ST.MARY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF TRAINING PRACTICES IN THE CASE OF

ADDIS ABABA CITY ADMINISTRATION FINANCE BUREAU

BY:

LEMLEM KASSU

JULY, 2019

ADDIS ABABA, ETHIOPIA

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ADDIS ABABA CITY ADMINISTRATION FINANCE BUREAU

A THESIS SUBMITTED TO ST.MARY UNIVERSITY SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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APPROVED BY BOARD OF EXAMINERS

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DECLARATION

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

Lemlem Kassu   _____

Name   Signature

St. Mary University, Addis Ababa   May, 2019

ENDORSEMENT

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

MesfinTesfaye (PhD)   _____

Advisor   Signature

St. Mary University, Addis Ababa   May, 2019

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LIST OF ABBREVIATIONS/ACRONYMS

ECSU: Ethiopian Civil Service University

EMI: Ethiopian Management Institute

FTA: Financial Transparency and Accountability

HRM: Human Resource Management

PFM: Public Finance Management

SPSS: Statistical Package for Social Science

TNA: Training Need Assessment

TPD: Training Program Design

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Abstract

The objective of this study was to assess the training practice of Addis Ababa City Administration Finance Bureau. The study focused on assessing the training practice which is allowed on public procurement and property administration for various considerations. Since it was concerned in assessing the existing situation and the state of the training practice that has already happened descriptive research design method was applied. Furthermore concurrent triangulation of mixed research approach was employed considering both qualitative and quantitative research approach simultaneously. Regarding the sampling design 201 employees were selected from 20 sector bureaus using purposive and proportionate stratified random sampling techniques. The necessary data for the study were collected through self-administered questionnaire and semi-structured interview. Quantitative data were analyzed using descriptive statistics of percentages, cumulative percentages, frequency and mean; whereas qualitative data were analyzed through narration and quotation from interviewees. The findings of the study indicated that majority of the respondents disagree regarding training need assessment, trainees' selection process, training program design and evaluation and follow-up practices. Based on the findings of the study, it is concluded that there is a gap in setting the training program based on employees' performance gap for job requirement and by undertaking organizational analysis. Though the bureau tries to do it by undertaking demographic analysis, it failed to identify potential trainees' by stressing on operations and individual analysis. Furthermore there is a gap regarding trainees' selection, training program design, evaluation and follow-up practices except it is at moderate level regarding trainers' quality.

Key words: *training need assessment, trainees' selection, trainers' quality, training program design and evaluation and follow-up.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Training is the most important part of an organization in order to achieve predetermined goals and objectives by allowing skilled, competent and motivated employees. It is the systematic process of changing job behavior of employees in a direction that will achieve organizational goals. The knowledge and skills of an organization's employees have become increasingly important to organizations performance, competitiveness and advancement. Training is generally regarded as a tool for human resource development.

Among the internal resources which can be considered as sources of competitive advantage is the human element, mainly due to its intangible characteristics as knowledge, skills and attitudes; organizational knowledge are being given more and more significance (Bollinger and Smith, 2001). Although all Practices of human resource are implied in the development of organizational resources, training is one of the main activity in order to have qualified, flexible, and proactive employees and to achieve the correct running of each stage of the process of knowledge management.

The competitive pressures facing organizations today require that employees' knowledge and skills be current and that they have abilities that can deliver results. As organizations compete and change to increase organizational performance, training of employees and managers becomes even more critical than before. Employees must be trained continually in order to maintain and update their capabilities. Consequently, effective training is a crucial component of human resource management (Robert L. Mathis and John H Jackson, 2008).

According to Dessler (2005), training is a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Moreover, for training initiative to be effective, organizations need to examine the extent to which training closely connected with the organizational strategy to ensure the effectiveness of training activities (Armstrong and Taylor, 2014). There are various problems which hinder effective training like inadequate planning, implementation and evaluation of training practices.

Therefore organizations need to know whether what they have invested on training had brought effective result or not by conducting continuous evaluation of training. Accordingly, this study assessed the overall training practice of Addis Ababa City Administration Finance Bureau.

Addis Ababa City Administration Finance Bureau has long history of establishment back to the imperial regime having many different titles and missions to accomplish. It administers the city administration's budget from different sources, issues legal frameworks regarding public finance management (PFM), public procurement and property administration, financial transparency and accountability (FTA), budget preparation and administration and other related issues. Moreover it regulates economic policies on gross domestic product (GDP) and regional income and conducts training and follow up to sector bureaus under the city administration on the aforementioned issues. According to the data from its HRM directorate 2017/18 annual report, currently it has a total of 170 employees; of which 153 of them are permanent employees comprising 74 male and 79 women. Whereas the rest 17 are contract basis employees; of which 13 of them are male and 4 are women.

It has vision of assuring fast and consistent development through effective and efficient administration of the city administration's wealth achieving fundamental economic change in 2025.

Its mission is conducting socio-economic analysis, preparing coordinated and holistic development plan and budget, fair budget allocation, coordinating and evaluating non-governmental organizations, modern and successful financial management; to allow economic change by investing the city administrations wealth on development activities to confirm fast and consistent development. Moreover it has values relying on transparency, accountability; service excellency, reform orientedness, skillful and trusted service, efficiency and effectiveness of wealth and focus on consistent development.

1.2 Statement of the problem

overall short term, medium term and long run organizational competitiveness, effectiveness and success mainly rely on highly skilled and trained manpower; making other things constant. Cascio (2004) stated that, since training is critical investment in organizations' strategy that leads to internal promotion, succession planning and human resource development, organizations spend an enormous amount of time and money on training in order to assist employee's learning of job-related competencies. Generally all good training program start with identification of training needs and ends with evaluation of training (Armstrong and Taylor, 2014). According to Cascio and Nambudiri (2011), the purpose of training need assessment is to determine if training is necessary and to define what the employee should learn in relation to desired job behaviors. Since there are various problems which hinder effective training and due to increasing expenditure of training, it is necessary for organizations to focus on evaluation of training practice and properly demonstrate and communicate to management that training efforts are making worthwhile contribution.

Accordingly, Addis Ababa City Administration Finance Bureau, which administers the city administration's budget of different sources, gives both on-the-job, off-the-job and refresher training for budget owner sector bureaus under the city administration. This training is conducted by the bureau itself and when necessary in collaboration with Ethiopian Management Institute (EMI) and Ethiopian Civil Service University (ECSU) through outsourcing.

Approved budget of the bureau for each fiscal year shows on average the amount ranging from 16-18% is allotted for training. Even though it is huge amount; recent preliminary study conducted by the researcher, a survey study report which was conducted by the bureau at the end of 2017/18 fiscal year on budget owner sectors and feedback collected from trainees shows that there are different problems and challenges related to training need assessment and selection of trainees, content of training materials, lack of top level management close supervision and lack of training evaluation and follow-up. Due to such problems the training which is delivered even didn't avoid or reduce still arising problems of conducting the work process in contradiction with the existing legal frameworks which in turn lead to improper utilization and loss of public resource. Moreover it adversely affects the training practice which is expected to fill employees' skill and knowledge gap.

Taking into consideration all the above issues; and also as far as the researchers effort to know if any research have been done on this issue in relation to Addis Ababa city administration finance bureau before and had found no research undertaken; the researcher become interested and undertaken this study.

1.3 Research Questions

The main research questions which were drawn from the research problem and addressed to have possible answers include:-

1. How is training need assessment conducted?
2. How is the selection of trainees conducted?
3. What trainer qualifications are considered?
4. How is the training program designed?
5. How is training evaluation and follow-up undertaken?
6. What challenges do managers face regarding their commitment to the training program?

1.4 Research Objectives

1.4.1 General Objectives

The general objective of the study was to assess the training practice of Addis Ababa city administration Finance Bureau.

1.4.2 Specific Objectives

The specific objectives of the study were:

✓ To examine how training need assessment is conducted.
✓ To identify how trainees' selection is conducted.
✓ To examine the trainers quality.
✓ To determine how training program is designed.
✓ To assess how training evaluation and follow-up practice is conducted.
✓ To determine the challenges that managers face regarding their commitment to the training program.

1.5 Significance of the Study

The intended significance of the study includes helping the researcher to acquire knowledge and experience in writing and undertaking research in related field. In addition the result of the study may serve as an input for the bureau to see the status of its training policies and programs and help to take necessary actions for future training programs to deal in an effective and efficient manner. Moreover the result will also add a contribution to the existing body of knowledge for future studies in relation to training practices and will be used as a reference for academicians, researchers and decision makers.

1.6 Scope of the study

Even though Addis Ababa City Administration Finance Bureau delivers training on public procurement and property administration, public Finance Management (PFM), plan and budget preparation and administration, Financial Transparency and Accountability (FTA) and other related issues; the scope of the study were limited only in assessing the training practices regarding public procurement and property administration. Studies which were conducted by the federal public procurement and property administration agency and yearly reports of the bureau shows that from the public budget which is approved in each fiscal year on average the amount ranging from 65% − 70% is invested on public procurement. Moreover since the researcher had undertaken a preliminary study which helped to observe the gaps and overall conditions of the training practice; the study will not cover training practices other than public procurement and property administration.

Regarding the sector coverage even though there are 110 sector and sub city offices under the city administration the scope of the study were limited on 20 sector bureaus which had taken training recently at 2016/17 and 2017/18 fiscal year; for data availability advantage considering the high turnover in the city administration. Furthermore it didn't cover newly established sector bureaus and newly joined bureaus from federal level to Addis Ababa City Administration like Ethiopian Revenue and Customs Authority branch offices. Because sub cities have a direct link with the bureau as a core department and are few in number compared to sector bureaus; they were not considered. In addition, newly established sector bureaus have no detail clue regarding the training practice of the bureau. Moreover, the researcher believed taking all sectors under the city administration will become difficult to manage. In relation to the work units the study

focused only on employees' public procurement and property administration work unit. It had excluded other departments because public procurement and property administration is not core focus area for the other work units or departments.

1.7 Limitations of the study

Difficulties to inspect all the details of the bureau regarding the topic under study due to lack of sufficient enough real data. Moreover busy schedules of respondents to give adequate information during survey questionnaire and interview were the limitations that faced in undertaking this research.

1.8 Definition of Terms

1.8.1 Conceptual Terms

✓ Training: - training is the systematic process of altering the behavior of employees in a direction that will achieve organizational goals (Ivancevich, 2004).

✓ On-the-job training: - it is a training method where the learning takes place is centered on the job with day to day operations; the trainee uses the tools that will become useful in the future too. It includes specific job training, apprenticeship, coaching and understanding program, job rotation and special projects and task forces (Saiyadin, 2004).

✓ Off-the-job training: - is a method of training where employees are taken away from their place of work to be trained. It includes special courses and lectures, conferences, case studies, simulation or role playing and sensitivity training (Ivancevich, 2004).

✓ Refresher training: - also called retraining is a training program designed for existing employees of an organization, with a purpose to acquaint them with the new skills, methods and processes required to improve their performance on the job (Robert L. Mathis and John H Jackson, 2008).

1.8.2 Operational Terms

✓ City Administration: - Addis Ababa City Administration.

✓ Bureau: - Addis Ababa City Administration Finance Bureau.

✓ Budget Owner Sector Bureaus: - different sector bureaus under Addis Ababa City Administration which acquire their budget from the city administration.

✓ Employees: - refers to workers in different sector bureaus under the city administration.

1.9 Organization of the Study

The study has five chapters. The first chapter deals with the introduction part focusing on the background of the study, statement of the problem, the main research questions, general and specific objectives, significance, scope and limitations of the study. The second chapter focused on review of related literature concerning the research problem. Chapter three contains the research design and methodology mainly of the research design applied, research approach, sampling design and techniques, sources of data, procedures and methods of data collection and analysis employed. Chapter four deals with major findings and analysis of results and the fifth chapter focused on the summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature

2.1.1 Overview of Training

Human resources play a major role in an organization. The growth of any organization has a direct correlation with its human resources, making other things constant. So since it is a critical issue it has to get attention and motivation on an ongoing basis through different mechanisms which contribute to organizational growth. Among those training is the main one. Different scholars have defined training considering different contexts in different times, but all having the same meaning. Among those some of which are stated as follows.

According to Robert L. Mathis and John H Jackson (2008), training is the process where by people acquire capabilities to perform jobs. In this context Training allows employees to have the specific knowledge and skills for use in their present jobs. It is related to present job skills and abilities which help employees to master specific skills and abilities needed to be successful. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job related skills, attitudes and knowledge. Niazi (2011), also agreed that training means equipping employees with new or traditional methods or techniques or modules to translate information, knowledge & skills to practice it in an organization to improve overall effectiveness of organization.

Moreover Cascio and Namburdiri (2011), stated that training consists of planned programs designed to improve performance at the individual, group and organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills, attitudes and social behavior.

2.1.2 Benefits of Training

According to Armstrong (2010), training helps to enhance organizational commitment, to improve employee job performance, to cope with internal and external challenges, to enhance employee morale, to acquire and upgrade knowledge and skills, to have efficient work environment, to have and develop problem solving skills and also to build confidence in employee personality. Edens and Bell (2003), also agreed that training helps to increase

employee's productivity. Topno (2012), stated that training is as important as other organizational activity. Though it requires money, time & energy it contributes to develop successor, employee development for future uncertain task and internal promotions.

Training is the process to build up confidence of employees at workplace interms of better performance. There is no doubt that training play an important role of human resource development to meet the overall objectives of an organization. Due to the changing business climate and growth in technology it is ensured that organizationhas to respond to provide different kind of training program. Employee Training program can help increase productivity and quality of work life. Training acts as a caring guardian for the organization as well as for employees. It Increases revenue and reduces staff turnover and absenteeism. Training is not a cost; it is the most sustainable investment of a company to improve the level of motivation of the employee leading to superiorcustomer satisfaction and quality product and service. Jahanzeb and Bashir (2013) identified that training directly contributes to employee's career development. More specifically Joshi (2015) stated that:-

- ✓ Training program helps in increasing the quantity and quality of output.
- ✓ Helps employees to utilize and develop their full potential.
- ✓ Helps employees to feel as they are recognized by management and creates sense of belongingness.
- ✓ Enables employees to make the most economical and best use of materials and equipment which in turn reduces cost of production and supervision.
- ✓ Helps in building the second line of competent officers there will be competent replacement or succession for important positions.
- ✓ Ensures long term stability and flexibility in organizations.

2.1.3 Types of Training

There are different types of training. Among those Joshi (2015) classified it as follows.

1. Job Training

The purpose of job training is to increase the knowledge of workers about the jobs with which they are concerned so that their efficiency and skill of performance are improved. In job training employees learn correct methods of handling tasks for better achievement.

2. Refresher Training

At the time of initial appointment employees are formally trained for their jobs but with the passage of time they may forget some of the methods which were taught to them or some of the methods or all of them may have become outdated because of technological development. Hence refresher training is arranged for existing employees to enable them to refresh and improve their knowledge.

3. Promotional Training

When existing employees are promoted in an organization they are required to shoulder new responsibilities. For this they require training so that they may not experience any difficulty to cope the responsibilities of the new position.

2.1.4 Training Process System/ Training Cycle

Training is a continuous development cycle. According to Pilbeam & Corbridge, (2002) there are four major stages of the training cycle:-
1. Identifying Training Needs
2. Planning and Designing Training
3. Delivering Training
4. Evaluating Training Outcomes.

Another similar model is the systematic training cycle. According to Critten, (1993) the systematic training cycle explains what information needs to be collected in each of the four stages. Before any training is carried out, there should be a clear specification of the nature of the training need. The first step in the process is to assess each person against the job specification, identifying whether there is a gap to be filled between present level of knowledge or skills against the expected standard. Then produce a training plan that includes identifying those who need to be trained, by whom and how (on-the- job or off-the-job). Then training is carried out and recorded. Finally training results are then evaluated against original need that was previously identified.

2.1.5 Training Program Design

TPD is the central part of the overall training program. It starts with reviewing goal of the organization, that which part of the goal requires expertise or new skill and knowledge that

become the objective of the training design. Over all training session depend on training design and overall training design based on objective need to be achieved at the end of the training session (Armstrong, 2010). The training design start with why and on what area should be covered in training along with physical setting such as time venue, audience, physical equipment, trainer, training contents, training evaluation and so on.

2.1.5.1 Trainers capability

Ivancevich (2004), stated that making other things constant, since the success of training programs depends on proper selection of trainers great care must be exercised in choosing effective trainers. Personal characteristics such as the ability to speak well, to write convincingly, to organize the work of others, to be inventive and to inspire others to greater achievements are important factors in the selection of trainers. Unfortunately, identifying and using the best qualified trainers is not a perfect process. Some organizations assume the most technologically competent individuals would be an ideal or the best trainer. Selecting a trainer that has no understanding of training delivery, individual motivation, and training techniques is doomed to fail. As a cautionary suggestion, a review of the trainers understanding of theory, methods and delivery should precede before placing anyone in a trainer position.

Moreover Joshi (2015), argued that selected trainers must have the necessary general, technical and specialized knowledge of the subject being dealt with, experience and skills to handle the training sessions, adapting training style, generating interest in the subject being dealt with and possessing personality characteristics and attitudes such as openness to ideas, observation power, a questioning mind and willingness to experiment.

2.1.5.2 Trainees

Joshi (2015) noted, it should be ensured that the trainees have the necessary background and experience, intellectual and physical capabilities, diagnostic and application skills and personality characteristics required to acquire training.

According to Robert L. Mathis and John H Jackson (2008), effective training design considers training concepts and a wide range of different approaches to training. One of the primary considerations when designing training is determining trainees' readiness. For training to be successful, trainees must be ready. Many people may have the ability to learn, but for effective training individuals must also have the motivation and self-efficacy. Which implies trainees

must possess basic skills, proficiency and sufficient cognitive abilities. Different organizations discover Companies may discover that some workers lack the requisite skills to comprehend their training effectively.

2.1.5.3 Training Materials Design

Sayadain (2004) stated that, contents of training are very much influenced by the purpose, level of participants and need for training. Additionally Joshi (2015) stated that, the training materials should be designed for the optimal utilization of resources available towards the achievement of the program objective. Care should be taken to ensure the relevance and suitability of training material and the media of presentation to the subject under consideration. Write-ups or standard handouts for a particular topic should be suitably indexed to avoid duplication of effort.

2.1.5.4 The Methods and Techniques of Training

Cascio and Namburdidri (2011) and Dessler (2005), declare the methods of training as stated below:-

- ✓ Information presentation techniques:- include lectures, conferences, correspondence courses, videos, distance learning, intranet and internet, intelligent tutoring and organization development; systematic, long range programs of organizational improvement.
- ✓ Simulation methods:- include the case method, role playing, behavior modeling, interactive simulations for virtual teams, virtual reality, in – basket technique and business simulations.
- ✓ On - the - job method:- include orientation training, apprenticeships, on - the- job training, near - the- job training (using identical equipment but away from the job itself), job rotation, committee assignments, understudy assignments, on – the – job coaching and performance management.

Moreover Joshi (2015), classified the methods of training as follows:-

1. On - the - job method
   - ✓ Specific job training
   - ✓ Apprenticeship training
   - ✓ Coaching and understudy program

- ✓ Job rotation
- ✓ Special projects and task forces
2. Off - the - job method
   - ✓ Special courses and lectures
   - ✓ Conferences
   - ✓ Case studies
   - ✓ Simulation- role playing
   - ✓ Sensitivity training

The training methods and techniques should contribute to maintaining interest and high degree of participation, and are capable of including a transfer of knowledge and skills. The methods and techniques should also consider the background and experience of trainees. According to Robert L. Mathis and John H Jackson (2008), once training has been designed, number of approaches and methods can be used to deliver the actual training considering main variables as follows:

- ✓ Nature of training
- ✓ Subject matter
- ✓ Number of trainees
- ✓ Individual vs. team
- ✓ Training resources/costs
- ✓ E-learning vs. traditional learning
- ✓ Geographic locations
- ✓ Time allotted

2.1.5.5 The Time Sequence, Location and Physical Facilities

As Ivancevich (2004), it should be ensured that the timing and sequencing of training sessions are suitable with regard to the training objectives. Moreover, in selecting a center for the training the adequacy and comfortability should be considered in relation to its worthiness of the cost and that the surroundings are suitable to create a good training environment. Furthermore, the availability of certain basic facilities like overhead/LCD projector, smart board, stationery materials and models for simulation and accommodation should be ensured.

2.1.6 Training Need Assessment

TNA is undertaken to determine if training is necessary. The purpose of training need assessment is to define what the employee should learn in relation to desired job behaviors. If this phase is not carefully done, the training program as a whole will have little chance of achieving what it is intended to do.

Ivancevich (2004) and Cascio and Namburdiri (2011), agreed that, there are four levels of analysis for determining the needs that training can fulfill. These are mentioned as follows.

- ✓ Organization analysis:- focuses on identifying whether training supports the organization's strategic direction; whether managers, peers, and employees support training activity; and what training resources are available.
- ✓ Demographic analysis: - is helpful in determining the special needs of a particular group, such as new or older workers, women or men, managers or employees, at the same or different levels. Those needs may be specified at the organizational level, the business-unit level, or at the individual level.
- ✓ Operations analysis: - attempts to identify the content of training; what an employee must do in order to perform competently.
- ✓ Individual analysis: - focuses on identifying employees who need training, and the types of training they need.

Sayadain (2004) also described that, identifying training needs is a process that involves establishing areas where employees lack skill, knowledge and ability in effectively performing the job and also identifying organizational constraints that are creating road blocks in the performance. Furthermore, Ivancevich (2004) also noted that need assessment involves analyzing the organization's needs; knowledge, skill and ability needed to perform the job; and the person or job holder's needs. The organizational needs assessment requires an examination of the long and short term objectives of the organization. The organizations financial, social, human resource, growth and market objectives need to be matched with its human talent, structure, climate, and efficiency.

Aguinis and Kraiger (2009) also argued that for appropriate goal setting, better design and delivery of training, need assessment is very important. They argued that training need analysis has to be done on the basis of three aspects:-

- ✓ Organizational analysis:- focuses on identifying the organizational goals which should be met through training program.
- ✓ Personal analysis:-stresses on identifying employees who should be trained for particular training.
- ✓ Task analysis:-focuses on identifying what and which job task should be effectively perform as a result of training.

2.1.7 Characteristics of Effective Training

Different studies show that there are a number of factors that affect the effectiveness of training. Training success is determined not only by the quality of training but also by an individual's readiness for training and the degree of organizational support for the training. The work environment has also an important influence in each step of training practice as before, during and after training. Before training it affect the motivation to participate, during training it influences the learning process and it has its own effect after training by influencing the transfer of knowledge and skills from the training situation to the job situation.

Similarly Cascio and Namburdiri (2011), concurs that surveys of corporate training and development practices consistently have found that four characteristics distinguish companies with the most effective training practices. These are:-

- ✓ Top management is committed to training and development practices; training is part of the corporate culture.
- ✓ Training is tied to business strategy and objectives and is linked to bottom line results.
- ✓ Organizational environments are feedback rich; they stress on continuous improvement, promote risk taking, offer one - on - one coaching, and afford opportunities to learn from the successes and failures of decisions.
- ✓ There is commitment to invest the necessary resources, to provide sufficient time and money for training.

In order to ensure that training programs are effective and the organizations get good results from them Joshi (2015) stated characteristics of good training and principles to be observed as follows:-

- ✓ Determination of training needs:- the management should first decide the training needs of employees and the select a method of training that is most effective.
- ✓ Relevance to job requirements:- training programs must be related to the requirements of the job for which they are intended.
- ✓ Allowance for individual differences:-there are differences in ability, learning capacity and interest of trainees so the management should consider these factors while designing the training programs.
- ✓ Training program should be result oriented:- management should avoid "training for the sake of training", and show greater interest in the benefits of training programs.
- ✓ Suitable incentives:- there should be incentives to the trainees to make them taking training programs seriously.
- ✓ Management support:-top managers should take interest in and support the training programs. Subordinates cannot be expected to take the training programs seriously if their superiors themselves are not serious about them.

2.1.8 Training Evaluation

Training evaluation is systematic assessment of information for deciding how best to utilize available resource in order to achieve organizational objectives. Its main purpose includes determining whether organizational objectives were met and how the training was efficient and effective enough.

Cascio and Namburdiri (2011) asserted that to evaluate training, it is a must to systematically document the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization. Evaluation helps to assess the utility or value of training by raising questions as:

- ✓ Have trainees achieved a specific level of skill, knowledge or performance?
- ✓ Did change occur?
- ✓ Is the change due to training?
- ✓ Is the change positively related to the achievement of organizational goals?

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✓ Will similar changes occur with new participants in the same training program?

Similarly Saiyadain (2004), stated that evaluation of training effectiveness is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. It consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goals of the organization. While the first may be easy to evaluate, the second poses complications which is the effect of training on performance to achieve organizational objectives is difficult to isolate because performance is a function of complex forces and motives.

2.1.8.1 Training Evaluation Methods

There are many methods & technique to evaluate the effectiveness of training nearly all methods fall under Kirkpatrick model. According to Kirkpatrick (1998), the model consists of four different evaluation levels as:

✓ Reaction of trainees: how well trainees' liked or disliked the training program.
✓ Learning: considers what knowledge (principles, facts and techniques) did trainees learned from the training program.
✓ Behavioral (performance change): considers what positive changes had stemmed from the training program in employees job behavior.
✓ Result (Impact on organizational effectiveness): due to the training program or whether the training caused positive results, such as an increased output, improved quality and lower costs.

On the other hand Carr (2002), argued that there is no fixed training evaluation method, rather it depends on the ultimate goal of training program and objective of particular training session.

2.1.8.2 Why Evaluate Training

Since training is an integral part of human resource development and a costly investment, evaluation is the best way to find out its effectiveness. According to Bramley (2003), evaluation can provide clear benefits of balancing costs and results relating to:

✓ Improved quality of training activities.
✓ Improved ability of trainers to relate inputs to outputs.
✓ Better discrimination of training activities between those that are worthy of support and those that should be dropped.

- ✓ Better integration of training offered and on-the-job development.
- ✓ Better co-operation between trainers and manager in the development of employees.

2.2 Empirical Review

Since training and human resource development efforts are integral to business success; organizations spent significant amount of resources to training. According to Robert L. Mathis and John H. Jackson (2008), Employers spend at least $60 billion annually on training. For the typical employer, training expenditures are almost 2% of payroll expenses, and run over $800 per eligible employee. Organizations that see training as especially crucial to business competitiveness average $1,400 in training expenditures per eligible employee. In a sense, for these companies, training is similar to the continuous improvement. The nature of technological innovation and change is such that if employees are not trained all the time, they may fall behind and the company could become less competitive. For example, consider the telecommunications industry today compared with five years ago, with all the new technologies (wireless, Internet, and Web-based services, etc.) and the accompanying competitive shifts. Without continual training, organizations may not have staff members with the knowledge, skills, and abilities needed to compete effectively.

Training also can affect organizational competitiveness by aiding in the retention of employees; one reason why many individuals stay or leave organizations is career training and development opportunities. Employers that invest in training and developing their employees may well enhance retention efforts. In addition some organizations have identified that training can be a source of business revenue. Customers of many organizations pay for additional training either by course, by participant, or as part of equipment or software purchases. Not only are the costs of the trainers' salary, travel, and other expenses covered, but the suppliers make a profit on the training through the fees paid by customers. As a side benefit, customer satisfaction and loyalty increase if customers know how to use the products and services purchased. Thus, customer training aids customer retention and enhances future sales revenues. Moreover, for global firms the most brilliant strategies ever devised will not work unless they have well-trained employees throughout the world to carry them out. A global look at strategic training is becoming more crucial as firms establish and expand operations worldwide.

Furthermore, since training is the pillar for effective human resource development and for organizational efficiency, organizations should design training for the highest possible transfer from the training session to the job. Transfer occurs when trainees actually use on the job what knowledge and information they learned in training. On average the training that gets effectively transferred to the job is estimated to be relatively low, given all of the time and money spent on training. According to Robert L. Mathis and John H Jackson (2008), a review of 150 organizations found that as few as 34% of employees apply training to their jobs within the first year after training. That study showed that employees may use the training immediately, but then decrease its use over time. Certain variables affect the continuation of training transfer, depending on the nature and type of training.

Verifying the effectiveness of training transfer is part of training evaluation and HRM metrics. Effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. A number of approaches can increase the transfer of training. Offering trainees an overview of the training content and process before the actual training seems to help with both short-term and longer-term training transfer. Another specific way to aid transfer of training to job situations is to ensure that the training mirrors the job context as much as possible.

2.3 Conceptual Framework

The framework below summarizes the activities that the researcher employed in the study that sought to assess training practices. These activities are training need assessment, trainees' selection and trainers' quality, training program design and follow-up and evaluation.
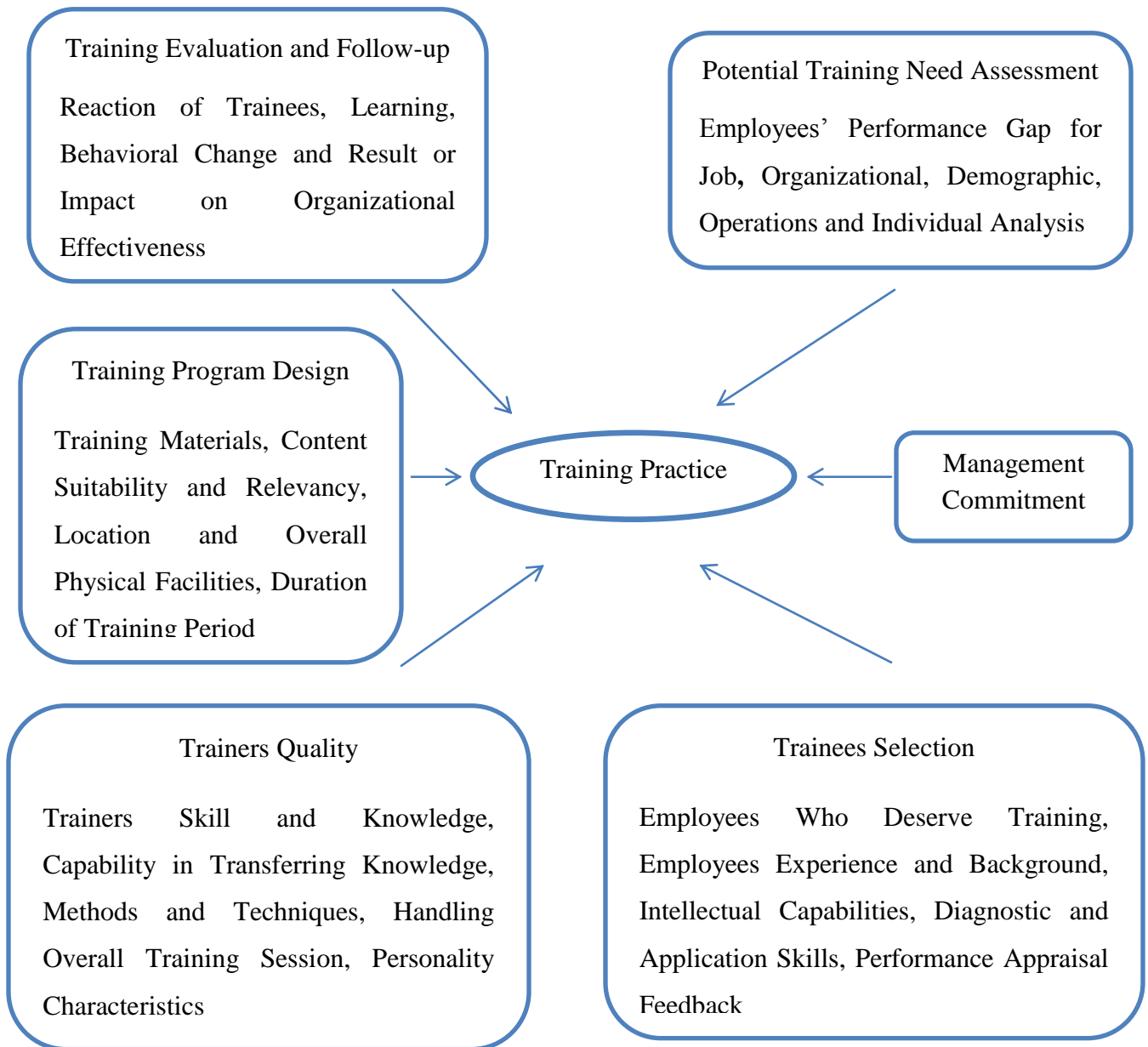
Figure 2.1 Conceptual Framework

Source: Own Design, 2019

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The objective of this study was to assess the training practice of Addis Ababa city administration finance bureau and for this the researcher used descriptive research design method; because it was concerned with assessing the existing situation at present and the state of the training practice that has already happened. As stated by Ghauri and Gronhaug (2005), descriptive research design helps to obtain the insights about the phenomena in question and is flexible in the sense it helps in identifying the missing part of what is unknown or partially known.

3.2 Research Approach

The researcher employed concurrent triangulation of mixed research approach taking into consideration both qualitative and quantitative research approach simultaneously. Quantitative data were gathered from selected employees' using self-administered questionnaire and qualitative data were gathered by conducting semi-structured interview with managers and through participant observation. Equal priority was given to both quantitative and qualitative data during collection and analysis and become integrated at the analysis and interpretation stage of the research process. As stated by Creswell (2014), mixed research approach is useful to offset the weaknesses of using separately quantitative and qualitative methods and to balance the advantage of applying both.

3.3 Sampling Design

3.3.1 Target Population

The target population for this study was only 20 budget owner sector bureaus under the city administration. As it was mentioned in the bureau's public procurement and property administration directorate training and technical support work unit yearly report as of 2016/17 and 2017/18 fiscal year; among the aforementioned 20 sector bureaus which were the focus point of the researcher; the total number of employees which have taken training comprised of 405.

3.3.2 Sampling Techniques

Both probability and non - probability sampling method was used to undertake this study. The selection of the sample participants were determined by proportionate stratified random sampling and purposive sampling. Because Purposive sampling is convenient to select concerned respondents who were considered to have the required information which was needed to answer the aforementioned research questions. Coopler (2004) demonstrated that, in purposive sampling also called non-probabilistic sampling, samples are selected more or less deliberately. This can be done on the basis of the judgment of the researcher of what is a desirable sample or whatever sample happens to be convenient to collect.

On the other hand, proportionate stratified random sampling with simple random sampling was also applied in the selection of sample respondents. Since proportionate stratified random sampling is a probability sampling procedure in which actual respondents are drawn from within different strata that are more or less equal on some characteristics. Moreover in proportionate stratified sampling the number of sampling units drawn from each stratum is in proportion to the size of each stratum, rather than based on the analytical consideration of the stratum or on varying proportion across strata. Furthermore simple random sampling is a process in which every item in the population or in the selected stratum has equal probability of being chosen.

3.3.3 Sample Size

Seymour (1976) stated a sample is used as representative and allows researchers to make accurate estimates of the thought and behavior of the larger population. Moreover Fraenkel and Wallen (1993) stated a sample in a research is as any group from which information is obtained. Therefore among the total population of 110 sector bureaus under the city administration, the researcher considered 20 sector bureaus having a total of 405 all permanent employees from public procurement and property administration work unit of each sector bureau who have taken training allowed by the bureau recently as mentioned.

Studies show that various criteria have to be taken into consideration during sample size determination to get the appropriate sample size. These include degree of variability or prevalence, level of precision or sampling error and confidence level. Regarding the prevalence

or variability the researcher considered sector bureaus based on the homogeneity among public procurement and property administration work unit in terms of similar work unit structure, almost similar employees educational level, similar working hours, and overall similar working frameworks.

Since taking all the target population was costly and difficult to manage with in the specified time frame; it was important to draw optimum sample which was representative, reliable, flexible and efficient enough.

The sample size was determined using predetermined formula of Yamane (1967), which is:-

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

Where n is the sample size,

N is the total population size

e is the level of precision or sampling error assuming 95% confidence level and sampling error of P= 5% (level of precision)

$$n= \frac{405}{1+405(.05)^2} = 201$$

The sample respondents out of the total population were **201**.

The sample size of each stratum (sector bureau) was determined by applying proportionate stratified random sampling using the following formula: -

$$n_1 = \frac{N_1}{N} \times 201$$

Where n_1 is the sample size of stratum 1 (n_1, n_2………n_{20}) which comprises the sample size of each sector bureau.

N_1 is the total population of stratum 1(N_1, N_2………N_{20}) which shows the total population of each sector bureau.

N is the total population of all stratums, it is the total population of the 20 sector bureaus which is 405 as mentioned above. The detail has been annexed at APPENDIX C, at the back of this research paper.

Furthermore to gather more information about training practices of the bureau considering purposive sampling; middle and first level managers such as, public procurement and property administration directorate director and public procurement and property administration training and technical support supervisor were selected and addressed through interview. Moreover considering the number of trained employees' as minimum, moderate and maximum; top and middle level managers such as deputy managers and human resource directorate directors of four sector bureaus were selected and addressed through interview. These were managers of Gullele Botanic Garden, Addis Ababa City Administration Procurement and Property Disposal Agency, Housing Construction Project Office and Food, Medicine & Health treatment, Control & Administration Authority.

3.4 Sources and Methods of Data Collection

Both primary and secondary data sources were used for this study. The primary sources of data from respective employees, managers and from all over the training environment was collected by undertaking semi- structured interview and survey of self-administered questionnaire. Factual or opinion-related questions and open and closed ended questions were employed for the self-administered questionnaire. The questionnaire had three sections as the administrative section which specifies the authorizing body of the study, the objective of the study, identity of the participant, degree of freedom, general direction, etc. The second part was the classification section which consists of demographic variables that allow participants to give their personal details and the third section was containing target questions relating to the subject matter of the inquiry.

The questions were adopted by revising different models and theories from literature. To measure the intensity of the respondents' attitude on training practices of the bureau; in the second section of the questionnaire nominal measurement level was employed and in the third section of the questionnaire ordinal type of measurement scale specifically five point Likert Scale measurement levels were applied. Regarding the type of responses nominal scale types of responses and extent of agreement was employed. On the other hand secondary data were obtained from sources as related literatures, journals, e-books, annual reports of the bureau and

web addresses to triangulate the primary data. As stated by Ghauri and Gronhaug (2005), to collect data for descriptive type of research design semi-structured and unstructured interviews and questionnaires are useful.

3.5 Procedures of Data Collection

Having cooperation letter from the University's School of Graduate Studies student support office to A.A city administration finance bureau, the researcher requested the bureau's public procurement and property administration directorate to get issuance of further cooperation letter for data collection to the selected sector bureaus which were identified by the researcher to be covered in this study. After assuring their permission to cooperate; to ensure the reliability of the instrument and the validity of data, the researcher applied two major actions. The first one was consulting experts in the field of study including the researcher's advisor and other experts in questionnaire design to ensure with the formulation of the questions, the appropriateness of the responses and to determine whether it had addressed all relevant issues and formulated the questions in an understandable way. The second action was undertaking a pilot study on 30 employees which were representative of the target population to pre-test it before launching the full scale survey. By incorporating the results and feedback from the above two actions the researcher collected the necessary primary data by distributing self-administered questionnaires to employees and by conducting semi-structured interview with managers.

3.6 Methods of Data Analysis

After collecting the relevant data considering the research questions mentioned earlier the data were processed, analyzed and interpreted using descriptive data analysis method. The quantitative data which was collected by undertaking survey of self-administered questionnaires were analyzed using SPSS 20.0 version and the tests involved were descriptive statistics of percentages, cumulative percentages, frequency tables, mean and index mean. On the other hand the qualitative data gathered by semi structured interview and observation was analyzed through narration and quotation from interviewees. Accordingly the results of the analysis were interpreted.

3.7 Reliability and Validity

Reliability

Reliability is an indicator or a measure of internal consistency. According to Sekaran (2003), reliability is the degree to which measures are free from error and therefore have consistent results. Though there are different tools of measuring reliability Cronbach's coefficient alpha were employed to test the reliability of this study. Since it involves administering the test once to a single group of examinees rather than splitting the test in half, a special formula is used to determine the average degree of inter-item consistency. The alpha value is identified and summarized as follows.

Table 3.1 Alpha Coefficient for Each Component of Questionnaire

S.No	Component	Number of Items	Alpha Value
1	Training Need Assessment	5	0.710
2	Trainees Selection	5	0.896
3	Trainers Quality	5	0.810
4	Training Program Design	5	0.790
5	Training Evaluation and Follow-Up	5	0.868

Source: Own Survey, SPSS Reliability Test

Table 3.2 Reliability Statistics

Cronbach's Alpha	No of Items
0.923	25

Source: Own Survey, SPSS Reliability Test

Table 3.2 above displays the reliability statistics or measure of internal consistency of 0.923. It implies that there is an excellent consistency between items. According to G.Zikmund, J.Babin, C.Carr & Griffin, (2010), if the standard coefficient alpha (α) $\geq$ 0.9, it implies there is an excellent inter-item consistency.

Validity

Validity indicates the degree to which an instrument measures what it is supposed to measure. According to G.Zikmund et al. (2010) Validity is the accuracy of a measure or the extent to which a score truthfully represents a concept. The researcher used content validity to test the internal validity and to ensure that the variables been measure is accurate. Since content validity measures the extent to which a measuring instrument provides adequate coverage of the topic (content) under study and its determination is primarily judgmental and intuitive. Furthermore it was assessed the validity of training through content validity where training should include training need assessment, selection of trainees and qualified trainers, training program design and training evaluation and follow-up towards the practice.

3.8 Ethical Considerations

Ethical issues were taken into consideration. The respondents were assured that the data collected will be used only for academic research purpose and their responses will be kept confidential. The researcher payed great attention for each obligation and have taken responsibility regarding time schedule and undertaken in a honest and transparent manner with respondents and entitled the privacy right of respondents and their dignity. Moreover all assistance, collaboration and sources for information were cited and acknowledged.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Response Rate

In this study a total of 201 questionnaires were distributed to the selected respondents and of these 187 (93%) were returned and the rest 14 (7%) of the respondents failed to return the questionnaires. The unreturned questionnaire comprise 1 from Transport Programs Coordination Project Office, 1 from Women and Children Affairs Bureau, 2 from Education Bureau, 1 from Health Bureau, 1 from Roads Authority, 3 from Road Traffic Management Bureau, 2 from Culture and Tourism Bureau, 2 from Construction Bureau and 1 from Driver and Vehicles License and Control Authority. All the returned questionnaires were properly filled and thus considered for the analysis. According to Mugenda and Mugenda (2003), a response rate of 70% and above is acceptable for analysis and interpretation.

4.2 Demographic Characteristics of Respondents

Table 4.1 Frequency Distribution of Respondents' with Respect to their Gender

Gender	Frequency	Valid Percent	Cumulative Percent
Male	104	56	56
Female	83	44	100.0
Total	187	100.0	-

Source: Questionnaire Survey Data, 2019

Table 4.1 above shows the gender allocation of respondents. As depicted above from the total number of respondents 104 (56%) of them were male, while the remaining 83 (44%) comprised of female respondents. This indicates that there is no significant gender disparity showed in the sector bureaus.

Table 4.2 Frequency Distribution of Respondents' with Respect to their Age

Age Category	Frequency	Valid Percent	Cumulative Percent
< 25	3	2	2
26 – 30	69	37	39
31 – 40	83	44	83
>40	32	17	100.0
Total	187	100.0	-

Source: Questionnaire Survey Data, 2019

Table 4.2 above shows the age distribution of respondents. It shows that 83 (44%) of the respondents fall under the age range of 31 - 40, 69 (37%) of them fall under 26 - 30, 32 (17%) of them were above 40 and 3 (2%) of them were less than 25 years old. This implies that majority of employees in the sector bureaus are in their productive age which is a potential advantage for working by young employees especially to achieve future objectives.

Table 4.3 Frequency Distribution of Respondents' with Respect to their Educational Status

Educational Status	Frequency	Valid Percent	Cumulative Percent
College Diploma or Below	6	3	3
First Degree	134	72	75
Master's Degree and Above	47	25	100.0
Total	187	100.0	-

Source: Questionnaire Survey Data, 2019

Table 4.3 presented the educational level of the respondents. From the total number of respondents 134 (72%) of them have first degree, 47 (25%) of them have master's degree and above and 6 (3%) of them acquire college diploma and below. This implies that the sector bureaus have educated man power having advantage of utilizing their human resource for the achievement of strategic objectives.

Table 4.4 Frequency Distribution of Respondents' with Respect to their Experience

Year of Service	Frequency	Valid Percent	Cumulative Percent
< 3 years	26	14	14
3-5 years	64	34	48
> 5 years	97	52	100.0
Total	187	100.0	-

Source: Questionnaire Survey Data, 2019

As can be seen in Table 4.4, from the total number of respondents 97 (52%) of them have been working for 5 years and above, 64 (34%) of them have work experience ranging between 3-5 years, 26 (14%) of them have work experience of less than three years. It depicts that the employees are experienced.

4.3 Training Practice Related Questions for Employees of Selected Sector Bureaus

According to Zaidatol and Bageheri (2009), for 5- point Likert Scale the mean score values are interpreted as follows:

Below 3.39   Low

3.40 – 3.79   Moderate

3.80 – 5   High

Furthermore, it is stated that low mean score value for positive statement Likert Scale implies disagreement and high mean score value depicts agreement with the stated statement. Accordingly the result and discussion of the training related questions are stated below.

Table 4.5 Frequency Distribution of Respondents' Response about Training Need Assessment

Statements	Distribution	Extent of Agreement					Total	Mean
		SD	D	N	A	SA		
1. Training was designed based on employees' performance gap for job requirement.	Frequency	25	84	13	51	14	187	
	Valid %	13.4	44.9	7.0	27.3	7.5	100.0	
	Cumulative %	13.4	58.3	65.2	92.5	100.0	-	2.71
2. In your opinion, do you think the bureau undertakes organizational analysis.	Frequency	17	80	28	50	12	187	
	Valid %	9.1	42.8	15.0	26.7	6.4	100.0	
	Cumulative %	9.1	51.9	66.8	93.6	100.0	-	2.79
3. In your experience, do you think the bureau undertakes demographic analysis.	Frequency	9	34	7	99	38	187	
	Valid %	4.8	18.2	3.7	52.9	20.3	100.0	
	Cumulative %	4.8	23.0	26.7	79.7	100.0	-	3.66
4. From your experience, do you believe the bureau conducts operations analysis.	Frequency	43	66	19	52	7	187	
	Valid %	23.0	35.3	10.2	27.8	3.7	100.0	
	Cumulative %	23.0	58.3	68.4	96.3	100.0	-	2.54
5. In your opinion, do you believe the bureau undertakes individual analysis.	Frequency	47	70	21	41	8	187	
	Valid %	25.1	37.4	11.2	21.9	4.3	100.0	
	Cumulative %	25.1	62.6	73.8	95.7	100.0	-	2.43
							Index Mean	2.82

Source: Questionnaire Survey Data, 2019

As shown from table 4.5 out of the total respondents 84 (44.9%) and 25 (13.4%) of them disagree and strongly disagree respectively on the point that in conducting TNA, training was designed based on employees' performance gap for job requirement. Whereas 51 (27.3%) and 14 (7.5%) of them agree and strongly agree on it respectively. The rest 13 (7%) become neutral. With mean value of 2.71, which is low, this shows that there is a gap in considering employees' performance gap for job requirement during TNA. On the other hand 80 (42.8%) and 17 (9.1%)

of respondents disagree and strongly disagree on the point that during TNA, the bureau undertakes organizational analysis focusing on identifying whether the training program supports sector bureaus strategic direction. Whereas 50 (26.7%) and 12 (6.4%) agree and strongly agree on it, while the rest 28 (15%) of them become neutral. With mean value of 2.79, which is low, this depicts that there is a problem of conducting organizational analysis when assessing training needs.

The table also shows that out of the total respondents 34 (18.2%) and 9 (4.8%) of the respondents disagree and strongly disagree respectively that the bureau undertakes demographic analysis to determine the special needs of a particular group such as new or existing employees, managers at different levels, committees, etc. on the other way 99 (52.9%) and 38 (20.3%) of them agree and strongly agree on it. while 7 (3.7%) of them become neutral. With mean value of 3.66, which is moderate, it implies that the bureau conducts demographic analysis during TNA. Furthermore, the table revealed that 52 (27.8%) and 7 (3.7%) of the respondents agree and strongly agree that the bureau conducts operations analysis to identify what and which job task would be effectively performed as a result of training. Whereas 66 (35.3%) and 43 (23%) of them disagree and strongly disagree on it. While 19 (10.2%) remain indifferent. With mean score of 2.54, which is low, this infers that there is a gap of conducting operations analysis during TNA.

It is also identified that 70 (37.4%) and 47 (25.1%) of respondents disagree and strongly disagree respectively that the bureau stresses on individual analysis to identify employees who need training, and the types of training they need. In contrast, 41 (21.9%) and 8 (4.3%) of the respondents agree and strongly agree respectively. Whereas 21 (11.2%) become indifferent about it. With mean score of 2.43, which is low, it infers that there is a gap of conducting individual analysis when assessing training needs. Considering index mean value of 2.82, which is low, from the above illustration one can infer that there is a problem in conducting training need assessment; which implies there is a gap in considering the training needs of employees' and identifying whether the training program supports sector bureaus strategic objectives.

Table 4.6 Frequency Distribution of Respondents' Response about Trainees Selection

Statements		Extent of Agreement					Total	Mean
1. The trainees' selection process takes into account those employees who deserve the training.	Distribution	SD	D	N	A	SA		
	Frequency	17	12	16	99	43	187	
	Valid %	9.1	6.4	8.6	52.9	23	100.0	3.74
	Cumulative %	9.1	15.5	24.1	77	100.0	-	
2 Employees' experience and background are taken into consideration.	Frequency	38	67	37	32	13	187	
	Valid %	20.3	35.8	19.8	17.1	7.0	100.0	2.55
	Cumulative %	20.3	56.1	75.9	93.0	100.0	-	
3 Employees intellectual capabilities are taken into account.	Frequency	39	77	37	30	4	187	
	Valid %	20.9	41.2	19.8	16.0	2.1	100.0	2.37
	Cumulative %	20.9	62.0	81.8	97.9	100.0	-	
4 Diagnostic and application skills of employees are taken into consideration.	Frequency	41	73	35	36	2	187	
	Valid %	21.9	39.0	18.7	19.3	1.1	100.0	
	Cumulative %	21.9	61.0	79.7	98.9	100.0	-	2.39
5 Employees performance appraisal feedback was taken into account.	Frequency	34	61	52	37	3	187	
	Valid %	18.2	32.6	27.8	19.8	1.6	100.0	2.54
	Cumulative %	18.2	50.8	78.6	98.4	100.0	-	
						Index Mean		2.71

Source: Questionnaire Survey Data, 2019

As discussed in table 4.6 above 99 (52.9%) and 43 (23%) of the respondents agree and strongly agree respectively on the point that the trainee's selection process takes into account those employees who deserve the training. In contrast, 12 (6.4%) and 17 (9.1%) of them disagree and strongly disagree respectively. While the rest 16 (8.6%) remain neutral about it. With mean value of 3.74, which is moderate, it revealed that during trainees' selection the bureau takes into consideration those employees' who deserve the training. On the other hand, from the total respondents 67 (35.8%) and 38 (20.3%) of them disagree and strongly disagree respectively that

during trainees' selection process employees' experience and background are taken into consideration. However, 32 (17.1%) and 13 (7.0%) agree and strongly agree on it. While 37 (19.8%) of them become indifferent about it. With mean value of 2.55, which is low, this infers that there is a gap of considering employees' experience and background when selecting trainees'.

In addition, table 4.8 displays that 77 (41.2%) and 39 (20.9%) of the respondents disagree and strongly disagree respectively that employees intellectual capabilities are taken into account when selecting trainees. In contrary, 30 (16.0%) and 4 (2.1%) of the respondents agree and strongly agree respectively, while the rest 37 (19.8%) remain neutral about it. With mean value of 2.37, which is low, it implies that the bureau have a gap of considering employees intellectual capabilities during trainees selection practice. The table also shows 73 (39.0%) and 41 (21.9%) of the respondents disagree and strongly disagree that diagnostic and application skills of employees are taken into consideration during trainees selection. Nevertheless, 36 (19.3%) and 2 (1.1%) of them agree and strongly agree on it; the rest 35 (18.7%) remain indifferent. With mean score of 2.39, which is low, this depicts that there is a gap of considering employees diagnostic and application skills when conducting selection of trainees.

Furthermore 61 (32.6%) and 34 (18.2%) of respondents disagree and strongly disagree respectively that employees performance appraisal feedback was taken into account. On the other hand, 37 (19.8%) and 3 (1.6%) of them agree and strongly agree. While the rest 52 (27.8%) become neutral. With mean value of 2.54, which is low, it implies that the bureau have a gap of taking into account employees performance appraisal feedback when conducting trainees selection. From the above analysis considering the index mean score of 2.71, which is low, one can infer that there is a problem when conducting trainees' selection; which implies gap in considering employees' intellectual capabilities, experience and background.

Table 4.7 Frequency Distribution of Respondents' Response about Trainers Quality

Statements	Distribution	Extent of Agreement					Total	Mean
1. The trainers have the necessary general, technical and specialized knowledge under the subject they are involving.		SD	D	N	A	SA		Mean
	Frequency	19	42	10	68	48	187	3.45
	Valid %	10.2	22.4	5.3	36.4	25.7	100.0	
	Cumulative %	10.2	32.6	37.9	74.3	100.0	-	
2. Trainers are capable enough in transferring their knowledge and skill to trainees.	Frequency	11	56	10	52	58	187	3.48
	Valid %	5.9	29.9	5.3	27.8	31.0	100.0	
	Cumulative %	5.9	35.8	41.2	69	100.0	-	
3. The methods and techniques that are applied by the trainers are participative.	Frequency	20	33	28	61	45	187	3.42
	Valid %	10.7	17.6	15	32.6	24.1	100.0	
	Cumulative %	10.7	28.3	43.3	75.9	100.0	-	
4. Trainers are experienced in handling the overall training session and generate interest on employees on the subject being dealt with.	Frequency	26	33	21	53	54	187	3.41
	Valid %	13.9	17.7	11.2	28.3	28.9	100.0	
	Cumulative %	13.9	31.6	42.8	71.1	100.0	-	
5. Trainers possess personality characteristics and attitudes such as openness to new ideas, observation power and questioning mind.	Frequency	23	41	18	43	62	187	3.43
	Valid %	12.3	21.9	9.6	23.0	33.2	100.0	
	Cumulative %	12.3	34.2	43.8	66.8	100.0	-	
							Index Mean	3.43

Source: Questionnaire Survey Data, 2019

Table 4.7 displays that 68 (36.4%) and 48 (25.7%) of the respondents respectively agree and strongly agree that the trainers have the necessary general, technical and specialized knowledge under the subject they are involving. However, the remaining 42 (22.4%) and 19 (10.2%) of respondents respectively disagree and strongly disagree on it; while 10 (5.3%) become neutral. With mean of 3.45, which is moderate, it infers that the trainers have the necessary qualification regarding general, technical and specialized knowledge under the subject they are involving. It is also revealed on the table that 52 (27.8%) and 58 (31%) of respondents respectively agree and strongly agree on the issue that trainers are capable enough in transferring their knowledge and skill to trainees. In contrast 56 (29.9%) and 11 (5.9%) of them disagree and strongly disagree respectively on it. Whereas 10 (5.3%) become indifferent. With mean value of 3.48, which is moderate, it reveals that the trainers are capable in transferring what they have to trainees in proper manner.

Additionally the table indicates that 61 (32.6%) and 45 (24.1%) of respondents agree and strongly agree respectively that the methods and techniques that are applied by the trainers are participative. On the other way 33 (17.6%) and 20 (10.7%) of respondents disagree and strongly disagree respectively regarding the methods applied by trainers. While 28 (15%) remain neutral. With mean score of 3.42, which is moderate, this shows application of participative training methods by trainers. More over 53 (28.3%) and 54 (28.9%) of respondents agree and strongly agree respectively that trainers are experienced in handling the overall training session and generate interest on employees on the subject being dealt with. However, 33 (17.7%) and 26 (13.9%) of respondents disagree and strongly disagree respectively. While the rest 21 (11.2%) become neutral. With mean score of 3.41, which is moderate, it depicts that trainers are qualified in handling overall training sessions.

The table also reveals that 43 (23%) and 62 (33.2%) of respondents agree and strongly agree respectively that trainers possess personality characteristics and attitudes such as openness to new ideas, observation power and questioning mind. Whereas 41 (21.9%) and 23 (12.3%) of the respondents disagree and strongly disagree. While the rest 18 (9.6%) remain neutral. With mean value of 3.43, which is moderate, it implies that the trainers have personality characteristics

qualification. From the above illustration considering index mean value of 3.43, which is moderate, one can infer that the trainers' have the aforementioned qualifications.

Table 4.8 Frequency Distribution of Respondents' Response about Training Program Design

Statements	Distribution	Extent of Agreement					Total	Mean
		SD	D	N	A	SA		
1. Training materials cover every context of the subject under training.	Frequency	25	73	18	58	13	187	
	Valid %	13.4	39.0	9.6	31.0	7.0	100.0	
	Cumulative %	13.4	52.4	62.0	93.0	100.0	-	2.79
2. The content of the training materials are suitable and relevant enough for the subject being dealt with.	Frequency	3	40	18	92	34	187	
	Valid %	1.6	21.4	9.6	49.2	18.2	100.0	
	Cumulative %	1.6	23.0	32.6	81.8	100.0	-	3.61
3. Location and overall physical facilities are comfortable to conduct the training.	Frequency	4	21	22	91	49	187	
	Valid %	2.1	11.2	11.8	48.7	26.2	100.0	
	Cumulative %	2.1	13.4	25.1	73.8	100.0	-	3.86
4. The training was conducted in a timely and sequential basis to achieve predetermined objectives.	Frequency	39	66	31	36	15	187	
	Valid %	20.9	35.3	16.6	19.3	8.0	100.0	
	Cumulative %	20.9	56.1	72.7	92.0	100.0	-	2.58
5. Duration of the training period is enough to cover every portion of the subject being dealt with.	Frequency	35	76	25	45	6	187	
	Valid %	18.7	40.6	13.4	24.1	3.2	100.0	2.52
	Cumulative %	18.7	59.4	72.7	96.8	100.0	-	
							Index Mean	3.07

Source: Questionnaire Survey Data, 2019

Table 4.8 above indicates that 73 (39%) and 25 (13.4%) of respondents disagree and strongly disagree that the training materials cover every context of the subject under training. However, 58 (31.0%) and 13 (7%) of them agree and strongly agree on the point and the remaining 18 (9.6%) become neutral. With mean value of 2.79, which is low, its implication is the training materials didn't cover expected context of the subject being dealt with. On the other hand 40 (21.4%) and 3 (1.6%) of respondents disagree and strongly disagree respectively that the content of the training materials are suitable and relevant enough for the subject being dealt with. In contrast, 92 (49.2%) and 34 (18.2%) of them agree and strongly agree. While 18 (9.6%) become indifferent about the issue. With mean score of 3.61, which is moderate, it shows that the content of the training materials are suitable and relevant to the subject being dealt with.

The table also displays that 91 (48.7%) and 49 (26.2%) of respondents agree and strongly agree that location and overall physical facilities are comfortable to conduct the training. On the other way, 21 (11.2%) and 4 (2.1%) of them disagree and strongly disagree. While 22 (11.8%) remain neutral. With mean value of 3.86, which is moderate, it infers that the location and overall physical facilities are comfortable for conducting training. The table also reveals that 66 (35.3%) and 39 (20.9%) of respondents disagree and strongly disagree respectively that the training was conducted in a timely and sequential basis to achieve predetermined objectives. However, 36 (19.3%) and 15 (8%) of them agree and strongly agree while 31 (16.6%) remain neutral. With mean score of 2.58, which is low, it depicts that there is time sequence gap in conducting the training which help to achieve stated objectives.

Additionally, 76 (40.6%) and 35 (18.7%) of respondents disagree and strongly disagree respectively that duration of the training period is enough to cover every portion of the subject being dealt with. Whereas 45 (24.1%) and 6 (3.2%) agree and strongly agree respectively, while 25 (13.4%) remain neutral. With mean score of 2.52, which is low, it depicts that the duration of the training period is not enough to cover expected portions. From the above analysis with index mean score of 3.07, which is low, one can imply that there is a problem regarding training program design. This shows gap on content of training materials and being timely training practice.

Table 4.9 Frequency Distribution of Respondents' Response about Follow Up and Evaluation

Statements	Distribution	Extent of Agreement					Total	Mean
		SD	D	N	A	SA		
1. The bureau evaluates reaction of trainees; how well they liked or disliked the training program.	Frequency	9	23	22	105	28	187	
	Valid %	4.8	12.3	11.8	56.1	15.0	100.0	
	Cumulative %	4.8	17.1	28.9	85.0	100.0	-	3.64
2. The bureau evaluates the learning process; considering what knowledge did employees learned from the training program.	Frequency	26	80	29	50	2	187	
	Valid %	13.9	42.8	15.5	26.7	1.1	100.0	2.58
	Cumulative %	13.9	56.7	72.2	98.9	100.0	-	
3. The bureau conducts behavioral change evaluation and follow-up activity to assess what positive changes had stemmed from the training program in employees job behavior.	Frequency	42	69	51	21	4	187	
	Valid %	22.5	36.9	27.3	11.2	2.1	100.0	
	Cumulative %	22.5	59.4	86.6	97.9	100.0	-	2.34
4. The bureau evaluates and conducts follow-up regarding the result due to the training as an increased output, improved quality and lower costs.	Frequency	59	58	41	26	3	187	
	Valid %	31.6	31.0	21.9	13.9	1.6	100.0	
	Cumulative %	31.6	62.6	84.5	98.4	100.0	-	2.23
5. The bureau conducts the follow-up and evaluation regarding the training program in a regular basis.	Frequency	43	85	37	15	7	187	
	Valid %	23.0	45.5	19.8	8.0	3.7	100.0	2.24
	Cumulative %	23.0	68.4	88.2	96.3	100.0	-	
							Index Mean	2.60

Source: Questionnaire Survey Data, 2019

Table 4.9 above discussed that 105 (56.1%) and 28 (15.0%) of respondents agree and strongly agree that the bureau evaluates reaction of trainees; how well they liked or disliked the training program. Whereas 23 (12.3%) and 9 (4.8%) disagree and strongly disagree and the rest 22 (11.8%) remain indifferent. With mean value of 3.64, which is moderate, it implies that the bureau undertakes evaluation practice regarding reaction of trainees to know whether they liked or disliked the training program. On the other hand 80 (42.8%) and 26 (13.9%) of respondents disagree and strongly disagree respectively that the bureau evaluates the learning process; considering what knowledge (principles, facts and techniques) did trainees learned from the training program. Whereas 50 (26.7%) and 2 (1.1%) agree and strongly agree respectively while the rest 29 (15.5%) remain neutral. With mean of 2.58, which is low, it implies that there is a gap in undertaking the evaluation practice regarding what knowledge does trainees learned from the training program.

The table also depicts that 69 (36.9%) and 42 (22.5%) of respondents respectively disagree and strongly disagree that the bureau conducts behavioral (performance change) evaluation and follow-up activity to assess what positive changes had stemmed from the training program in employees job behavior. However, 21 (11.2%) and 4 (2.1%) of them agree and strongly agree respectively while the rest 51 (27.3%) become indifferent. With mean score of 2.34, which is low, it shows that there is problem of evaluating the behavioral change which helps to assess the positive changes and results which are stemmed from the training program on employees' job behavior. In addition, 58 (31%) and 59 (31.6%) of respondents disagree and strongly disagree respectively that the bureau evaluates and conducts follow-up regarding the result or the impact on organizational effectiveness due to the training or whether the training caused positive results, such as an increased output, improved quality and lower costs. Whereas 26 (13.9%) and 3 (1.6%) agree and strongly agree respectively while 41 (21.9%) remain neutral. With mean score of 2.23, which is low, it infers that there is a gap in undertaking result or organizational effectiveness evaluation.

Furthermore the above table displays that, 85 (45.5%) and 43 (23%) of respondents respectively disagree and strongly disagree that the bureau conducts follow-up and evaluation regarding the training program in a regular basis. Whereas 15 (8.0%) and 7 (3.7%) agree and strongly agree while 37 (19.8%) remain indifferent about this issue. With mean of 2.24, which is low, it infers that the bureau have a gap in conducting evaluation and follow-up program to sector bureaus

regularly. From the above result with index mean value of 2.60, which is low, implies there is a gap in conducting follow up and evaluation regarding the training program.

4.3.1 Analysis of Open-Ended Questions

Open-ended questions were also forwarded regarding the strengths and weaknesses of the bureau and the sector bureaus in relation to the training practice. As the respondents forwarded the main strength of the bureau was its effort to address training to all sector bureaus under the city administration. Whereas:

- its gap to give training being on time and sequential manner,
- its problem to consider employees performance appraisal result, experience and background during training need assessment and trainees selection,
- shortage of training period duration,
- its gap to assess the impact of the training and the opportunity it brings to sector bureaus; were the main weaknesses mentioned by the respondents.

Regarding sector bureaus, respondents forwarded that the main strengths include their immediate reply to the bureau when calling for training and the weaknesses include:-

- lack of considering employees performance appraisal result, experience and background during training need assessment and trainees selection,
- gap to undertake evaluation and follow-up regarding behavioral or performance change and Result or impact on organizational effectiveness due to the training program.

4.3.2 Analysis of Interview Results

To gather more information about training practices of the bureau and to triangulate the quantitative data interview questions were also forwarded to the middle and first level managers of the bureau such as, public procurement and property administration directorate director and public procurement and property administration training and technical support supervisor. Additional interview was also conducted with top and middle level managers of selected sector bureaus under the city administration such as deputy managers and human resource directorate directors. The selected sector bureaus were managers of Gullele Botanic Garden, Addis Ababa City Administration Procurement and Property Disposal Agency, Housing Construction Project

Office and Food, Medicine & Health treatment, Control & Administration Authority. Accordingly the interviewee's response to each of the questions is depicted as follows.

4.3.2.1 Analysis of Interview Results with Managers of the Bureau

✓ Interviewees' response regarding the main objective of the training program

They responded that the main objective of the training program is to improve and develop knowledge and skills of employees. The training is designed to establish a match between employees and their job in order to achieve predetermined objective of efficient and effective public procurement and property administration practice.

✓ Interviewees' response regarding how training need assessment and selection of trainers and sector bureaus conducted

In relation to the above point the interviewees replied that training need assessment and selection of sector bureaus for training is conducted by identifying the number of trained and untrained employees in the sector bureaus and by determining new or existing employees. Concerning the selection of trainers they responded two selection criteria. One of the selection criteria is identifying employees who have taken the training which is allowed by the federal public procurement and property administration agency. They explained that the aforementioned agency gives training with different levels as basic level, essential level, advanced level and training of trainers (TOT) level and make employees certified who score above 50% of the exam it prepares after the training; considering this the bureau selects trainers only from employees who have taken advance and TOT level training and become certified by scoring above 50%. As mentioned by the interviewees the other criteria is selecting trainers from employees who have taken essential level training as mentioned above considering their achievement performance in the bureau.

✓ Regarding how does the bureau conduct follow-up and evaluate the training program

According to the interviewees evaluation is conducted during or on the final day of the training through distributing questionnaires to know the reaction of trainees; whether they liked or disliked the training program. As they explained the opinion questionnaire mainly focuses on the quality of trainers, about the content of training materials, duration of the training period, timeliness of the training, location, accommodation and overall physical facilities. They further

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elaborated that the bureau tries to address follow-up after the training, but there is huge gap in conducting it in a regular basis specially to assess the performance change and impact of the training program in the sector bureaus.

- ✓ Interviewees' response regarding what problems or challenges do managers face regarding their commitment to the training program; As they forwarded the main challenges that are facing include:-
  - Even though there are differences in ability, learning capacity and interest between trainees and individuals as a whole; the bureau failed to consider these factors while designing the training program. The interviewees further elaborated that there is lack of considering employees experience and background, intellectual capabilities, diagnostic and application skills during the training program design and selection of trainees in a well-studied and detailed manner.
  - Failure to assess the performance change and the impact on organizational effectiveness of the training program in sector bureaus in an organized and regular basis is the other main challenge that the bureau faced.
  - Gap to give training being on time and sequential manner.
  - Existence of high turnover which infers loss of trained and experienced trainers and employees and increased training cost.

4.3.2.2 Analysis of Interview Results with Managers of Selected Sector Bureaus

- ✓ Interviewees' response regarding how the selection of trainees is conducted?

The interviewees responded that when the bureau calls to send trainees sometimes even by setting quota too, the sector bureaus differentiate trained and untrained employees from the work unit and send to the bureau the proposed trainees.

- ✓ How is the evaluation and follow-up practice conducted regarding trained employees?

They responded that they didn't undertake any type of evaluation and follow- up. After completing their training the trainees' will just come back to their workplace and proceed performing their usual tasks.

✓ In relation to the main weaknesses and strength of the training program conducted by the bureau?

They stated that the main strength of the bureau is its effort to address training to all sector bureaus under the city administration. Failure of the bureau to conduct follow up and evaluation in a regular and organized manner to measure the outcome and what opportunities the training program brings to sector bureaus, is the weakness that the interviewees mentioned. Additionally the interviewees were allowed to forward if they have extra suggestion, they added that it is better if the bureau focuses on follow-up and evaluation practice.

4.3.3 Integration of Quantitative and Qualitative Data Results

Integrating the quantitative and qualitative results was also undertaken to check if there is a research gap. The common research questions which were forwarded both to employees and managers of the bureau and their responses are as follows:

✓ Related to training need assessment, selection of trainers' and sector bureaus trainees,

Both managers and employees responded that training need assessment and selection of sector bureaus for training is conducted by identifying the number of trained and untrained employees in the sector bureaus and by determining new or existing employees through demographic analysis. In addition managers explained that competent trainers are assigned by certifying them and employees assure that the trainers are qualified enough. Both of them further elaborated that there is lack of considering employees experience and background, intellectual capabilities, diagnostic and application skills during the training program design and selection of trainees in a well-studied and detailed manner.

✓ In relation to follow-up and evaluation

Both the managers and employees responded that only reaction of trainees is evaluated and there is huge gap in conducting follow-up and evaluation in a regular basis specially to assess the performance change and impact of the training program in the sector bureaus.

✓ Regarding the main weaknesses and strengths of the bureau and sector bureaus regarding the training program

Regarding the bureau, both mangers of the bureau and employees stated that the main strength of the bureau is its effort to address training to all sector bureaus under the city administration. Gap of the bureau to conduct follow-up and evaluation in a regular and organized manner to measure the outcome and what opportunities the training program brings to sector bureaus and its gap to give training being on time and sequential manner is the weakness that they mentioned.

Regarding sector bureaus, both managers of selected sector bureaus and employees stated that the main strength of sector bureaus is their immediate reply to the bureau when calling for training and lack of considering employees performance appraisal result, experience and background during training need assessment and trainees selection and gap to undertake evaluation and follow-up regarding behavioral or performance change and result or impact on sector bureaus effectiveness due to the training program were the weaknesses they mentioned.

From the above integration one can infer that, among the common questions which were forwarded both to employees and managers; there is no research gap observed between quantitative and qualitative results; all the research questions were properly addressed and responded.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

Based on the results discussed in the previous chapter the major findings are summarized as follows:

Concerning training need assessment 58.3% of respondents disagree and on the issue that training was designed based on employees' performance gap for job requirement and 51.9% of respondents disagree that the bureau undertakes organizational analysis. Moreover more than half of respondents disagree that the bureau undertakes operational analysis. In addition, more than half of respondents disagree that the bureau stresses on individual analysis when conducting TNA. The analysis also reveals index mean value of 2.82 regarding training need assessment.

Regarding trainees' selection more than half of the respondents agree that the trainee's selection process takes into account those employees who deserve the training. Whereas 56.1% of the respondents disagree that during trainees' selection process employees' experience and background are taken into consideration and majority of the respondents disagree that employees' intellectual capabilities are taken into account when selecting trainees. Moreover 60.9% of the respondents disagree that diagnostic and application skills of employees are taken into consideration during trainees' selection and 50.8% of respondents disagree that employees performance appraisal feedback was taken into account. The result also reveals index mean value of 2.71 regarding trainees' selection.

In relation to the trainers quality 62.1% of the respondents agree that the trainers have the necessary general, technical and specialized knowledge under the subject they are involving and majority of respondents agree on the issue that trainers are capable enough in transferring their knowledge and skill to trainees. Moreover 56.7% of respondents agree that the methods and techniques that are applied by the trainers are participative and more than half of respondents that trainers are experienced in handling the overall training session and generate interest on employees on the subject being dealt with. Furthermore majority of respondents agree that trainers possess personality characteristics and attitudes such as openness to new ideas,

observation power and questioning mind. The analysis also reveals index mean value of 3.43 regarding trainers' quality.

Concerning training program design 52.4% of respondents disagree that the training materials cover every context of the subject under training. However, more than half of them agree that the content of the training materials are suitable and relevant for the subject being dealt with and location and overall physical facilities are comfortable to conduct the training. Whereas most of them were dissatisfied that the training was conducted in a timely and sequential basis and duration of the training period is enough to cover every portion of the subject being dealt with. The result also reveals index mean value of 3.07 regarding training program design.

Regarding evaluation and follow-up more than half of respondents agree and strongly agree that the bureau evaluates reaction of trainees. On the other hand 56.7% of respondents disagree that the bureau evaluates the learning process and most of the respondents disagree that the bureau conducts behavioral or performance change evaluation and follow-up activity. Furthermore more than half of respondents disagree that the bureau evaluates and conducts follow-up regarding the result or the impact on organizational effectiveness and the bureau conducts follow-up and evaluation in a regular basis. The analysis also reveals index mean value of 2.60 regarding evaluation ad follow-up.

Furthermore the result of the study states that the main problems and challenges regarding managers' commitment to the training program include their gap to consider differences in ability, learning capacity and interest between trainees, while designing the training program. In addition gap to assess the performance change and the impact on organizational effectiveness of the training program in sector bureaus in an organized and regular basis is the other main challenge that the bureau faced. Moreover, gap to give training being on time and sequential manner and existence of high turnover which infers loss of trained and experienced trainers and employees and increased training cost.

5.2 Conclusions

Based on the major findings of the study the following conclusions are drawn.

Regarding the training need assessment practice of the bureau the result of the study shows that there is a gap in setting the training program based on employees' performance gap for job requirement and in undertaking organizational analysis to identify whether the training program supports sector bureaus predetermined objectives under the city administration. Furthermore there is a gap in identifying potential trainees' by stressing on individual analysis to identify employees who need training with the types of training they need and operations analysis to identify what and which job task would be effectively performed as a result of training. However, the bureau conducts demographic analysis to determine the needs of new or existing employees, employees at managerial or non-managerial position, managers at different levels, different committees, etc. and tries to prepare the training program separately. In general, the findings of the study show that there is a gap in conducting training need assessment.

The study also concluded that the trainees' selection process considers the concerned employees' who deserve the training selected from the specified work unit of sector bureaus. However, though there are differences in ability, learning capacity and interest between trainees; there is a gap in considering employees experience and background, intellectual capabilities, diagnostic and application skills. Additionally, it is concluded that there is a gap of considering employee's performance appraisal feedback during trainees' selection.

The trainers are selected with qualification criteria of the bureau having the necessary general, technical and specialized knowledge under the subject they are involving and have personality characteristics and attitudes as openness to new ideas and observation power. In addition they are experienced in handling the overall training environment and generate interest on employees by applying participative training methods and techniques and are capable enough in transferring their knowledge and skill to trainees.

Concerning the training program design, though the training program is designed with an aim of supporting achievability of stated objectives, the actual training delivery process has a gap of being timely and sequential to achieve predetermined objectives. Furthermore, the training materials or modules has gap of covering every expected context of the subject under training

and the duration of the training period is not enough to cover expected portion of the subject being dealt with. However, the content of the materials are suitable and relevant for the specific subject being dealt with and the location and related physical facilities are moderate enough to conduct the training.

Moreover, it is concluded that concerning evaluation and follow-up practice the bureau stresses only on evaluating reaction of trainees; just how well they liked or disliked the training program. Whereas the result of the study infers that there is huge gap in evaluating the learning process by considering the knowledge, principles, facts and techniques that trainees learned from the training program. In addition there is a gap in undertaking evaluation and follow-up regarding behavioral or performance change to assess the changes on employees' job behavior due to the training. Moreover there is a gap of evaluating and conducting follow-up in relation to the result of the training program or its impact on organizational effectiveness and also has problem of conducting follow-up and evaluation in a regular basis.

Furthermore, it is concluded that the main problems and challenges regarding managers' commitment to the training program include their gap to consider differences in ability, learning capacity and interest between trainees, while designing the training program. In addition gap to assess the performance change and the impact on organizational effectiveness of the training program in sector bureaus in an organized and regular basis is the other main challenge that the bureau faced. Moreover, gap to give training being on time and sequential manner and existence of high turnover which infers loss of trained and experienced trainers and employees which infers increased training cost.

5.3 Recommendations

On the basis of the analysis, findings derived and conclusions drawn the following recommendations are forwarded.

❖ It would become better if the bureau undertakes employees' performance appraisal in a regular basis and apply the feedback identified to make the training need assessment practice based on employees' performance gap for job requirement. Additionally, during TNA, it would become better if the bureau undertakes organizational and individual analysis to determine and align the training program with sector bureaus predetermined objectives and to assure and differentiate employees who need training and the different

types of training they need. Moreover, to identify what and which specific job task would be effectively performed as a result of training, undertaking operations analysis is commented.

❖ It is also recommended to consider employees experience and background, intellectual capabilities, diagnostic and application skills for the advantage of identifying differences in ability, learning capacity and interest between trainees during trainees' selection.

❖ During training materials preparation it would also become nice if the bureau takes into account whether it covers necessary parts of the subject under training. Being timely, keeping the right sequence and adjusting duration of the training period with respect to the type of training and expected short run and long run outcomes would become better for achievability of predetermined objectives.

❖ It is also recommended to focus on evaluating the learning, behavioral or performance change, and the result of training in a regular basis than only focusing on reaction of employees, to have feed-back rich training environment; which contributes to organizational effectiveness.

❖ Furthermore it is recommended regarding managers' commitment to the training program to consider differences in ability, learning capacity and interest between trainees, while designing the training program. In addition better to focus on timely and sequential training delivery and assess the performance change and the impact on organizational effectiveness of the training program in sector bureaus in an organized and regular basis is additionally recommended.

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APPENDIX A

ST.MARY UNIVERSITY SCHOOL OF GRADUATE STUDIES

Questionnaire to be filled by Employees of Selected Sector Bureaus under

Addis Ababa City Administration

Dear respondent,

Thank you in advance for your cooperation and consideration. This questionnaire is prepared by student of St. Mary University to produce a paper entitled "ASSESSMENT OF TRAINING PRACTICES IN THE CASE OF ADDIS ABABA CITY ADMINISTRATION FINANCE BUREAU", for partial fulfillment of Master's degree in Business Administration (MBA) program.

The purpose of this questionnaire is to gather the necessary data from employees of selected sector bureau's under Addis Ababa city administration; who have taken training which is allowed by Addis Ababa city administration finance bureau regarding public procurement and property administration. Thus, your genuine, complete and timely responses have great value. Be assured that the data collected using this questionnaire will be used only for academic purpose and your responses will be kept confidential. Therefore, you are kindly requested to spend few minutes of your precious time to fill the attached questionnaire as sincerely and truthfully as possible.

If you face any question or require further explanation please contact the researcher through Lemlemkassu21@gmail.com.

Thank you for your participation!

I. General Guideline
   ✓ No need of writing your name.
   ✓ For closed-ended questions answer by putting a thick mark ""√"" in the box provided and for open-ended questions use the space provided to write your answer; if the space provided is not enough you can use additional paper.
   ✓ You are kindly asked to return filled questionnaires a week after delivery.

II. Basic Demographic Data

1. Gender   Male ☐   Female ☐
2. Age category: <25 ☐   26 – 30 ☐   31 – 40 ☐   >40 ☐
3. Current educational status: College diploma or below ☐   First degree ☐
                                                   Master's degree and above ☐
4. Name of the sector bureau or institution currently you are working on?

   …………………………………………………………………………………………

5. Year of service in the sector bureau or institution?

   Less than 3 years ☐   3 – 5 years ☐   > 5 years ☐

6. Current position in the sector bureau or institution?

   Managerial position ☐   Non – managerial position ☐

III. Questions Related to the Training Practices

Instruction: Rate the questions below by putting a thick mark "√"as:

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

Note: Bureau stands for Addis Ababa City Administration Finance Bureau.

		Extent of Agreement				
	1. Training Need Assessment	5	4	3	2	1
1.1	The training was designed based on employees performance gap for job requirement					
1.2	In your opinion, do you think the bureau undertakes organizational analysis; focusing on identifying whether the training program supports your institution's strategic direction.					
1.3	In your experience, do you think the bureau undertakes demographic analysis to determine the special needs of a particular group such as new or existing employees, managers at different levels, committees, etc.					
1.4	From your experience, do you believe the bureau conducts operations analysis to identify what and which job task would be effectively performed as a result of training.					
1.5	In your opinion, do you believe the bureau stresses on individual analysis to identify employees who need training, & the types of training they need.					

	2. Trainees' Selection	Extent of Agreement				
		5	4	3	2	1
2.1	The trainee's selection process takes into account those employees who deserve the training.					
2.2	Employees experience and background are taken into consideration.					
2.3	Employee's intellectual capabilities are taken into account.					
2.4	Diagnostic and application skills of employees are taken into consideration.					
2.5	Employee's performance appraisal feedback was taken into account.					

	3. Trainers Quality	Extent of Agreement				
		5	4	3	2	1
3.1	The trainers have the necessary general, technical and specialized knowledge under the subject they are involving.					
3.2	Trainers are capable enough in transferring their knowledge and skill to trainees.					
3.3	The methods and techniques that are applied by the trainers are participative.					
3.4	Trainers are experienced in handling the overall training session and generate interest on employees on the subject being dealt with.					
3.5	Trainers possess personality characteristics and attitudes such as openness to new ideas, observation power and questioning mind.					

	4. Training Program Design	Extent of Agreement				
		5	4	3	2	1
4.1	The training materials cover every context of the subject under training.					
4.2	The content of the training materials are suitable and relevant enough for the subject being dealt with.					
4.3	Location and overall physical facilities are comfortable to conduct the training.					
4.4	The training was conducted in a timely and sequential basis to achieve predetermined objectives.					
4.5	The duration of the training period is enough to cover every portion of the subject being dealt with.					

	5. Follow Up and Evaluation	Extent of Agreement				
		5	4	3	2	1
5.1	The bureau evaluates **Reaction of trainees**; how well they liked or disliked the training program.					
5.2	The bureau evaluates the **Learning** process considering what knowledge (principles, facts and techniques) did trainees learned from the training program.					
5.3	The bureau conducts **Behavioral (performance change)** evaluation and follow-up activity to assess what positive changes had stemmed from the training program in employees job behavior.					
5.4	The bureau evaluates and conducts follow-up regarding **Result (Impact on organizational effectiveness)** due to the training program or whether the training caused positive results, such as an increased output, improved quality and lower costs.					
5.5	The bureau conducts follow-up and evaluation regarding the training program in a regular basis.					

✓ In your opinion, what are the main weaknesses and strengths of the bureau and your institution regarding the training program?

Strength……………………………………………………………………………………………

………………………………………………………………………………………………………..

Weakness…………………………………………………………………………………………..

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✓ If you have any additional suggestion to forward, please write on the space provided here under.

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Thank you!

APPENDIX B

Interview Questions

1. Interview Questions for Managers of the Bureau
   - ✓ What is the main objective of the training program?
   - ✓ How is training need assessment, selection of trainers and sector bureaus conducted?
   - ✓ How the bureau does conduct follow-up and evaluate the training program?
   - ✓ What problems or challenges do managers face regarding their commitment to the training programs?
   - ✓ Is there any additional suggestion to include?

2. Interview Questions for Managers of Sector Bureaus/ Institutions
   - ✓ How is the selection of trainees conducted?
   - ✓ How is the evaluation and follow-up practice conducted regarding trained employees?
   - ✓ What are the main weaknesses and strength of the training program conducted by the bureau?
   - ✓ If there is any additional suggestion to include?

APPENDIX C

The Sample Size of Each Stratum (Sector Bureau) Which Was Determined by Applying Proportionate Stratified Random Sampling Technique

S.No	List of Stratum	Total Population of Each Stratum $(N_1 - N_{20})$	Total Population of all Stratum (Total Population of the 20 Sector Bureaus) $/N/$	The Determined Sample Size (Sample Respondents Out of The Total Population)	Sample Size of Each Stratum $(n_1 - n_{20})$ $n_1 = \dfrac{N_1}{N} \times 201$
1	Gullele Botanic Garden (Stratum 1, N_1)	18			$n_1 = \dfrac{18}{405} \times 201 = 9$
2	Workers and Social Affairs Bureau (Stratum 2, N_2)	18			$n_2 = \dfrac{18}{405} \times 201 = 9$
3	Transport Authority (Stratum 3, N_3)	18			$n_3 = \dfrac{18}{405} \times 201 = 9$
4	Bureau of Attorney (Stratum 4, N_4)	20			$n_4 = \dfrac{20}{405} \times 201 = 10$
5	Food, Medicine & Health treatment, Control & Admin. Authority (Stratum 5, N_5)	24	405	201	$n_5 = \dfrac{24}{405} \times 201 = 12$
6	Transport Programs Coordination Project Office (Stratum 6, N_6)	22			$n_6 = \dfrac{22}{405} \times 201 = 11$
7	Women and Children Affairs Bureau (Stratum 7, N_7)	22			$n_7 = \dfrac{22}{405} \times 201 = 11$
8	Trade and Industry Development Bureau (Stratum 8, N_8)	20			$n_8 = \dfrac{20}{405} \times 201 = 10$
9	Education Bureau (Stratum 9, N_9)	20			$n_9 = \dfrac{20}{405} \times 201 = 10$

10	Health Bureau (Stratum 10, N_{10})	20			$n_{10} = \dfrac{20}{405} \times 201 = 10$
11	Roads Authority (Stratum 11, N_{11})	22			$n_{11} = \dfrac{22}{405} \times 201 = 11$
12	Water and Sewerage Authority (Stratum 12, N_{12})	22			$n_{12} = \dfrac{22}{405} \times 201 = 11$
13	Road Traffic Management Agency (Stratum 13, N_{13})	24			$n_{13} = \dfrac{24}{405} \times 201 = 12$
14	Housing Construction Project office (Stratum 14, N_{14})	22			$n_{14} = \dfrac{22}{405} \times 201 = 11$
15	Plan and Development Commission (Stratum 15, N_{15})	19			$n_{15} = \dfrac{19}{405} \times 201 = 9$
16	Culture and Tourism Bureau (Stratum 16, N_{16})	20			$n_{16} = \dfrac{20}{405} \times 201 = 10$
17	General Auditor Bureau (Stratum 17, N_{17})	22			$n_{17} = \dfrac{22}{405} \times 201 = 11$
18	Construction Bureau (Stratum 18, N_{18})	19			$n_{18} = \dfrac{19}{405} \times 201 = 9$
19	Public Procurement and Property Disposal Agency (Stratum 19, N_{19})	16			$n_{19} = \dfrac{16}{405} \times 201 = 8$
20	Driver and Vehicle License and Control Authority (Stratum 20, N_{20})	17			$n_{20} = \dfrac{17}{405} \times 201 = 8$
The total number of respondents					201

APPENDIX D

Frequency Distribution of Respondents' with Respect to their Workplace

Workplace	Frequency	Valid Percent	Cumulative Percent
Bureau of Attorney	10	5.3	5.3
Construction bureau	7	3.7	9.1
Culture and Tourism Bureau	8	4.3	13.4
Driver and Vehicle License and Administration Authority	7	3.7	17.1
Education bureau	8	4.3	21.4
Food, Medicine & Health treatment Admin & Control Authority	12	6.4	27.8
General Auditor Bureau	11	5.9	33.7
Gullele Botanic Garden	9	4.8	38.5
Health Bureau	9	4.8	43.3
Housing Construction Project Office	11	5.9	49.2
Plan and Development Commission	9	4.8	54.0
Public Procurement and Property Disposal Agency	8	4.3	58.3
Road Traffic Management Agency	9	4.8	63.1
Roads Authority	10	5.3	68.4
Trade and Industry Development Bureau	10	5.3	73.8
Transport Authority	9	4.8	78.6
Transport Programs Coordination Project Office	10	5.3	84.0
Water and Sewerage Authority	11	5.9	89.8
Women and Children Affairs Bureau	10	5.3	95.2
Workers and Social Affairs Bureau	9	4.8	100.0
Total	187	100.0	-