessary training is more able to perform in their job. The training will give the employee greater understanding of their responsibilities within their role, and in turn build their confidence.

- Ensure employees are flexible and able to respond to change, which in turn provides them with increased job security as they can move around the organization when their jobs become obsolete.
- It improved employee's satisfaction and morale.

The investment in training that a company makes shows employees that they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training appropriate may feel more satisfaction towards their jobs.

- It addresses weaknesses.

Most employees will have some weaknesses in their workplace skills. A training program allows them to strength those skills that each employee needs to improve.

- It increased innovation.

Ongoing training and up skilling of workforce can encourage creativity.

- Ensure that their staffs have capabilities and skills to enable them to be more effective in the workplace.
- Increased productivity.

Productivity usually increases when a company implements training courses. Increased efficiency in processes will ensure project success which in turn will improve the company turnover and potential market share.

- Reduced employee's turnover.

Staffs are more likely to feel valued if they are invested in and therefore, less likely to change employees. Training is seen as an additional company benefits. Recruitment costs therefore go down due to staff retention.

2.1.3. The Training Process

In today's changing environment, employees need additional training to cope with those changes. In this respect, organizations are required to be engaged in continuous employees training programs.

According to (Aswathappa, 1997) the steps in the training process are:

1. Organizational objectives and strategies
2. Assessment of training needs.
3. Establishment of training goals.
4. Devising training program.
5. Implementation of training program.
6. Evaluation of result.

Organizational objectives and strategies

⬇

Assessment of training needs

⬇

Establishment of training goals

⬇

Devising training program

⬇

Implementation of training program

⬇

Evaluation of results
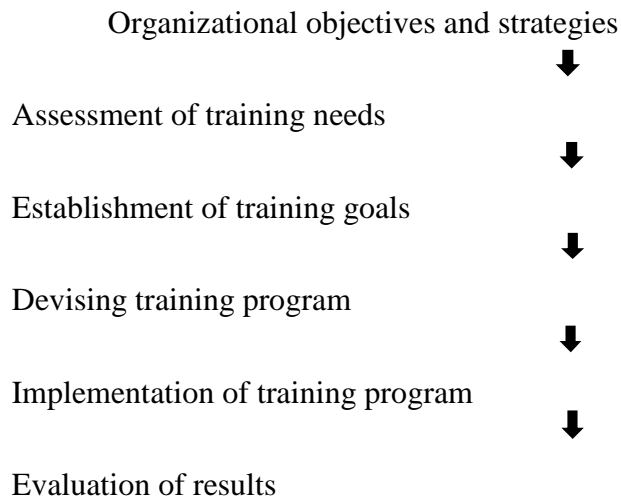
Figure 2.1 Training Process

2.1.3.1. Organizational Objectives and Strategies

The first step in the training process in an organization is the assessment of its objectives & strategies. Organizational objectives are identifiable goals towards which all organizational activities are directed. They are the end result of the organization's operations. An organizational strategy is the sum of the actions a company intends to take to achieve long term goals. According to (Aswathappa, 1997) organizations must assess the strength and weakness of its

human resource after answering these questions, what business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future?

2.1.3.2. Need Assessment

The needs assessment helps make the training relevant and realistic for the organization immediate needs. It is beneficial to perform these assessments periodically to determine the training needs of an organization, employee's knowledge, and skills and also training program effectiveness.

If training need analysis is in correct at this stage, then the later training activity will be in appropriate and organizations could end up wasting time, resource and also demotivating staff.

A training needs assessment helps companies to determine whether training is necessary or not by conducting analyses on three levels (Dessler, 2013).

1. Organizational analysis
2. Task analysis
3. Person analysis

Organizational Analysis

Organizational analysis focuses on the firm's strategic mission, goals, and corporate plans are studied, along with the result of strategic human resource planning (Mondy&Martocchio, 2016). This implies that organizations strategic goals and plans must carefully be examined in line with the human resource planning. In other words, according to (Mejia, Balkin&Cardy, 2012), conducting an organizational analysis is about determining what resources are available for training, what are the mission and goals of the organization in regards to employee development, and what supports will be senior management and managers give toward training.

Task Analysis

This approach focuses on the task required to achieve the firm's purpose. The important data sources for this analysis level are job description (Ivancevich&Konopasske, 2012). The aim in

this approach is to give new employees the skill and knowledge they need to the job. For task analysis job description and specification are essential. Thus, job analysis is a means by which facts relating to the job are obtained. If a human resource development program mounted for a specific job is to be successful, there is a need for a clear definition of what the job entails and of the qualities needed for its performance. (Mathis&Jakson, 2006) the job analysis must include:

- ➢ A detailed examination of each task component of the job.
- ➢ The performance standard of the job.
- ➢ The method and knowledge the employee must use in performing the job task.
- ➢ The way employee learns the method and acquires the needed knowledge.

Person Analysis

Another training need analysis is person analysis. It examines how well an employee performs critical tasks and their knowledge, skill, and ability to perform it (Goldstein& Ford, 2001). This approach focuses on three basic questions. These are:

- ➢ Who needs to be trained?
- ➢ What do they need to do differently from what they are doing today?
- ➢ What kind of knowledge, skill, and ability do employees need?

Information about the person's job behavior can be obtained by:

- ➢ Directly observing job performance
- ➢ Reviewing supervisory evaluation of performance
- ➢ Using diagnostic tests, such as written ability tests and work samples
- ➢ Discussing with employees their individual job performance and factors that may inhibit that performance (Mathis& Jackson, 2006).

Once actual employee's performance is identified to below standard, the next step is to determine the kind of training needed to equip the employee with specific knowledge and skill required for better performance.

2.1.3.3. Establishment of Training Objectives

After clearly identified the training needs, the next process is to establish objectives. An objective is a specific outcome that the training or the development program is intended to achieve (Ivancevich&Konopasske, 2012).

Human resource development experts suggest that objectives should be stated explicitly and answer the following questions (Mondy&Martocchio, 2016):

➢ What should the trainees be able to do after training?
➢ Under what conditions should the trainee be able to perform the trained behavior?
➢ How well should the trainee perform the trained behavior?

Training objectives must be specific, measurable and time targeted (Mejia, Balkin&Cardy, 2012). Objective with such characteristics serve a number of purpose. According to, Mejia, Balkin&Cardy, (2012), the objective for a training program should be based on the assessment phase. Each objective should relate to one or more of the knowledge, skill, and abilities identified in the task analysis and should be challenging, precise, achievable, and understood by all.

2.1.3.4. Training Method

There are many different methods for developing managerial abilities and providing opportunities for non-managers to acquire job related skills. Some of the major methods that can be employed for managers and non-managers are discussed below.

A. Presentation Method

The aim of presentation method is to teach facts, skill, attitude or concept without requiring trainees to practice the material taught or to experience how the material taught translates in to behavior (Bloisli, 2007). The three major presentation methods are (1) lecture, (2) conference, and (3) programmed instruction.

1. Lecture

The lecture method is applied in both training and development. In a lecture, the material to be taught is presented by subject – matter expert to group of recipients. It is the most widely accepted method and also economical because a large number of people can be trained using one instructor. However, participants do not share each other experiencesand hence the learning is confined to what the lecturer has to say (Dessler, 2016). This method can be backed by a number of media such as slide, overhead projector, videotape, closed circuit television etc.

2. Conference

A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by obtaining a considerable amount of oral participations (Mathis & Jackson, 2006). The objectives of the conference method are:

- ➢ To share idea and experience and pool information among participants.
- ➢ To solve problem common to a group.
- ➢ To get acceptance of new idea and policy.

3. Programmed Instruction

Programmed instruction is a highly structured individualized learning method that:

- ➢ Specifies what is to be learned.
- ➢ Breaks down the learning topic in to small step.
- ➢ Requires the learner to respond to each step of the learning process.
- ➢ Tests the learner's knowledge at the completion of each learning step.
- ➢ Gives the learner feedback of whether a correct or incorrect response was given.
- ➢ Tests the knowledge or skill acquired at the completion of training (Blosli, 2007).

Programmed instruction as an individualized learning method has several advantages. It:

- ➢ Requires the trainee's active involvement and provides immediate feedback to the trainee.

> ➢ Permits the trainee to learn without being influenced by other, and at a time that is convenient.

> ➢ Minimizes or eliminates the need for an instructor (Mondy&Martocchio, 2016).

B. Simulation Method

Simulation method presents trainees with an artificial representation of an organizational group or person situation and require them to react as through the situation were real (Mathis& Jackson, 2006). Some of the methods that are included in this category are (1) case study, (2) role- playing, (3) in basket training, and (4) management games.

1. Case Study

In the case method, trainees study the information provided in the case and make decisions based on it. The goal of the case study method is to provide trainees with the opportunity to sharpen critical thinking skills (Mondy&Martocchio, 2016). When cases are similar to work related situations trainees can develop decision making and problem solving skills, as well as increase their abilities in judgment.

2. Role Playing

In role playing method, participants are required to respond to specific problems they may encounter in their jobs by acting out real – world situations. Rather than hearing an instructor talk about how to handle a problem or by discussing it learn by doing (Mondy&Martocchio, 2016). Moreover the following are some of the major advantages of role playing:

> ➢ Practice in trying out new behaviors
> ➢ Immediate feedback from other participants and the instructor
> ➢ A high degree of transfer of learning to future job behavior (Mondy&Martocchio, 2016).

3. In- Basket Training

In basket training method, participants are asked to establish priorities for and then handle a number of business papers, e-mails, texts, letters, reports, and telephone messages that would typically cross a manager's desk. In the in- basket training the participants is analyzed and critiqued on the number of decisions made in the time period allotted, the quality of decisions, and the priorities chosen for making them (Mondy&Martocchio, 2016).

4. Management Games

This method is used to develop the decision – making skill of managers or to transmit information about how a real organization operates. The game allows two competing management groups to make decisions about products/services, people, technology, and other variables. The decisions taken are computed to determine each group's performance. This simulation exercise is used to help the participants understand the integration of several interacting decisions, the ability to experiment with decisions, the provision of feedback experiences on decisions, and the requirement that decisions be made with inadequate data, which usually simulated reality (Mejia,Balkin&Cardy,2012).

2.1.3.5. Implementing the Training Program

Training program should aim at enabling organizations to achieve their objectives. Hence, the program should be set up after having clear –cut objectives in mind. In every program decisions have to made as who should be trained, who are the instructors, where and when the program is to be conducted and what are the material requirements. Moreover, according to Mathis& Jackson, (2006) providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs.

Since training program decisions are based on cost consideration, the management must believe that the program will:

- Increase the skill and knowledge of employees and hence, they will perform better towards organizational success.
- Motivate employees to learn and attain their personal goals.
- Provide feedback to improve the program.

2.1.3.6.   Evaluation of Training

Evaluation is the final phase of the trainingprogram. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As Mejia,Balkin&Cardy, (2012) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason management investment in training and development program is that to help employee to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. However, as Mathis& Jackson, (2006) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

- To increase effectiveness of the program while it is going on.
- To increase the effectiveness of the program to be held next time.
- To help participants to get feedback for their improvement and efficiency.
- To find out to what extent the objective are achieved (Blosli, 2007).

In evaluating the worth of specific programs, sets of measurement criteria should be identified. These, according to Donald L.Kirkpatrick (2009):

Reaction

What did the participant think about the program? Participants react to the learning experience by forming opinion and attitude about the instructor, the methodology, participation in the learning session and how well he liked the program.Organizations evaluate the reaction levels of trainees by conducting interviews with or administrating questionnaires to the trainees.

Learning

Did the participant learn what was intended? Learning evaluation requires the measurement of what participant has learned as a result of his/her training i.e. the new knowledge and skill he/she has required or the change in attitude, ideas. Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes.

Job Behaviors

Did the learning transfer to the job? Job behavior evaluation is concerned measuring with measuring the extent to which participant has applied his/her learning back on the job. Evaluating training at the behavioral level means measuring the effect of training on job performance through observing job performance.

Results

Employers evaluate results by measuring the effect of training on the achievement of organizational objectives. Has the training helped organizational performance? This evaluation attempts to measure the effect of change in the job behavior of the trained employees on the functioning of the organization and the behavior of other employee. The changes may be ascertained in such terms as improvement in service delivery, productivity or reduction in costs.

Ultimate Value

Has the training affected the ultimate well- being of the organization? Here evaluation aims to measure how the organization as a whole has benefited from the training in terms of goal achievement, survival or growth.

To measure the effect of training program using the criteria mentioned above requires using data gathering method such as questionnaire, interview and observation. Other measures like management audit, survey, analysis of record and performance data, expert opinion, test and the like can be used to collect evaluation information (EMI).

In sum, human resource development to be useful to both the organization and the employee the management concerned should:

- ➢ Properly assess needs
- ➢ Formulate clear objectives
- ➢ Design program to meet the needs and to attain objectives
- ➢ Conduct cost/benefit evaluation

If the training shaped the employees in such a way as to fit the job requirements, then it can be concluded that organizations have achieved their objectives and in turn they have also justified the investment made in human resource.

2.1.4. Types of Training Programs

Training is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations achieve their objectives. This is possible by developing the skills and competencies of their employees. There are different types of training programs. The most common ones are briefly discussed below:

2.1.4.1. On-the-Job Training

On-the-job training is conducted on the job, to develop the skills of non-managerial employees. The employee is placed into the real work situation and shown the job and the tricks of the trade by experienced worker or the supervisor (Mondy&Martocchio, 2016). According to Mathis& Jackson, (2006), on-the-job training includes several steps.

1. The trainee receives an overview of the job, its purpose, and its desired outcomes, with an emphasis on the relevance of the training.
2. The trainer demonstrates the job to give the employee a model to copy.
3. The employee is allowed to imitate the trainer's example. Demonstrations by the trainer and practice by the trainee are repeated until the job is mastered.
4. The employee performs the job without supervision.

2.1.4.2. Off-the-Job Training

Off-the-job training programs takes place outside the employee work environment. This can be course work at local colleges or other training institutes.

Yet off-the-job training is sometimes necessary to get people away from the hustle and bustle of the work environment. This enables the trainee to study theoretical information or be exposed to new and innovative ideas(Blosli, 2007).

According to (Stredwick, 2005), it can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without the fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released in to the real working situation.

2.2. Empirical Review

Edom (2015), Conducted a research on the assessment of training practices and challenges of Management Science for Health Ethiopia. The main aim of the research conducted was to assess the overall training practices and challenges of Management Sciences for Health-Ethiopia and how training need assessment is conducted, how training is designed, how it is delivered and evaluated, and finally to find out the major challenges of training.

She used questionnaire and interview to collected data. The data were gathered through a combination of both unstructured interviews with higher level managers and a questionnaire addressed to the employees of the organization. The data received were analyzed both qualitatively and quantitatively by using narration and descriptive statistic.

On her work, she found that limited training programs are conducted in the organization by following the basic four steps which are assessing training needs, designing training programs, delivering training and evaluating the outcomes of training. She also indicated that lack of training need assessment, unavailability of funding, lack of proper training plan, and difficulty in evaluating training outcome are mostly considered as the factor that hinder training programs from becoming successful. She recommended that communicating professional development

opportunities and training policy of the organization, conducting a formal training need assessment by involving the employees in identifying their training needs, increasing allocation of funds and evaluation has to be also practiced all the way through the training programs using the various assessment techniques.

Tazebachew (2011), conducted a research on the impact of training on work performance in Ethiopian Ministry of Health. The main aim of the research conducted was to investigate the actual training practices of Ethiopian Ministry of Health at Addis Ababa head office and its effectiveness in improving the performances of employees using the social identity theory model of training practice and its impact.

He used questionnaire (quantitative) and semi-structured interview (qualitative) for data collection. His work was concentrated on primary data collected using the above methods from the employees and managers of Ethiopian Ministry of Health. The focus of his research was only in Ethiopia ministry of health among other public organizations particularly the head office and he gathered data from selected sample employees and training manager of Ethiopian Ministry of Health.

On his work, Tazebachew found that Ethiopian Ministry of Health has enough experience and has been involved in a reasonable training for well over the past few years. Hence, this continuous employee training has significant role in the development of individual and organizational performance in Ethiopian Ministry of Health and generally in Ethiopia public organizations. He also indicated that training in Ethiopian Ministry of Health is not as planned and systematic as the organization would have wanted to have it. According to him, the major barrier to conduct result oriented training practice is that the process involved in training were not appropriately followed because of the cost associated it and lack of coordination in some division of the organization. He recommended that public organizations should allocate enough budgets, develop clear performance measurement system before and after training. In this regard the research result might be confined with only training practice of that exists within head office of Ethiopian Ministry of Health. It might not consider other areas outside of the health sector and it is difficult to conclude that the result of this study is concerned about all Ethiopian public organizations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodology used for data gathering as well as the relevant statistical analytical tools that have been employed for analyzing the results that gathered during the study. The subsections below included research design, target population, sampling technique and sample size, source of data, data collection procedures, methods of data analysis, reliability and validity of the research and ethical consideration.

3.1. Research Design and Approach

After the research problems were identified, the research design was built to answer the research questions. The design that considered for the research was descriptive. This method was selected because of the fact that the main objective of descriptive research is describing the state of affairs as it succeeds at the time of the study. Since the general objective of this research was to assess the practices and challenges of training in the company, this method was found to be an appropriate for analyzing vast information. The research was used both quantitative and qualitative research methods. The participants were managerial and non-managerial employees of GIC.

3.2. Target Population, Sampling Technique & Sample Size
3.2.1. Target Population

The target population of the study was employees of GIC that was comprised of all its managerial & non-managerial employees who are working in head office and nine city branches. The total number of target population was one hundred twenty (120). However, the focus was on employees who are participated in training program of the company.

3.2.2. Sampling Technique

Purposive sampling technique were used in the sampling process of the population of the research, based on the fact that these individuals have been participating in the training program of the company and have the knowledge of the research issue and also the willingness to

participate in the research.The number of interviewee were limited to one, because the researcher is unable to include top managers as they are newly appointed and the researcher believes that the information being collected from HRD manager was sufficient to this study based on his responsibility of the company training program andhave the knowledge of the research issue and also the researcher planned to collect more information from the other employees with the help of questionnaire.

3.2.3. Sample Size

Based on the purposive sampling technique, 71 employees of different department in the company were selected and questionnaire distributed. And also the human resource development & property administration manager were interviewed.

3.3. Source of Data

Data for this study was obtained from primary sources. Primary data was sourced from questionnaires given to the employees and interviews. These questionnaire & interviews provided information on how the company has been running the training program.

3.4. Data Collection Procedures

The researcher used questionnaires and interview to collect data. Questionnaire is a kind of primary data that focus on the training practices and challenges was prepared. The questionnaire was closed ended in nature. It had two parts: part one was contain the background of the respondents that could be used for demographic analysis, and work experience in their company. Part two contains questions that requesting the respondents to state their opinions and agreement or disagreement on the issues of training practices and challenges in the company.

The semi-structured interview was presented for human resource development and property administration department manager. Because of the flexibility approach to questioning semi-structured interview was designed and conducted.

3.5.   Methods of Data Analysis

Both qualitative and quantitative data were collected. The qualitative data sources were analyzed using content analysis technique. Quantitative data analysis was done using statistical package for social sciences (SPSS) software version 20. Frequency distribution and percentages were used for the quantitative data analysis. It was used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues and also tables were used to ensure easy understanding of the analysis.

3.6.   Pilot Testing

Reliability and validity are to main key characteristics which ensure the quality of research. Reliability refers to the consistency of findings. There are for types threats which might affect to the research reliability. They are: participant error and bias; researcher error and bias. A research's validity refers to which extend the accuracy of the results. The researcher included 71 people which were considered as sufficient amount of participants to represent for the target company. Moreover, they were participated in the company training program; this increased the reliability of the research. The questionnaire was designed and handled out the participants for one week, so that they could answer with sufficient time. Interview was conducted individually by face-to-face.

The researcher explained to interviewee the research topic, the purpose of interview, and the information which he provided was only served for this academic study. Furthermore, the interviewee agreed and felt comfortable to do the interview in the work place, so there was no pressure of emotional constraints. Therefore, it might affect positively to this answers.

During interview the interviewee were given time to think before he answer in each questions. The order of questions was followed, except there were some additional questions the researcher put up to understand clearly the interviewee answers and to gain more needed information. And he was not showedhesitate attitude as well as refused to answer.

3.6.1. Reliability Test

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of Psychometric test score for a sample of examinees. Hence, as sited from (Tsiduk, 2018), coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents.

Cronbach's alpha was calculated for this researcher on a sample of 10 questionnaires and the result is depicted in the following table.

Table 1: Reliability Table

Cronbach's Alpha	N of items
.935	36

Source: SPSS result, 2019

3.7.   Ethical Consideration

The researcher maintained scientific objectivity throughout the study, recognizing the limitation of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research. These were: fairness, openness of intent, disclosure of methods, respect or the integrity of the individuals and informed willingness's of the part of the subjects to participate voluntarily on the research activity.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter focuses on presentation, interpretation, and analysis of the data collected to assess the existing training practice and challenges in GIC. Relatively more data were collected from sample employees of the selected company by using questionnaire. The responses obtained through questionnaire were supplemented with semi-structured interview.

4.1. Response Rate

The questionnaire was considered finalized after the pilot test. Accordingly, the total number of questionnaire distributed was seventy one (71) and the returned questionnaires are sixty eight (68) with a response rate of 95.78%.

Table 2: Distributed & Returned Questionnaire

Number of distributed and returned questionnaire		
Distributed	71	100%
Returned	68	95.78%
Not returned	3	4.22

Source: own survey, 2019

Table 2 above shows that 95.78 of the distributed questionnaires were returned & valid. On the other hand 4.22% of them were not returned and invalid. However, 95.78% was sufficient to make analysis for this study.

4.2. Respondents Profile

Thissection of the study is concerned with the demographic analysis of the respondents to understand the employees who participate in filling the questionnaire for this research. Respondents were requested to fill their Gender, Age, Educational level, Service years, and working department in the Global Insurance Company Share Company. Hence, the profile of respondents is presented as follows.

Table 3: Respondents Profile

		Frequency (F)	Percent (%)	Cumulative Percent
Gender				
Valid	Male	40	58.8	58.8
	Female	28	41.2	100
	Total	68	100	
Respondents' Age				
Valid	< 25	13	19.1	19.1
	25 to 35	37	54.4	73.5
	36 to 40	12	17.6	91.2
	41 to 50	5	7.4	98.5
	51 to 60	1	1.5	100
	Total	68	100	
Educational Background				
Valid	Diploma	16	23.5	23.5
	First Degree	47	69.1	92.6
	Second Degree	5	7.4	100
	Total	68	100	
Length of Service				
Valid	< 3 years	17	25	25
	3 to 5 years	25	36.8	61.8
	5 to 7 years	16	23.5	85.3
	More than 7 years	10	14.7	100
	Total	68	100	
Department				
Valid	Underwriting	35	51.5	52.2
	Claim	6	8.8	61.2
	Finance	8	11.8	73.1
	Human Resource	5	7.4	80.6
	Marketing	3	4.4	85.1
	Audit	2	2.9	88.1
	IT	1	1.5	89.6
	Legal	2	2.9	92.5
	Engineering	5	7.4	100
	Total	67	98.5	
	Missing	1	1.5	
	Total	68	100	

Source: Questionnaire Survey Data, 2019

The above table shows that the male respondents formed majority of the sample population with a total number of 40 representing 58.8%, while 28 respondents were female representing 41.2%.

This analysis is an indication of a slightly high male composition of the members of employees of GIC. The age distribution of the respondents, that is; 91.2% of the respondents areless than 40 years, 8.8% fall above the age of 41 years. From this analysis can be easily understood that most of the employees are young to do a lot for the organization and trainable. In the above table, it can be seen that educational backgrounds of respondents hold a range of educational qualifications from Diploma to Master's Degree level. Majority of the sample group were holding first degree which accounted 47 of the respondent's i.e 69.1%. 5 out of 68 respondents were master's degree graduates that representing 7.4%. Among the respondents 16 in number or 23.5% are diploma holders. This indicates that people of different educational qualification are present in the organization; this implies different levels of training practice which is planned and well organized may be required to improve their performance. And also all employees are capable of understanding and answering the questions of the questionnaire.The respondents have served in GIC from one year to above seven years. This means the organization has a combination of experienced and young professionals who require constant refresher training to update their skill and perform on the job. It can be seen that respondents who have served less than 3 years 17 representing 25%. The majority of respondents have been working with organization to 3-5 years were 25 representing 36.8%. Respondents who have served between 5-7 years followed with a frequency of 16 representing 23.5%. The remaining respondents more than 7 years accounted 10 representing 14.7%.Respondents were also asked to indicate their working department to measure the organization training distribution. It can be seen in the above analysis the organization training program relatively flows on to various departments that require various kinds of consistent, planned, and well organized training to enhance their skill, attitudes, knowledge and competencies for improved worker performance.

4.3.   Analysis of Collected Data

Descriptive analysis of the respondents' response about training practices and challenges are shown in tables below. Accordingly, the results obtained from the questionnaire of the 68 respondents are presented below. The researcher considered the respondents level of agreement in the following way, strongly disagree and disagree considered as disagree and strongly agree and agree considered as agree. The score of very low and low have been taken to represent a variable which had a mean score of 0 to 2.5 on the continuous likert scale. The scores of medium

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extent have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous likert scale and the score of both high and very high extent have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale (Oslon, 2004).

Table 4: Respondents Opinion about Company Strategic Business Planand its Alignment with Training Plan

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The company has a clearly defined strategic business plan	5	7.4	8	11.8	6	8.8	27	39.7	22	32.4	3.78
Employees aware of the company strategic plan	17	25	24	35.3	21	30.9	5	7.4	1	1.5	2.25
The company training plan aligned with its overall strategic plan	10	14.7	30	44.1	11	16.2	12	17.6	5	7.4	2.59
The company has a written training policy	8	11.8	17	25	30	44.1	7	10.3	5	7.4	2.76
The training policy is well communicated to the employees	9	13.2	32	47.1	19	27.9	6	8.8	2	2.9	2.41
Missing	1	1.5%									
Aggregate Mean											2.76

Source: Questionnaire Survey Data, 2019

As indicated in the above table, 72.1% of the respondents agreed that the company has a clearly defined strategic plan, and 19.2% of the respondents said that the company do not have a clearly defined strategic business plan. 8.8% of respondents not sure that whether the company has a clearly defined strategic business plan or not, that also supported by mean score of 3.78. Whichimplies the company designed strategic business plan to achieve its goals. However, about 60.3% of respondents do not aware of the company strategic business plan and mean score 2.25 also indicated. This implies absence of transparency in the company. 58.8% of the respondents said that the company training plan not aligned with its overall strategic business plan and 16.2% of the respondents are not sure that the company's training plan is aligned with its overall strategic business plan, even if the mean score shows 2.59 moderate level. Moreover, 44.1%of respondents are not sure that the company has a written training policy withthe mean score of

2.76, but 36.8% respondents said that there is no written training policy in the company. And also 60.3% respondents responded that the company not well communicated the training policy to its employees with the mean score of 2.41. This implies the company not properly working in aligning training plan with overall strategic business plan even if, the aggregate mean score indicates 2.76 moderate level. Hence, linking training plan with strategic business plan helps ensure the businesses achieve corporate outcomes, through increasing available skills and capability in areas of strategic importance (Palanichamy, 2012). Awareness of the company strategic plan has a contribution to effectively use their talent towards achieving the company strategic objectives, but that is not well communicated to employees as well.

Table 5: Respondents Reaction to Training Needs Assessment

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The company training programs are organized by conducting training need assessment	11	16.2	33	48.5	9	13.2	12	17.6	3	4.4	2.46
The company involve employees in identifying training needs	16	23.5	33	48.5	7	10.3	9	13.2	3	4.4	2.26
The need assessment clearly identifies performance gap of an employee	12	17.6	29	42.6	11	16.2	12	17.6	3	4.4	2.48
Training need assessment is mostly conducted by my supervisor/management teams	7	10.3	29	42.6	12	17.6	12	17.6	8	11.8	2.78
Missing	1	1.5%									
Aggregate Mean											2.49

Source: Questionnaire Survey Data, 2019

As shown in table 5 64.7% respondents responded that the company do not organized training programs by conducting training need assessment and about 13.2 % respondents said that we do not know whether the company analyze the training need or not. 22%of the respondents agreed

that the company training programs are organized by conducting training need assessment. The mean score 2.46 implies presence of problems in the company with respect to training need assessment. Training need assessment serves as a diagnostic tool for determining what training needs to take place and developed to help individuals and the company accomplishes their goals and objectives. Moreover, majority of respondents (72%) said that they were not involved in identifying their training needs with the mean score of 2.26. As per the response, simply understood that the company does not participating employees in training need assessment process. Gathering information from employees is as good a place to start, as any when trying to identify training needs. It was also identified by majority of respondents (60.2%) the need assessment not clearly identifies performance gap of an employees and that also supported by mean score 2.48. The response implies that the company does not consider what everyone specifically needs and a gap in their knowledge. Moreover, majority of respondents does not aware of by whom the training need assessment were conducted, even if the mean score stated 2.78. This implies training need assessment in the company do not clear. The aggregate mean score 2.49 also indicates presence of problems in the company with respect to training need assessment.

Table 6: Respondents View about Training Objectives

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The company formulates achievable training objectives	9	13.2	24	35.3	14	20.6	19	27.9	2	2.9	2.72
The objective indicate what should trainee be able to accomplish after the training program	9	13.2	23	33.8	14	20.6	14	20.6	8	11.8	2.84
Aggregate Mean											2.78

Source: Questionnaire Survey Data, 2019

Based on table 6 above, the mean score 2.72 indicates moderate level but, 33 of the respondent representing 48.5% indicated that the company do not formulates achievable training objectives. The 14 respondents representing 20.6% replied that we don't know whether the company

formulates achievable training objectives or not. And 21 respondents representing 30.8% agreed that the company formulates achievable training objectives. This indicates there are problems in the company in creating clarity with the training objective of the company as most of the respondents replied. What has been evident is that without clearly defined objectives the company training and delivery of training is ineffective (Blosli, 2007). As shown in the table, 47% of the respondentssaid that the training objective do not indicate what trainee is able to accomplish after the training programand 20.6 % of respondents not sure that with the mean score of 2.84. Even if the aggregate mean 2.78 indicates moderate level but most respondents indicated that the company well not formulated achievable training objective, what it means is without achievable training objectives when companies start to design training, trainees have no idea what it is need to train.

Table 7: Respondents Opinion about Training ProgramDesign

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The training materials and training methods are linked with training objectives	2	2.9	23	33.8	11	16.2	29	42.6	3	4.4	3.12
Environment and facilities are adequate and comfortable to conduct trainings	1	1.5	24	35.3	3	4.4	31	45.6	9	13.2	3.34
The time allotted for the training are sufficient	3	4.4	24	35.3	14	20.6	21	30.9	6	8.8	3.04
The company allocated adequate training budget	9	13.2	27	39.7	14	20.6	14	20.6	4	5.9	2.66
Conduct training in House	3	4.4	18	26.5	8	11.8	31	45.6	8	11.8	3.34
Training conducted by specialists in other training institutions	2	2.9	4	5.9	9	13.2	38	55.9	15	22.1	3.88
Aggregate Mean											3.23

Source: Questionnaire Survey Data, 2019

As the result stated in table 7, 25 respondents representing 36.7% indicated that training materials and training methods are not linked with training objectives and 32 respondents representing 47% responded that the training materials and training methods were relevant in achieving training objectives. 11 respondents representing 16.2% said that they were not sure about relevance of training materials and methods with training objectives. The mean score also shows 3.12. This implies the company training materials and training methods are linked with training objectives but it requires some additional contents or methods in order to be more relevant with the training objectives.

The above table shows, most of the respondents (58.8%) think that the environment and facilities are adequate and comfortable to conduct trainings.However, 36.8% of the respondents disagreed with the above statement and the mean score 3.34 indicate moderate level.This indicates that the company environment and facilities are comfortable to conduct trainings but it needs improvements according to some respondents.As it can be understood from the above table, 39.7% of respondents replied that the time for the training was not sufficient and 39.7% of respondents agreed that the time allotted for the training were sufficient with the mean score of 3.04. This implies the company must look for ways to optimize training length to get the best result, for the business and for the training need. Moreover, the above data depict that 52.9% of the respondents indicated that the company not allocated adequate budget for training even if the mean score stated 2.66 moderate level. This implies, the company does not allocate enough budgets for training. Hence, it is crucial to establish a training budget for the company to ensure companies allocate appropriate funds for employees training over the course of a year. Furthermore, most of the respondents agreed that the company training programs are conducted in other training institutions by specialists rather conducted in house by management teams with the mean score of 3.88.

Table 8: Respondents Reaction to Training Delivery

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Training program is carried out as per training design	8	11.8	32	47.1	14	20.6	12	17.6	2	2.9	2.53
The training programs are well organized	3	4.4	46	67.6	11	16.2	6	8.8	2	2.9	2.38
Trainees selected on the basis of training need assessment results	10	14.7	34	50	13	19.1	9	13.2	2	2.9	2.40
Trainers have adequate knowledge & experience on the subject matter	4	5.9	12	17.6	6	8.8	33	48.5	13	19.1	3.57
Participation and interactions are encouraged and associated with daily practices	1	1.5	14	20.6	11	16.2	30	44.1	12	17.6	3.56
Aggregate Mean											2.89

Source: Questionnaire Survey Data, 2019

Table 8 presents the extent to which training programs are implemented in the company. As shown in the above data, 58.9% of respondents replied, training program of the company was not carried out as per training design. However, 20.5% of respondents agreed that the training program was carried out as per training design and 20.6% of respondents not sure whether the training program carried out as per training design or not with the mean score of 2.53. This implies training delivery of the company requires some adjustments to be more effective in implementing training design. According to 72% of the respondentsthe company training program do not well organized and also the mean score 2.38 supported it. Moreover, the selection process of trainees for training was not based on training need assessment results according to 64.7% of the respondents with the mean score of 2.40. This implies presence of problems in the company with respect to training delivery.

However, trainers have adequate knowledge and experience on the subject matter according to 67.6% of the respondents and with the mean score of 3.57. Having adequate knowledge help trainers to designing an effective training program, choose which training medium to use, and the type of activities to include. And also a well-read trainer can always find an angle to make even the most boring topic lively. Participation and interactions are encouraged and associated with daily practices according to 61.7% of the respondents and with the mean score of 3.56. However, 22.1% of the respondents indicated that there were no participation and interaction in the company training program. This implies trainers allowed two way communication in delivering training and that helps the training program comfortable and associated with daily practice of trainees.

Table 9: Respondents Opinion about Training Evaluation

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The training content and materials are helpful to employees	10	14.7	23	33.8	5	7.4	22	32.4	8	11.8	2.93
Employees get job related attitude, skill, and knowledge from the training	19	27.9	16	23.5	10	14.7	15	22.1	8	11.8	2.66
The training program changes employees perception towards their job	15	22.1	20	29.4	12	17.6	17	25	4	5.9	2.63
The training program improve employees performance	19	27.9	17	25	6	8.8	19	27.9	7	10.3	2.68
Corrections are usually made to training program arrangements based on the evaluation results	8	11.8	20	29.4	29	42.6	7	10.3	4	5.9	2.69
Aggregate Mean											2.72

Source: Questionnaire Survey Data, 2019

As can be seen from the table 9, 48.5% of the respondents said that the company training content & materials were not helpful. However, the training content and materials were helpful to employees according to 44.2% of the respondents and with the mean score of 2.93. This implies the company requires some modifications with respect to training content and supportive materials to enable the training program achievable. 51.4% of respondents indicated that the training programs provided were not relevant and were not help them to be more effective on their job, to get job related attitudes, skills, knowledge and 51.5% of the respondents said that the training program do not changes their perception towards a job, even if the mean score indicate 2.66 & 2.63 respectively. Moreover, they were not acquiring the intended knowledge, skill and attitudes as a result of the training and could not applying the learned knowledge and skills on day to day work as a result their performance not improve according to 52.9% of respondents, even if the mean score implies 2.68 moderate level. In general the above analysis implies the company do not evaluate the training program properly so that there is an impact in the performance of employees and in the achievement of the company strategic objectives. Furthermore, 42.6% of respondents are unsure whether corrections are made to training program arrangements and 41.2% of the respondents said that the company do not made corrections to training program arrangements based on the evaluation results. 16.2% of respondents agreed that the company made corrections to training program arrangements and also the mean score indicate 2.69. This implies presence of problem with respect to making corrections to training arrangements based on evaluation of results.

Evaluation is a means to verify the success and effectiveness of a program in relation to its objectives. The major reason management investment in training and development program is that to help employee to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization as Mathis & Jackson, (2006).

Table 10: Respondents View about Challenges of Training Practice in GIC

Statement	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Inadequate needs assessment	1	1.5	3	4.4	2	2.9	42	61.8	20	29.4	4.13
Engaging with the training (understanding of training objective)	3	4.4	5	7.4	23	33.8	30	44.1	7	10.3	3.49
Trying outdated training methods	4	5.9	11	16.2	24	35.3	20	29.4	9	13.2	3.28
Lack of close supervision and follow up	1	1.5	4	5.9	4	5.9	46	67.6	13	19.1	3.97
Lack of adequate budget	1	1.5	10	14.7	6	8.8	38	55.9	13	19.1	3.76
Aggregate Mean											3.73

Source: Questionnaire Survey Data, 2019

As table 10 above, 91.2% of the respondents agreed that inadequate need assessment are one of the challenges that the company faced in training program with the mean score of 4.13. This indicate that the company cannot addressed need gaps, mean that what employees knowledge and what the job demanded, this must be clearly determined. The other challenge that the company faces were engaging with the training or ensuring employees are fully engaged with the training platform and content is another problem faced in the training program of the company as 54.4% of the respondents agreed and the mean score 3.49 also indicated,. This implies that trainees either cannot understand the objectives of the training or relevance of the training to him or her. 42.6% of respondents agreed that the company use outdated training methods. However, 22.1 % of respondents indicated that the company not use outdated training methods and 35.3% of the respondents said that we do not sure whether the company use outdated training methodsor not, it also supported by a mean score of 3.28. Moreover, majority of the respondents agreed that lack of adequate budget and lack of close supervision and follow up were the challenges that the company faced with a mean score of 3.97 & 3.76 respectively.

4.4. Interview Questions Response Analysis

To analyze such qualitative data, different methods are available in the literature. Some of them are content analysis, narrative analysis, discourse analysis, framework analysis etc. Then the researcher of this study used content analysis method, because it is a procedure for the categorization of verbal or behavioral data for the purpose of classification & summarization. Content analysis was done on two levels that are descriptive that means what is data? And interpretative that means what was meant by the data?

A semi-structured interview was conducted with the human resource development and property administration manager of GIC. Because of his position and experience with the company, he was considered to be better source of data related to training practices of the company. Accordingly, one of the questions raised was about the main content of training policy & training programs in GIC. According to his response, the training policy outlined the objectives of the policy, spelt out the measures for training needs identifications, methods of training implementation, and types of training. And also he stated that there is a problem related with effective implementation of the policy.

Another, questions raised was about the extent to which the company training plans are linked with the company strategic business objectives and view of top management towards training program. According to his response the company training plans are not well linked with its overall strategic business objectives and top management has positive implications towards training programs.

Other questions were about whether training in GIC was planned and well organized, about existence of separate department in the company that is responsible for human resource training and about the process of training needs assessment. As the researcher view from his response training practice in GIC is planned and well organized, but the training practices founded contradictory to his response & it was not supported by the participants in the questionnaires. According to his answer there is no separate department in the company that is responsible for human resource training. The training and trainees needs were determining by department managers of the company.

Additional questions were related to training evaluation, productivity of the training and existing of challenges faced by the company regarding to training practices. As the researcher view from his response, there is no formal way of evaluating trainings but for some work related trainings, training participants will be assigned with some work assignment after taking the training. For the other questions he replied that there is no specified standard to measure productivity of the training practices, and he stated that shortage of budget, poor follow up of training, and low interest of trainees to participate in training are challenges faced in the training practice.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Major Findings

The main objective of this study was to assess training program practices and challenges of GIC. Accordingly, the study reveals the following major findings as presented below.

Most of the respondents and the interviewed manager indicated that the company training plan not aligned with overall strategic business plan and also most of the respondents didn't know the existence of well written training policy, which indicates that it is not well communicated to the employees.

The interviewed HRD manager indicated that GIC has no a separate department responsible for human resource training and he stated that the training need assessment most of a time conducted by department managers of the company. The findings also discovered that the training need assessment is not being executed in the company according to most of the respondents. Majority of respondents indicated that the company need assessment not clearly identifies their performance gap because they are not directly involved in identifying training needs and also they didn't aware of by whom the training need assessment were conducted.

Most respondents indicated that the company does not formulate achievable training objectives and they didn't know what needs to be accomplishing after the training program.

Most of the respondents agreed that training materials and training methods are relevant to achieve training objective of the company, but as per some of the respondents, it was understood that GIC needs to have a better practice to be the training effective. And also the respondents indicated that training environment and facilities are adequate and comfortable to conduct trainings.However, the time allotted for the training are not sufficient and GIC must looks for ways to optimize training length to get the best result. Moreover, most of the respondents replied that the company not allocated adequate budget for training. The interviewed manager also agreed on it.

Majority of respondents indicated that training practice of the company are not well organized and not carried out as per training design and also the selection process of trainees for training was not based on training need assessment results. However, trainers have adequate knowledge and experience on the subject matter. Accordingly, participations and interactions are encouraged and associated with daily practices.

In regards to evaluating the training program, the interviewed HRD manager indicated that there is no formal way of evaluating trainings and there is no specified standard to measure productivity of the training practice. Most of the respondents indicated that the training program given by the company are not help to be more effective on their job, to get related attitudes, skills, knowledge and not changed their perception towards a job.

Some challenges of the company related training practice which identified by the study were, shortage of budget for training, inadequate need assessment, understanding of training objectives, lack of close supervision and follow up and low interest of trainees to participate in training.

5.2. Conclusions

Based on the data presented and analyzed in chapter four of the study, the following conclusions are drawn by the researcher focusing on the practices of training program in GIC.

From the result of the study, it can be concluded that GIC has a training program gap. Because separate department that responsible for human resource training practice were no in places and the training plan not aligned with the strategic business plan of the company. Linking training plan with strategic business plan helps ensure the businesses achieve corporate outcomes, through increasing available skills and capability in areas of strategic importance.

Regarding the training need assessment of the company, trainees are selected based on their immediate supervisor or department manager. They are not involved in identifying their training need. Training is conducted simply based on the need senior management staff and to fulfill the formality of human resource department need not based on the willingness and requisite of employees.

Evaluations have no given much consideration by the company. Evaluation is a very important part of training; however, the outcomes of their response reveal that training evaluation has not been given attention. Corrections are not usually made on the training program based on the evaluation results. It is revealed that the training program of the company doesn't change employee's perception towards their job and do not get job related attitude, skill, and knowledge from the training.

Regarding challenges facing the company under study is, inadequate need assessment, understanding of training objectives, lack of adequate budget, lack of close supervision and follow up and low interest of trainees to participate in training are challenges faced and hinder training program become successful.

5.3. Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of training role as it increases the organization's employee's performance, skill and productivity. Due to this fact, organizations must be cleared about the training requirement of employees. Therefore, both managers and employees must collaborate effectively and communicate the requisite for performance.

Based on the study, the following suggestions are forwarded for management consumption.

- Having training policy is not enough to facilitating training practice of the company. So, GIC is advised to communicate the training policy to employees and it should align the training plan with the strategic business plan of the company to enhance and customized training programs and contents based on its requirement and to achieve the intended objectives.
- Training practice of GIC should be supported by separate department that is responsible for human resource training practice.
- Creating awareness on training programs, contents and objectives at all level is expected from the company.
- The training need assessment and selection criteria practice of GIC are among most serious issues that majority of the respondents feel unsatisfied. Since training is a need

oriented effort, determining the level, type and duration of training is of paramount important at this stage of the training process. So, an extensive need assessment and an equitable selection criterion should be exercised in the company unless the company could end up   in wasting time, resource, demotivating staff, and employees will develop negative attitudes towards future programs.

- Achievable training objectives should be stated and communicated to each trainee, that help the trainees to be aware of what is expected after training.
- Furthermore, GIC should allocate enough budgets, develop clear evaluation criteria and performance measurement system before and after training and properly prepare all necessary facilities to training process.

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APPENDIX-A

ST. MARRY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MASTERS OF BUSINESS ADMINSTRATION (MBA) PROGRAM

QUESTIONNAIRE TO BE FILLED BY GIC STAFF

Dear Respondents:-

I am an MBA student at St. Marry University. The purpose of this questionnaire is to collect primary data for conducting a thesis entitled, "Assessment of Employee Training Program Practices and Challenges of Global Insurance Company (GIC)".

In this regard, I kindly request you to provide reliable information. I strongly assure you that the confidential treatment of your responses. I would like to express my sincere appreciation in advance for your generous time and frank and prompt responses.

Tele: 0910332315

Email: amanuelmeresa33@gmail.com

Thank you!!!

Part One – Demographic Variables of the Respondents

1. Gender

   ☐ Male   ☐ Female

2. In which age group are you?

   <25 ☐   41 t☐

   ☐ 25 to 35   ☐ 51 to 60

   ☐ 36 to 40   ☐ 61 and above

3. What is your highest and recent educational status

    ☐ 12 grade complete   ☐ Second Degree

    ☐ Certificate   ☐ Third degree (PhD)

    ☐ College Diploma

    ☐ First Degree

4. Service years in GIC

    ☐ Less than 3 years   ☐ 5 to 7 years

    ☐ 3 to 5 years   ☐ more than 7 years

5. In which department are you currently working_____

Part Two: Opinion Survey on Employee Training

Please put a tick "/ "mark for those questions that are followed by choices.

Express your level of agreement with the following statements

1= Strongly Disagree   2= Disagree   3= Not Sure   4= Agree   5= Strongly Agree

2.1. Organization Strategic Plan

No.	Statements	1	2	3	4	5
2.1.1	The company has a clearly defined strategic business plan					
2.1.2	Employees aware of the company strategic plan					
2.1.3	The company training plan aligned with its overall strategic plan					
2.1.4	The company has a written training policy					
2.1.5	The training policy is well communicated to the employees					

2.2. Training Needs Assessment

No.	Statements	1	2	3	4	5
2.2.1	The company training programs are organized by conducting training need assessment					
2.2.2	The company involve employees in identifying training needs					
2.2.3	The need assessment clearly identifies performance gap of an employee					
2.2.4	Training need assessment is mostly conducted by my supervisor/management teams					

2.3. Training objective

No.	Statements	1	2	3	4	5
2.3.1	The company formulates achievable training objectives					
2.3.2	The objective indicate what should trainee be able to accomplish after the training program					

2.4. Designing Training program

No.	Statements	1	2	3	4	5
2.4.1	The training materials and training methods are linked with training objectives					
2.4.2	Environment and facilities are adequate and comfortable to conduct trainings					
2.4.3	The time allotted for the training are sufficient					
2.4.4	The company allocated adequate training budget					
2.4.5	Conduct training In House					
2.4.6	Training conducted by specialists in other training institutions					

2.5. Training Delivery

No.	Statements	1	2	3	4	5
2.5.1	Training program is carried out as per training design					
2.5.2	The training programs are well organized					
2.5.3	Trainees selected on the basis of training need assessment results					
2.5.4	Trainers have adequate knowledge & experience on the subject matter					
2.5.5	Participation and interactions are encouraged and associated with daily practices					

2.6. Training Evaluation

No.	Statements	1	2	3	4	5
2.6.1	The training content and materials are helpful to employees					
2.6.2	Employees get job related attitude, skill, and knowledge from the training					
2.6.3	The training program changes employees perception towards their job					
2.6.4	The training program improve employees performance					
2.6.5	Corrections are usually made to training program arrangements based on the evaluation results					

2.7. Questionnaire on training challenges

No.	Statements	1	2	3	4	5
2.7.1	Inadequate need assessment					
2.7.2	Engaging with the training (understanding of training objectives)					
2.7.3	Trying outdated training methods					
2.7.4	Lack of close supervision and follow up					
2.7.5	Lack of adequate budget					

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APPENDIX-B

INTERVIEW QUESTIONS

WHICH IS GOING TO BE ANWSERED BY HRD MANAGER OF GIC

1. What are the main content of training policy & training plan programs in your company?
2. To what extent the company training programs are linked with the company strategic business plan?
3. Is there a separate department that is responsible for human resource training?
4. What are the purposes of training in GIC?
5. As to your understanding what is the view of top management towards training program?
6. Do you believe that training in your company is planned and well organized?
7. How do you identify whether there are training needs in your company?
8. What are the types of employee training programs being used in GIC?
9. How do you evaluate training program to verify the success of the program?
10. What are the existing challenges faced by the company regarding to training practice?

DECLARATION

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

_____   _____

                Name   Signature

St. Mary's University, Addis Ababa   JULY, 2019

ENDORSEMENT

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

_____   _____

               Advisor   Signature

St. Mary's University, Addis Ababa   JULY, 2019