



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

**EMPLOYEE TRAINING PRACTICE AND IT CONTRIBUTION FOR
IMPROVING PERFORMANCE
(The case of C.B.E West Addis Ababa district)**

**BY:
MEHIRET TSEHAYE
SGS/0301/2007A**

JUN,2017
Addis Ababa, Ethiopia

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Declaration

Endorsement

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ACRONYMS/ABBREVIATIONS

ANOVA	-----	Analysis of Variance
CSM	-----	Customer service manager
CSO	-----	Customer Service officer
CI	-----	Confidence interval
CBE	-----	Commercial Bank of Ethiopia
HRM	-----	Human Resource Management
HR	-----	Human Resource
TNA	-----	Training Need Assessment
SPSS	-----	Statistical Package for social Sciences
WAAD	-----	West Addis Ababa District

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Abstract

This study was designed to assess the contribution and problem of employees training practice on improving performance of commercial bank of Ethiopia west Addis Ababa district. . To this end, the study has gone through an assessment of how employees training organized & need assessment, types of training delivery methods, challenges on the training program and training evaluation process. Primary data were collected through questionnaire ,interview & document analysis . Out of the questionnaire distributed for 334 employees who were drawn in Convenience basis from the total population of 2022 employees , 300 questionnaires were properly filled and returned. Data obtained through questionnaire was analyzed using descriptive analysis mean,percentile,grand mean Moreover; the data obtained using interviews and document was analyzed by identifying patterns and themes drawn from participants own responses. inferential analysis were used to analyses Independent and dependent variable. The Finding of the study revealed that majority of the respondents acknowledged that employees training practices were conducted by C.B.E with some challenges and limitations. insufficient module distribution,infrequent evaluation of training results & etc Based on the findings, the researcher recommended the bank to allocate appropriate training need assessment, evaluate training results with time bases, Generally, the study suggested that training programs has to be strategic and systematic in order to achieve the desired performance.

Key Words -: employees, training practice, improving performance

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study and definition of key terms.

1.1 Background of the Study

Whenever we talk about achieving organizational objectives, training become significant prerequisites. Without properly educated or trained human resources, talking about improving performance is worthless. That is why many organizations and even nations pay out a lot of money to train their human resource. In this way achieving organizational missions would become easy to them with quality human resource.

Regarding the benefits of training for organization, Anderson (2000) states the following:

Training and development is best seen as incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging upon an organizational impact, innate incentives can be realized through training (Anderson, 2000:22).

Organizations operate in a rapidly changing and competitive environment. This changing and dynamic environment forced organizations to cope up the ever changing technological development and customer demands for the survival and prosperity. For this, organizations need to be highly concerned about their resources. Employees are the most decisive for organizations for the achievement of their intended goals. This is because human resources with the inclusion of knowledge, skill and talents used to create useful products and services (French, 1990).

Bourdeu (1991) states that human resources development calls for identifying and improving the skills and motivations of existing and longer serving employees. This implies that in organization

training of human resource is the most important of all other inputs of an organization for the competitiveness of its products. Therefore, organizations should offer training program for their employees for success of their direct responsible goals and their survival even. The need for training programs has become an accepted phenomenon in any organization to improve employees knowledge, skills, attitudes and behavior.

Human Resource and training are crucial activities that organizations should give emphasis to improve the skill and capability of their employees.

Human Resource can be seen to be as important for corporate success as the handling of any other management activities. Human resource are the people on the organization employees who carry out various jobs, tasks and functions in exchange for wages, salaries and other rewards (Davies,2002). The efficient use of human resources results in increased productivity. Of all the important resources the human resources are the most invaluable that substantially influence the performance of any organization.. A key component of human resource is performance improvement through the process of objectively measuring how well an organization is meeting its stated goals and objectives. Their fore relevant training at sufficient frequencies helps much to enable the staffs acquires caliber and professional backgrounds.

Considering the above facts, CBE give improvement training in operational and managerial level currently, Training is offered in four districts to give opportunities for all clerical employees

1.2 Statement of the Problem

In today changing global context, both individual and collective skills are the most important assets for organizations and determine their productivity competitiveness and ability to adapt and to be proactive when faced with an uncertain environment. Thus training is a key strategy for generating skills in people, since it enables them to both learn and unlearn skills in other words to acquire new skills and change inappropriate skills (Pineda, 2010 p.674).

As pointed out by Kossen (1991) skill and knowledge can easily become out of date in the same way as machines or technology. An increased productivity and improved quality service has

become strategically goal for many organizations Andreassen, Tor W.ogolsen, Line Lervik (2008).

An employee must be trained but it is not enough just give a training to employees and hoping for the best from them. Most of the training is not tied to the organization's goals as it is often conducted in a large, which unrelated to the problems facing by the organizations. So, the training results are considered less important than the activity itself because the organizations are satisfied as long as the employees attend. Hence, the organization must evaluate whether the employees benefited from the training or the training contributes anything to improve there performance or can apply what they have learned from the training to the job, but it is immaterial because it is the activity that sending some employees without any selection criteria to the training and just count and doesn't evaluate the results benefited from the training. (Hamid, 1987).

Most organization failed to have equal employees training program to all employees because of inappropriate training selection. So, employees often questioned the value of the relevance of training they received as they returned to work environment that did not support a change, even though they wanted to make some changes in their behaviors and trying out new skills on their works (Lin and Tremblay, 2003).

The delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance. However, the problem in training is that people usually like the training and performance material taught, but behavior and performance do not always reflect the extent of training and delivered and supposedly learned. Generally, absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, trying out-dated training methods, lack of close supervision and follow up are some of the major problems that General about Ethiopia organization are facing (Tamrat ,2010,p.14). These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism and decrease in employee morale and confidence.

As stated in the five years balanced score card of the Bank (2010/11-2014/15, p.22-28) lack of skilled, knowledgeable, and motivated human resources with the right attitude are the key weaknesses of the organization (CSm, 2010). Hence the purpose of the study is to assess the human resource training practices of CBE and difference the measures that should be taken to improve the situation.

1.3 Research questions

In order to address the research problem, this study tries to answer the following basic research questions.

1. To what extent conduct of the training program organized in frequency?
2. To what extent training training needs assessment the program used?
3. What are the various training delivery methods adopted by the district?
4. To what extent do objectives and contents of training program contribute to improve their performance?
5. What are the major problems encountered to organize training program?
6. Is there a practice of evaluating the effectiveness of training program?

1.4 Hypothesis

Hypothesis development is very important because acceptance and the rejection of hypothesis show the significance of the study. Therefore our first hypothesis is:

H₀: There is no significant positive relationship between employees training on improving performance.

H₁: There is significant positive relationship between employees training on improving performance.

1.5 Objective of the Study

1.5.1. General objective

The main objective of this thesis is to investigate employee training practice and its contribution for improving performance in CBE west Addis Ababa district.

1.5.2. Specific objectives

The following are the specific objectives that this study addressed.

- ✧ To identify the frequency of training program organized by the district.
- ✧ To identify how training need assessment adopted by the district.
- ✧ To point out the alternative training delivery methods to improve employee performance.
- ✧ To determine the objectives and contents of training contribution on improving performance after employee training.
- ✧ To identify the major problems that hinders the achievement of training program.
- ✧ To assess how training program effectiveness evaluated by the district.

1.6 Significance of the Study

The project is significant in two aspects: primarily, the findings of this paper may serve as an input to improve gaps in implementation of employees training practice and its contribution for improving their performance in CBE west Addis Ababa district. Second, it could serve as a piece of reference for other researchers on related topics.

1.7. Scope and limitation of the Study

All organization for profit or not profit government or non government need effective training and practices to update their employees skill and experience which contributes to their productivity and profitability. For the sake of quality, specialization and to cope with the available time and resource constraints, this study focuses only on management and non management staffs of West districts of CBE, Although assessment of the study is equally important for all employees and processes of the bank as well as for other organizations particularly organizations in the banking industry.

1.7.2 Limitation of the Study

As stated earlier this study is limited in scope. This study provides a number of contributions and implications but there are also some limitations, from all the most important and common factor that affect this research was the limitation of convince sampling methods were the limitation of the research also . The other thing was the unwillingness of concerned department heads to give full and appropriate information and also the unwillingness of some employees working in the organization to fill the questionnaire and return it at the appropriate way and time. Furthermore, the research finding lacks generalizability to other district offices in commercial bank of Ethiopia.

1.8. Definition of Terms

- Human Resource: are the people an organization employees to carry out various jobs, tasks, and functions in exchange for wages, salaries and other rewards (Denisi and Griffin, 2005).
- Training:-an activity that is designed and implemented to help employees acquire and apply knowledge, skills, abilities and attitudes in their respective organization by providing the required skills and Knowledge for a short period (DeSimon etal,2002)
- Employee performance:- are the requirement of employees to perform their task adequately Through training employees can get knowledge, skills, and attitudes which can improve there performances.
- Policy: principle, rules guidelines formulated or adopted by organization to reach its long term goal (Stephen and Mary , 2014 ,p.186)
- Management: is the process of working with and through others to achieve organizational objective in changing environment (Robert,2014 ,p.5)

1.9. Organization of the Study

The research is discussed in five chapters. Chapter one discusses about background of the study, statement of the problem, objectives, scope, significant of the study and definition of key terms. Chapter two presents the review of related literature about employees training. Chapter three discusses the design, and methodology of the research. Chapter four deal with brief presentation and analysis of data. Summary of findings, conclusions and recommendations is discussed under the last chapter.

At the end of the thesis document, references and a set of appendices are included that contain the questionnaires of the survey forms used to collect primary data for this research work.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Whenever we talk about achieving organizational objectives, employees training become significant prerequisites. This chapter discusses about definition, objective and process of employees training program in depth from different books, researches and internet sources.

2.1 OVER VIEW OF HUMAN RESOURCE MANAGEMENT (HRM) ACTIVITIES

Human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the employee. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. As the Mwita (2000) explains that performance is the key element to achieve the goals of the organization so training increase the effectiveness and efficiency of the employee performance which is helpful for the achievement of the organizational goals. It is very necessary for the organization to design the training very carefully (Armstrong, 2000) tries to say the design of the training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. It seems that, Training design plays a very vital role in the employee as well as organizational performance. The practices of training enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increase the organizational productivity. (Huselid 1995).

Human resource management is composed of several groups of interrelated activities. Human resource development takes the following activities:-

Orientation

Training

Employee's development

Career planning

Performance appraisal

2.2 CONCEPTS OF TRAINING

According to Desimone , (2002 p:4), human resource development is “planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.”From Desimone definition we can understand that HRM is planned and continuous effort of organizations to enhance employee's task performance, knowledge and experiences. Therefore, HRM is primarily designed to improving employee's task performance and supporting employee's knowledge and experience development and get good organizational results.

After an employee is recruited, placed and introduced, he/she must be provided with training facilities. Upgrading employee's performance and improving their skills through training is necessary to go with today's competitive environment. Many authors gave different definitions for training.

For instance Raymond (2002:4), Training is planned effort by a company to facilitate employee's learning of job related competencies. These competencies include knowledge, skill, or behaviors that are critical for successful job performance.

Echard and Berge (2008) also believes that Training is the systematic process of altering the behavior of employees in a direction to increase organizational goals. They also provide that effective training program improves the culture of quality in business, workforce, and ultimately the final product.

According to the definition given by Oribabor(2000) training program aims at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. On the other hand, Isyaku (2000) defines Training program as a continuous one. It is an avenue to acquire more and new knowledge and develop skills and techniques to function effectively.

"Training is an opportunity for promotion and self improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes" For (John etal, 2002 p 24).

2.3 TRAINING POLICY

Organization should have a well established training policy. Such a policy represents the management's commitment to the training of its employees, and comprises rules and procedures governing the standard and scope of training. Policy is a general statement by senior management on how is it wishes certain situations to be deal with (Truelove, 1996). The importance of having a set down policy statement is that it helps to maintain a consistency of different training approach throughout the organization and ensures that the senior management's philosophy put in to effect.

All organizations may have polices with regard to the training functions. But not all have got these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996). According to Kenney etal (1979),as cited in Bahiru Wondmehh (2011), states that organizations have very different polices for gain the maximum benefit from training while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility of training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited scope and to a greater or lesser extent.

Organizations training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. Organization should have different policies for training depending on the level of trainees to be trained. Trace (1984) pointed out that training policies are necessary to provide guidelines for those responsible for planning and implementing, insure the organizations training resources are allocated to pre- determined requirement, and provide for quality of opportunity for training throughout the organization. Most training programs that linked to strategic goal and organizations strategy can yield positive results for the improving

performance.(Trace (1984)Therefore, by linking training programs one determines organization needs that are essential to assist the organization with meeting its objectives. Those organizations which do not have a well implemented policy might be ineffective to address the problems of employees training needs of the organization.

2.4. ADVANTAGES OF TRAININGS

Training can bring tangible benefits to both the organization and the employees. According to Rao (1990) training increases productivity, improve quality of the product /service and help a company to fulfill its future personnel needs, to improve organizational Performance, to prevent obsolescence to preparing employees for higher level tasks. In this connection Michael (2006) explained that the fundamental purpose of HRM system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. Similarly, Meyer (2008), lists some of the benefits of training include productivity increases, improved job performance, higher job satisfaction, reduced labor turn over, decrease need for supervision, less difficulty in filling vacancies and less stress from skill inadequacy. It is therefore about ensuring that the right quality people are available to meet present and future organizational performance. This is achieved by producing a coherent and comprehensive framework for developing people.

Most theorists suggest that the general purpose of HRM system is to develop the individual employee by providing training activities, thus enhancing personal development, work processes and organizational performance to achieve organizational effectiveness. Indeed, the central role of training was to benefit individuals and organizations. The sole purpose of employees Training program is to build the necessary skills of the employees and to create positive feelings among them. Training helps employees to learn their jobs quickly and effectively. It also helps to minimize the costs incurred by employees while learning their jobs, existing employees can be helped by Training to improve their work performance and to keep up to date in their specialist fields (Kenney et al, 1979). The standard of quality work required by the organization is more likely to be achieved and maintained if employees are well trained. A reduction in work errors benefits an organization two other ways. First, management can spend more times on planning

and development activities instead of correcting mistakes. Secondly, costs of correcting errors often involving over time are eliminated.

According to Kenney (1979), training helps employees to learn their job quickly and effectively and helps to minimize the costs incurred by employees while learning their jobs and it reduces accidents resulting in social and financial benefit to both, the employees and the organization.

Armstrong (2000) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employ, investing in training means that employers will be able to perform better and empower themselves to make use of their natural abilities. In addition to the above mentioned benefits, training is used to orient a new employee that means schools provide many skills but new employees may still require additional training to learn skills specific to the job, improve performance.

Maintain performance: - obsolescence exists when the individual holding a position lacks the current skills and knowledge generally considered important to maintain effective performance in current or future work. Obsolescence can occur because workers have not kept up with changing techniques of doing their jobs effectively or the jobs they have been doing may no longer be needed and they may fail to adjust the needs of other available jobs. Therefore, a systematic planned and implemented employees training can benefit both employee and organizations by filling the present knowledge gap.

2.5. DESIGN TRAINING PROGRAMS

Training should be designed according to the need of employee and organizations which perform these things get better results. The design of training should be according to the needs of the employees.

2.5.1 Training Commitment

According to Saiyadain (1994) in order to determine how committed organizations are towards the training, most training programs are offered to fulfill the expectation of the employees needs because most of the training programs are practical and relate to the actual problems arise in the work environment, so the employees able to test out the techniques which they have learned

from the training programs in their work tasks. Besides that, the employees able to obtain input by learned and shared from other participants experiences in most training programs.(David, Scott, Nancy and Michelle, 2005).

In addition, most of training programs are not a one – shot affairs but it follow – up based on experience from previous training program and also the continuity after the previous program succeed. Saiyadain (1994).

For many organizations, training is an expense center that rewards their subordinates for good work or passes problem managers to trainers for the duration of training; and some send their employees to make up the quota, so training has becomes statistics and does not have much value added.

Training programs can be expensive to design and implement, however, if managers are going to invest time and money in training, it would be best spent in training in conflict resolution skills, which develop good goal setting skills and planning skills (Hartenian, 2003). Therefore, organizations should give serious attention in designing and evaluating training programs in striving to meet demands from the management for the profit contributions and participants who want programs that able to produce results and give benefit to the organizations. This effort will be in line with an improvement of employee performance.

2.5.2. Training Objectives

Establishing and formulating training objectives is one of the most important parts in training process. Training should be measured in terms of the objectives set which is Specific, clear, measurable, time targeted and tangible. Objectives give the training and the trainee specific goals and steps that can be used to evaluate their success. (Truelove, 1996). According to Lien and McMurrer,D (2007) the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged Training objectives should be specific, clear, measurable and tangible as far as possible .Often, these objectives should express what individuals would be expected to be able to do when they return to their work place. It is also argued that it is difficult

to evaluate and assess the overall effectiveness of training without knowing what it is trying to achieve (Stone, 2000).

As long as training objectives are measurable, clear, agreed at all organization levels and reflect organizational and individuals needs and objectives, evaluation criteria would be clear and agreed as well (Buhler, (2002). In order to overcome any potential problem in assessing Training effectiveness and get top management support and involvement, Training objectives need to be determined by top management, line managers and HRM staff. According to Anderson (2004) Training objectives should be customized to the people who will participate in the training events, based on their need assessment. Training should be for the benefit of the individual, as well as for the organization.

The program design stage relies on adequate and sufficient information resulting from training need assessment stage. One of the first things human resource management professional should do is defining the objectives for training program. Training program objectives describe the intent and the desired result of the training program. Useful objectives describe: the performance of the learner, the condition under which they must do it, and the criteria how they well they must do it used in judging its success. After a manager or human resource management professionals has identified the program objectives, a serious of decisions must be made regarding and delivery of the program.

2.5.3 Training Plan

Training plan lists the training which it intends to implement and consider in a given period of time. A plan is produced as a result of a three process incorporating training needs, policies and resources. The organizations may be identified training needs when preparing the annual training budget, or from detailed investigation of the training and development practice considering the planned activities which should be going to undertaken. Performance and other kind in the training needs are considered as this step. These training needs are then appraised against the criteria contained in the organization training policies a process which may eliminate some requirement from the proposed plans. Finally, training priorities have to be established because

there are usually insufficient resources available for all the training has been requested. In such circumstances decisions has to be made as to what training is to be included in the plan.

According to Armstrong (2001) Each training needs to be designed individually, and the design will continually evolve as a new learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program.

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

2.6 TRAINING PROCESSES

Training is continuous and cyclical activity. In training programs, there should be a number of processes involved to make the training program more effective to raise employee's performance, improve morale and increase organizational potentials. It consists of a serious of inter related and interdependent functions that are practically linked together and integrated in to the whole system of the organization (Gumez, 1997). Designing training process has to be arranged in logical manner. Designing a training program involves a sequence of steps that can be grouped in to four phases: need assessment, design, implementation and evaluation.

According to Trace (1984) training processes include assessment phase, implementation phase and evaluation phase. Even though the phases which are suggested by different authors are different, the components which are included in different phases remains similar. Therefore, this study uses the following sequential phases of the systems approach in managing the training process.

2.6.1. Training Need Assessment

Effective training program should be conducted systematically. Training Needs Assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. Training Needs Assessment seeks to identify accurately the levels of the

present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The Training Needs Assessment process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal using survey and interview techniques or informal asking some questions of those involved. Determining the needs for training is the first step in training processed. Training need assessment can be done through those five steps;-

- 1) Identify problem and needs;
- 2) Determine design of needs assessment;
- 3) Collect data;
- 4) Analyze data; and
- 5) Provide feedback.

Generally, training need assessment analysis examine in three level of analysis. The first way to diagnose training is through organizational analysis, which considers the organization as a system. An important part of the organization's strategic human resource planning is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization changes. Both internal and external forces that influence the training of workers must be considered.

The problems posed by the technical obsolescence of current employees and an insufficiently educated labor pool from which to draw new workers should be confronted before those training become critical. (Mathis and Jackson 1999:291)

The second way to diagnose training needs is through analysis of the task performed in the organization. To do this analysis, it is necessary to know the job requirements of the organization. Job descriptions and specification provides information on the performance expected and skills

necessary for employees to accomplish the requirement of the job with the knowledge, skill, and abilities of employees, training need can be identified.

The third means of diagnosing training needs focused on individual and how to perform their jobs. "The use of performance appraisal data in making these individual analyses the common way." Huselid (1995:298).

Training is often necessary when there is a discrepancy between a worker performance and the organization expectation and standards. Often a person analysis entails examining the worker performance ratings routinely collected by the organization, then identifying individual workers or group of workers who are weak in certain skills. Another way to assess individual training need is by asking employees. Both managerial and non-managerial employees can be surveyed, interviewed and tested. The results can inform managers about what employees believe their problems and action they recommend.

The training need assessment is the building block of a training program. In supplementing this idea, Clark (2000) suggested that this phase is a basis for giving answers to questions like who must be trained. What must be trained? When should training occur? Where the training will take place and how should the training be provided? Training can help in supporting organizations competitiveness by increasing the organizations value through contributing to its intangible assets. To explain briefly, needs assessment is a method used to estimate deficiencies, any effort that attempts to determine need and effort that fill gaps and inefficiencies. However, in designing effective training programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, improperly and incorrect training needs assessments can lead to disastrous effects.

Training needs are those aspects in which employee is lacking attitude, knowledge and skills. Training must be provided not only for doing the present job but also for acquiring the desirable extra skill or knowledge for filling higher jobs (Davis, 2002). Training needs can be identified through identifying the organizational needs based on: - organizational strengths and weakness in different areas like excessive scrap, and frequent breakage of machinery, departmental strength and weakness including special problem of the department or a common problem of a group of

employees and individual strengths and weakness in the areas of job determining organizational training needs are the diagnostic phases of setting training objectives.

Determining organizational training needs to perform different activities which are essential for the process of training programs. On this phase, selecting the trainers, trainees, appropriate training environments, and selecting methods considered as a prerequisite to conduct for training program effectively as briefly discussed below (Kenny 1979).

2.6.1. 1.Selecting the Trainer

Selection of trainer who actually conducts the training depends on the types of training needed and who will be receiving it. A well designed training program alone cannot produce the required result, if the trainers are poorly qualified and did not follow the training principles appropriately. On-the job training is conducted mostly by supervisors. Off-the job training by either in-house personnel or outside instructors. In house training is the daily responsibilities of supervisors and employees. Supervisors are ultimately responsible for the production of their subordinates. The trainer needs to have both subject matter knowledge and knowledge of training principle and techniques used in training employees (Meyer, 2008). According to Kenny (1979), the trainer can be thought of as learning leader who assists trainees by structuring learning opportunities for them and by offering guidance at appropriate time. The trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. The approaches used by trainers to assist learning depend on the learning objectives, the trainees and on the time and other resources available.

2.6.1.2. Selection of the Trainees

Once you have decided what training is necessary and what it is needed the next decision is who should be trained? Training on employee is expensive, especially when he or she leaves your firm for better job. Therefore it is important to carefully select who will be trained. Training program should be designed to consider the ability of the employee to learn the policies,

procedures and material to use it effectively and make the most efficient use of resources possible. More over selection of trainee is another important factor that influences the effectiveness of training program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees. Educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement are very important (Rae, 1999).

2.6.1. 3. Selecting Appropriate Training Environment

The trainer must have the appropriate equipment to transfer the subject matter to the trainee (employees). This appropriate environment includes computer room, adequate class rooms, spaces and other related to this (Buhler,2002).The well planned training environment plays an indirect and direct role in the achievement of the employee's performance goals.

2.6.1.4. Selecting Method

Training is the systematic process of altering the behavior of employers in a direction to increase organization goals. The selection of training method should be determined by the objective of the particular training course. The training methods are classified into on the job and off the job training programs (Subba, 1990).In order to get desired result from training program the organization must tie in closely with appropriate effective training methods and training delivery mechanisms. A variety of training methods are available and used by training institutions and organizations.

Training programs methods used will depends on the objectives of the program, the types of material to be learned, the numbers of trainees, levels of understanding of the trainees, the availability of equipment, the time and budget allocated to training program and the department doing the training. According to Golden (2003), Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both.

2.6.1.4.1 on the job training methods

One of the methods is on-the-job training (OJT) which is most widely used allowing the trainee to learn from the actual work situation. The employee is placed into the real work situation and shown the job and the tricks of the trade by an experienced employee or the supervisor. If it is not handled properly the costs can be high in damaged machinery, unsatisfied customers misfiled forms, and poorly taught workers. (Dessler, 2005: Sims, 2006) whereas, (Tennanat et al, 2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training.

(Coles,2000) concludes that it is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. It is most effective method. It is also known as workers or operative training method. On the job training method divide into 3 parts:-

Vestibule training Vestibule means a cabin and the term vestibule training.

Is use to designate training in a cabin from semi-skilled jobs. It is more suitable where a large number of employees have to be trained at the same time for the same kind of work. Where this method is used there should be well qualified instructor in charge of training program.

There is the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists etc.

Visible training consists of expert and specialist instructors. The trainees avoid confusion and pressure of the work situation and concentrate on training.

Advantages:

- Theoretical & practical training
- Systematic Method

Disadvantages:-

- Costly Method
- Artificial environment may create the adjusted problem for the trainees when they return to the place of job.

Apprenticeship training This program is more inclined towards education than merely on the vocational training under this both knowledge and skills in doing jobs or a serves of related jobs are involved. The governments of various countries have passed laws which make it obligatory for certain classes of employers to provide apprenticeship training to the young people. The usual apprenticeship programs combines on the job training and explain experience with class room instruction particular subjects.

Advantages:-

- Improvement in valuable skill
- Increase in Loyalty
- Give stipend to trainees

Disadvantages

- Experience Technique
- More time consuming.

Internship training Under this method of training, the educational or vocational institute enters into an arrangement with an industrial, health enterprise or an organization which can utilize them knowledge for providing practical knowledge to its students. Internship training is usually meant for such vocations where advanced theoretical knowledge has to be backed up by practical experience on the job.

2.6.1.4.2 Off-the job training methods

According to Golden (2003) , methods such as special lecture discussion, seminar, case methods coaching, job rotation, and planned experiences and technology-based training are some of the training methods that must be used if an organization decides to use on the- job training and off the-job training approach. This method is use by organization with the biggest training program. That is where there is a need to train large numbers of employees quickly. Classroom training approaches are conducted outside of the normal work setting. In this sense, a classroom can be any training space set away from the work site. Conducting training away from the work setting has several advantages over on the job training. Off the job training method divide into 7 parts:-

- **Special lecture discussion** Training through special lecture is also known as class room training. It is more associated with imparting knowledge than the skills.
- **Conference/ seminar** the literal meaning of conference is consultations. But unpracticed, conference implies sharing and some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed exchange their views and raise queries. The proceedings of the conference are conducted by the Chairman who is also responsible for summing up the proceedings of the conference. It is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader.
- **The case method** is a means of simulating experience in the classroom. Under this method the trainees are given a problem case, which is more or less related to the concepts and principles already taught. They analyze the problem and suggest solutions which are discussed in the class.
- **Role playing** the trainees is made to experience what others feel of a particular situation. They understand the view point of others and come to know of constrains with in which others are working. Role playing is a very flexible training method.
- **Behavioral simulation games** This method focus primarily on the process of interpersonal relations, how decisions are made with what consequences, rather than on the substance of the decision.
- **In basket exercise** There is image elaborate simulation exercise in which a complex organization is created in the form of an office environment. The trainees work in an office setting with them in basket full of interdepartmental memos, letters, reports, forecast and office. The normal phone calls, e-mails and face to face meeting also keep on happening to give a real office like environment.
- **laboratory training** Laboratory training provides the participants with an extensive experience of how various group and individuals interaction group situated laboratory is a controlled environment for training where the external factor are not allowed to interface with the training process.

2.7 REASONES AND NEDDS OF EMPLOYEES TRAINING

The need for training of employees would be clear for the observation made by management; Training is a continuous and dynamic process that enables the employees of an organization to cope up with the changing conditions of the organization and the environment. As a result training is given as a response to some event. The following, among others, may necessitate the need for training.

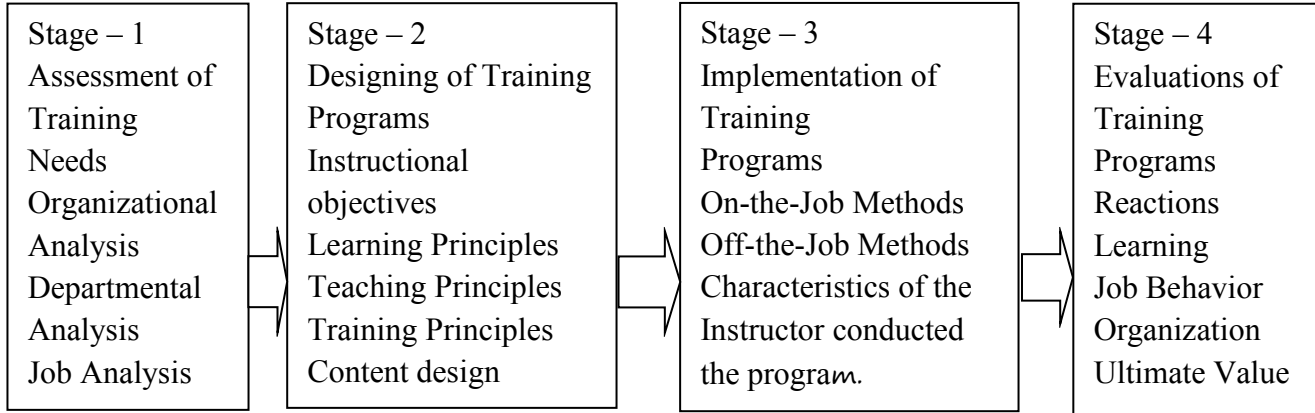
- Labor turnover arising from normal separation due to death or physical incapacity, from accidents, disease, voluntary retirement, promotion with the organization and change occupation or job.
- Need for additional hand to cope with an increase production of goods and services.
- Employment of inexperienced, new or badly labor requires detailed instruction for an effective performance of job.
- Old employees need refresh training to enable them to keep abreast of changing methods, techniques and use sophisticated tools and equipment.
- Need for reducing grievances and minimizing accident rates.
- Need for enabling employees to do work in a more effective way, to reduce learning time, supervision time, waste and spoilage of raw materials and produce quality goods and develop their potential.
- Need for maintaining the validity of an organization as a whole and raising the moral of its employees.
- Competition for talent that is capable of development.
- The continuous growth and development of business.
- The need to compress the time taken for manager to become fully competent .

2.8 STAGES IN EMPLOYEE TRAINING

The training system involves four stages,

- 1. Assessment of training programs needs.
- 2. Designing the training programs.

- 3. Implementation of the training program
- 4. Evaluation of the training program



(Source: P. Subba Rao, “Essentials of Human Resource management and Industrial Relations” Himalaya Publication House, 3rd Revised & Enlarged Edition 2009, Pg-199-203)

Figure 1.1 Stages in Employees Training

2.9 GOAL OF TRAINING

The training objectives are formulated in line with the companies goals and objectives. Objectives should state the desired behavior and the conditions under which it is to occur. In addition, objectives should specify what learning trainees should be able to demonstrate by the end of training. Moreover, training objectives should meet the following criteria. First, it should be expressed in learner-oriented terms; trainees should be able to demonstrate specific knowledge and skills. Second, it should be as measurable, possible and capable of achievement in the time allowed for training. Third, it should be expressed in a language that clearly states what the trainees have to do. In general, the major goals of the training as follows:-

- To train the employees in the companies culture and ethics
- To prepare the employees both newly recruited and already employed to meet the present as well as the future requirement of job and the organization.
- To train the employees in order to improve the work methods and skills so as to increase quality and quantity of output.
- To prevent obsolescence

- To prepare employees for higher level responsibilities.
- To increase the efficiency and effectiveness of employees by updating them on latest concept and techniques.
- To facilitate succession planning that is to build up a second line of competent employees.
- To reduce supervision wastage and accidents.
- To ensure economical output with high quality.
- To develop inter-personal relations.
- To foster individual and group morale with positive attitude and cordial relation. Dr. B Janakiram, (2008:9)

2.10 BENEFIT OF TRAINING TO ORGANIZATION

Training gives several benefits to the organization such as:-

Faster Learning of New Skills Training helps the employees to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing other if a formal training program exists in the organization. The qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.

Increased Productivity Training increases the skill of the new employer in performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output. Training can give a great help even to the existing employees, it helps them to increase their level of performance on their permit job assignments and prepares them for future assignments.

Standardization of Procedures Training can help the standardization of operating procedures, which can be learn by the employees. Standardization of work procedure makes high levels of performance rule rather than exception.

Lesser Need for Supervision As a generalization it can be stated safety that trained employees need lesser supervision. Training does not eliminate the need for supervision but it reduces the need for detailed and constant supervision.

- **High Morale** The morals of employees are increased if they are given proper training. A good attitude towards organizational activities generates better cooperation and greater loyal

with the help of training. Complaints, turnover reduced among the employees. Dessler, 2009, p.270).

2.11 BENEFIT OF TRAINING TO EMPLOYEE

- As to the benefits of individual, individuals feel that they are competent at their job and training helps to give them greater personal satisfaction from being able to exercise new skills, techniques and procedures. Besides, it improves their capacity to solve problems, to cope up with change in the work place, to use new technology and to handle on-the- job training. In addition, material benefits could follow through improved performances (Mejia et al., 2010, pp. 280-281).

2.12 THE ROLE OF TRAINER

A trainer has many roles in order to make any training effective. A trainer and trained relationship is more professional. There are many classifications of trainers which can be stated as follows:-

1. The Trainer Primarily concerned with actual direct training. It is a role that involves the trainer in helping people to learn providing feedback about their learning and adopting course designs to meet trainees needs. The trainer's role may involve classroom, teaching and instructions, laboratory work, supervision of individual project work and all those activities that directly influence immediate learning experiences.

2. The Provider The training role relates to the design, maintenance and delivery of training programs. It involves, training needs analysis: setting objectives, designing courses, choosing appropriate methods and helping tremendous deliver the training.

3. The Consultant As a consultant, a trainer is primarily concerned with analyzing business problems and reconnecting solutions, some of which may require training. It mat involves some elements of the provider role but specially concentrate on leasing with line Manager, identifying their performance problems, working with providers and business to establish training programs.

4. The Innovator As an innovator, a trainer is concerned with helping the organization to manage the change effectively and to solve performance problems.

- **5. The Manager** The manager managing the things in a proper way and systematic procedure. Manager primary concerned with planning, organizing, controlling and developing the training and development activity or function. Dr. B Janakiram, (2008:9)

2.13 IMPLIMENTATION OF TRAINING

After need and objectives have been determined a program designed and trainees and trainers have been selected, the program is conducted or implemented. A perfectly conceived training program can fail if management cannot convince the participants of its merits, participants must believe that the program has value and will help their personal and professional goals.

In delivering the training contents the responsibility of implementing the program largely depends on the trainer. The trainer has to make appropriate decisions in arraigining the training environments and seating condition to make trainees comfortable and concentrate on learning (Harris, 1994). The training program should be according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process. In the implementation stage the program design is put into practice, this stage is divided into three steps.

Administrative arrangement

This stage starts with making and communicating the details of the program and ends with recording the details after completion. This is the central aspect of delivering the program.

Implementation of training require facilities, training site, logistical arrangements, physical arrangements and environment, proper disposition, equipment , materials and furniture. Some of the required facilities are discussed below.

Logistical Arrangement

Logistics refers to movement of people, material and equipment. The logistical arrangements include preparing training site, notifying the people, ensuring that the equipment is in place and the food and refreshments arrive as ordered. All logistical arrangements are to be made well in advance and they are to be double checked to ensure that everything goes on smoothly.

Physical Arrangement

The term physical arrangement refers to choosing the venue, furniture, room configuration, equipment and materials that will be used for training delivery. Some organizations outsource some of the service. Even then it is the responsibility of the trainer that the physical arrangements conform to the expected level of learning experience and hence no compromise is to be made on this front. (Dr. B Janakiram 2008:155-156)

2.14 EVALUAION OF TRAINING EFFECTIVENESS

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

2.14.1 Methods of Training Evaluation.

Training evaluation is a very important part. Different methods training evaluation are discussed below:-

a) Post course assessment: - are often conducted immediately after the end of a training program and are the most frequently used method for evaluating a training program. This method is based on fact, freedom opinion. It is most useful benefits of a post-course assessment are in assisting the trainer to assess the skill of instructor.

b) Pre & Post course test: - It is a visible method. It is often helpful in deciding what needs to be build on, particularly when teaching a specific skill. However, the problem is that reliable techniques for pre-post evaluation might not be available.

On the other hand Donald Kirkpatrick (2000), assess training effectiveness evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the training program analysis.

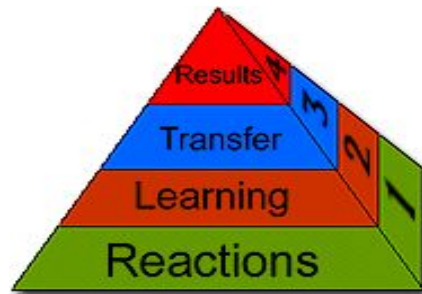


Figure 2.1 Kirkpatrick's Four Levels of Training Evaluation on reaction

Level 1 Evaluation – Reactions

Just as the word implies, evaluation at this level measures how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? This type of evaluation is often called a smile sheet. According to Kirkpatrick, every program should at least be evaluated at this level to provide for the improvement of a training program. In addition, the participants' reactions have important consequences for learning (level two).

Level 2 Evaluation – Learning

To assess the amount of learning that has occurred due to a training program, level two evaluations often use tests conducted before training (pretest) and after training (post test). Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent employees have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before the training (pretest) and after training (post test) to determine the amount of performance improvement that has occurred.

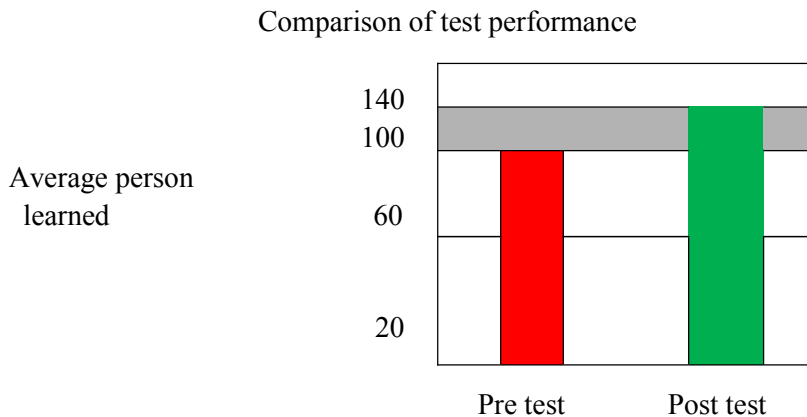


Figure 2.2 Kirkpatrick's Four Levels of Training Evaluation on learning

Level 3 Evaluations - Transfer

This level measures the transfer that has occurred in learners' behavior due to the training program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? For many trainers this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur,

and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate.

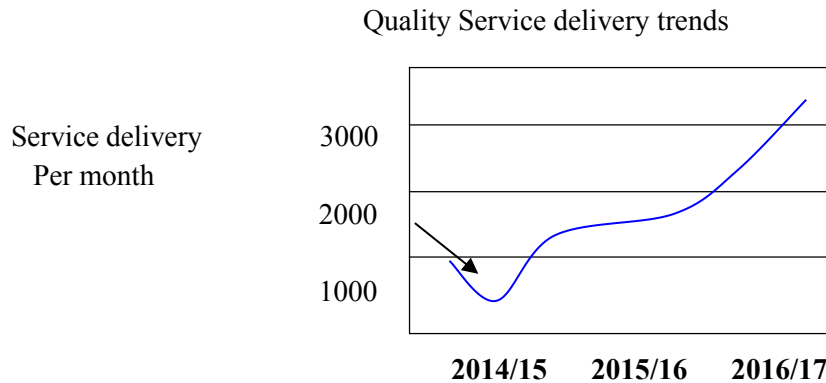


Figure 2.3 Kirkpatrick's Four Levels of Training Evaluation on transfer

Level 4 Evaluation- Results/out comes

Level four evaluation attempts to assess training in terms of business results. In this case, Service delivery transactions improved steadily after employees training occurred in 2015/16. Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased quality service delivery, and higher profits or return on investment. From a business and organizational perspective, this is the overall reason for a training program, yet level four results are not typically addressed. Determining the training results helps to measure the financial and operational performance of the employee's link directly with training programs.

2.15. CHALLENGE OF EMPLOYEE TRAINING

It has been increasingly recognized that peoples endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies participate in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a

skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training needs are become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (Gomiz, 1995). However, human resource training programs might hampered by different factors. Among others the following are the major ones.

- Management capacity and attitude;-The attitude of top management is mainly the primary problems for employee training success in the organization. Top level management commitment to support training programs is one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training program (Gomiz, 1995)).Managers at all level particularly top management should provide real support for training program of the organization. In addition managers should be committed to involve the strategic process.
- Availability of resources The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Mondy, 1990). Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training program.
- Financial problem is the major constraints that hamper the implementation of and effectiveness of training program of the organization. Most organizations do not allocate separate budget for training programs. With regards to this Biramham (1994) states the amount of fund available for training t will clearly affect the quality of training program that can be undertaken. In addition, the implantation of effective and proper training programs is influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training activities are some of the common constraints that affect the effectiveness of training programs (Mathis& Jackson, 1999).

2.16 EMPIRICAL LITERATURE REVIEW

Training has become the most important factor in the business world today, because training increases the efficiency and the effectiveness of both employees and the organization .

Training has been a subject of many studies over the years. Raja et al (2011) conducted a survey of 100 sample, they observed in their studies that there is a positive relationship between training design and employee performance. Similarly Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage.

Tazebachew ,2011) was conducted a study to determine the impact of training on work performance in public sector organization using federal democratic republic of Ethiopia ministry health .The objective of this study was to investigate the actual training practice and its effect in improving the performance of employee by collecting data through interview and questionnaire augmented by different literature found in organization .The researcher key finding indicated that employees training positively and significantly correlated and influence employees work effectiveness ,efficiency and comment collectively employee performance .

Training has been acknowledged to be a very important component of organizational performance (Eleve , nd). However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizational success (Byrne, 2009). Importance of training has been documented for variables other than improving performance. However, many of these additional outcomes are related to performance indirectly.

Training is basically directed at employee but its ultimate impact goes to organization, because the end user of its benefits is the organization itself (Raja et al, 2011).Training will have the greatest impact when it is bundled together with other human resource management practices.

Many studies have garnered support for the benefits of training for organizations as a whole (Herman and Kurt, 2009). These benefits include improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social capital) to performance (Herman and Kurt, 2009).

Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley and Caple, 2000).

It is better for organizations to give their employees on the job training, because it is cost effective and time saving (Taylor ,2004) .It is good for organization to give their employees on the job training so that their employees learn in practical way.

(Bauan,2007).And sultan (2012) on their study on training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance based on combination of literature review and questionnaire surveys. This paper explores that for any organization to successes in achieving the objective of its training program ,the design and implementation must be planned and systematic ,tailored towards enhancing performance and productivity .it has been observed that most organization meet their need s for training needs ,the design training activities in rational member and finally assess the result of training. The study concludes that if organizations invest in right type of employee training of can enhance employee performance as well as competencies and skill, in addition innovation market computation organizational structure and most importantly is plays key role to enhance employee performance. Training generates benefit for the employees as well as the organization by positively influencing in employee performance through development of employee knowledge, skills ability, competencies and behavior (Benedicta et al, 2010). A research on judicial service of Gana were mainly concerned with offering learning and development opportunities or staff and improvement of knowledge and skill levels in the organization (Kennedy ,2009).These employees that organizational performance is the result of employees performance .

2.17 CONCEPTUAL FRAMEWORK

The conceptual framework of training and practice on the improving performance is developed based on the literature review. The training dimension variables which are organizing the training program, practice of training need assessment, appropriateness of methods, objective and content perceived by respondents, Outcomes of training as perceived by respondents are the independent variables and the employee performance is a dependent variable of the framework .The following figure shows the relationship between the independent and dependent variables.

Independent variable

Dependent variable

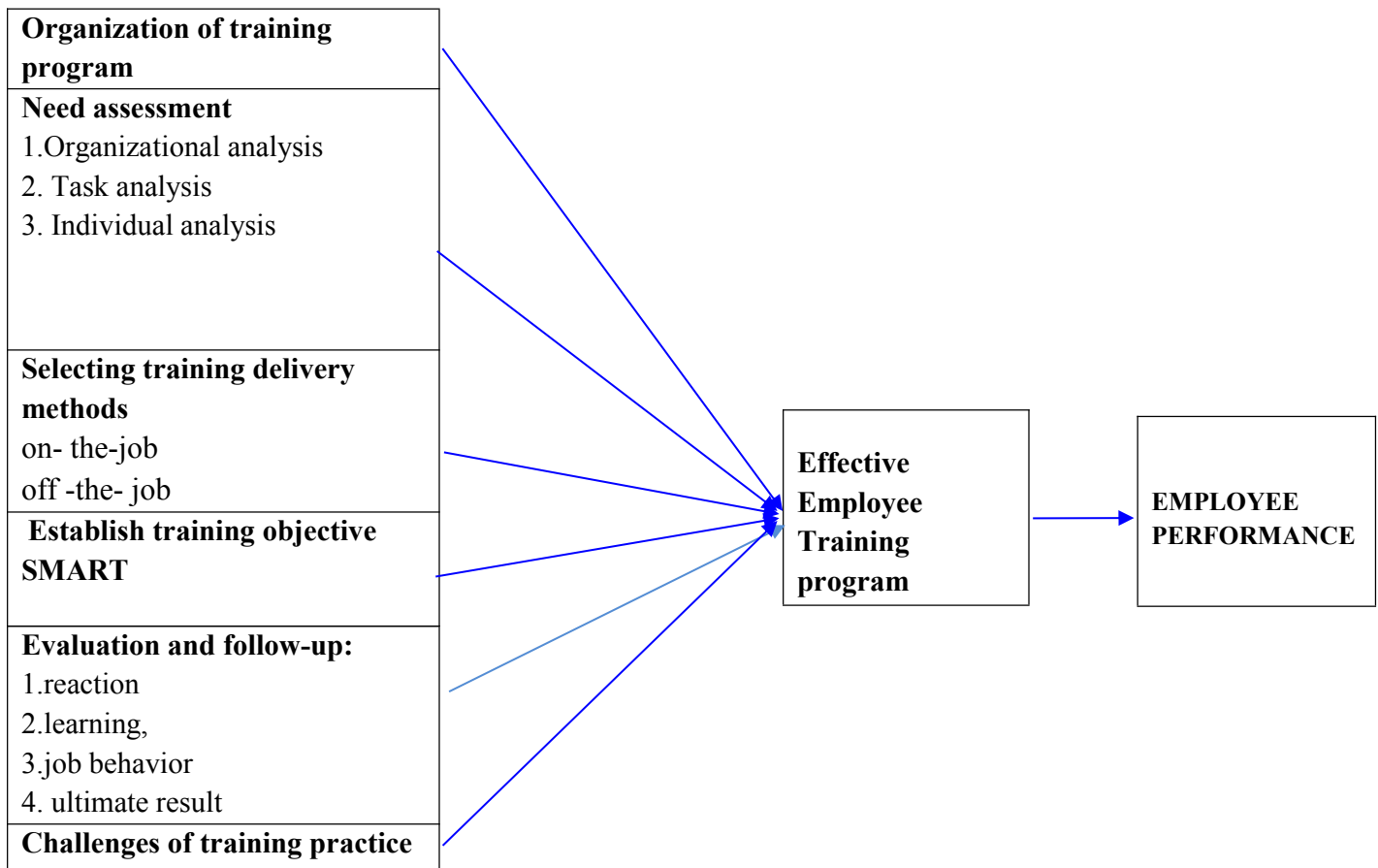


Figure 2.4: Conceptual Framework

Source: developed based on the study of objective and literature review, May,2017.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

As stated in Cooper and Schindler (2008, p.140), research design constitutes the blue print for the collection, measurement, and analysis of data. Hence the study employed a descriptive research design in order to assess the human resource training and a development practice of CBE. Because in order to collect detailed and factual information.

As indicated in <http://www.col.or/pres>, using qualitative and quantitative methods of data collection provide a wealth of data that researcher discovers unanticipated resultant findings. Accordingly, the researcher will use both qualitative and quantitative method of data collection as it is helpful to extract multitude of data. Quantitative data is usually gathered using questionnaires while qualitative data is gathered employing semi structured interview and from document (Saunders, et al. 2009, p.154). Hence, the researcher adapted a well-organized questionnaire from the work of Ferguson (2009) and Tamirat (2010).

3.3.1. Population of a study

According to Hair et al. (2006), target population is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information. For this study, target population of the study was all clerical employees who were working in and received employees training in WAAD were selected as a population. It was assumed that the various branches of C.B.E operate in a similar manner with respect to policies and practices though the branches are located in different geographical areas of data from respondents.

According to commercial bank of Ethiopia is reviewed the 2016/17 third quarter performance relies the total numbers of employees is close to 24000, Under the district, there were 48 branches and the district office itself has 4 departments such as operation support, human

resource, IT support and Monitoring & compliance. There were 2022 employees who were working and receiving employees training program under such offices and branches.

The researcher classified the target population in three strata as Grade 4 branch, Grade 2 branch, and district office. The stratification was based on the staff strength of the branches & departments. Since the level of training given to each employee might be affected by the width of the span of control i.e. the number of employees vary from each grade level branches & departments. The sampling method used on this study was convenience sampling. Convenience sampling is technique in which a sample is drawn from that part of the population that is close to hand, readily available, or convenient . The reason for using convenience sampling is because the population is too large and it is impossible to include every individual and the respondents are included based on their convenient accessibility and proximity to the researcher. anol (2012).

3.3.2. Sampling techniques

The sample size was determined at 95% of confidence level and 5 % margin of error for 2022 target population. Hence, the sample size was 334 using Yamane (1967) approach.

$$nY = N / (1 + Ne^2),$$

$$N=2022 / (1+2022*0.05^2)$$

$$N=334$$

Where:

nY= Sample size using Yamane approach

N = population Size

e = Alpha level

The response rate was determined as 90% since the researcher has close relationship with respondents as a staff member. Out of 334 questionnaires distributed 300 were properly filled and returned, 20 were missing and the remaining 14 were not returned. Only 300 questionnaires were used for analysis.

3.3.3. Sources of Data & Data collection techniques

The sources of data for this research have been used both primary and secondary data sources. The primary sources of data have been collected through interview and questionnaire. On the other hand the secondary data obtained from consulting relevant documents such as books, articles, annual reports and bank records. The secondary data sources was used to complement the primary data and the information is related to training practices in Commercial Bank of Ethiopia. The primary data was collected by using interview and questioner as tools. The secondary data also have been collected from the banks procedures, manuals, report and other source document. As suggested in Saunders, et al. (2009, p.363) self-administered questionnaire provide reliable data. After the instruments validity and reliability is evaluated by the research advisor and experts who have knowledge on the subject matter; the distribution as well as the collection, conducting interviews and the explanation about questionnaire filling and convenience consolation have been accomplished by the researcher so as to avoid contamination with the respondents and there by maintain data reliability.

3.3.4. Data analysis techniques

Table was used to present briefly and show the condensed picture of the data. In an attempt to analyze the data, descriptive statistics such as frequency, mean, percentage & grand mean was employed using SPSS version 20 software packages. Mean was used to analyze employees response found from questionnaire. Mean scores 4.51-5.00 excellent or very good, 3.51-4.50 good, 2.51-3.50 average or moderate, 1.51-2.50 fair and 1.00-1.50 is poor. (poonlar btawee:1987).

3.3.5 Validity and Reliability

Scale reliability was measured using cronbach alpha. According to (cerri, 2012) the acceptable values of alpha is ranging from 0.70 to 0.95. Thus, the scale reliability was assured with a pilot test of 20 respondents and the cronbach alpha test value was 0.809. cronbach alpha test indicated that the survey instrument is reliable instrument.

Table 3.1: cronbach's alpha test for independent variables

Dimensions	Cronbach's alpha	No of items
Practice of Training need assessment	0.716	6
Appropriateness of Training delivery methods	0.703	5
Training objective and content	0.707	10
Outcomes of Training as perceived by employee	0.714	5
Over all scale reliability	0.809	26

Source: survey result (2017)

3.6. Ethical consideration

In this study, ethical issue was taken in to consideration .The respondents were assured that the response they give as used with complete confidentiality of the research and the participants were informed about the purpose of the questioner by the researcher .The researcher also took individual responsibility for the conduct of the research by adhering to the time schedule agreed upon with the supervisor and management.The researcher was open and honest when communicating with the respondent .

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The objective of this study is to assess employees training practice and its contribution for improving performance in CBE-West Addis Ababa District. To assess employees training practice of the bank, the data gathered using questionnaire and interview were analyzed and its condensed picture is presented in this chapter.

The sections below will present the respondents profile and presentation and analysis of employee's response using descriptive and explanatory analysis.

4.2 RESPONDENTS PROFILE

The table 4.1 below summarizes the profile of respondents who properly filled and returned the questionnaire. As depicted on the table 4.1 the distribution of respondents based on gender of the respondents, among the total population 80%of the respondents were male and 20%of the respondents were female. Respondents profile regarding their educational background revealed that majority (89.3%) of employees were BA degree holders and the remaining (4.67%) & (6%) were Post graduates and diploma holders respectively. The third item in the above table presents the service year of the employees, 8.66% of the employees were less than 2 years, 65.34% of the employees wear 2 to 5 years, 22% of the employees were 5 to 10 years and 4% of the respondents wear 10 to 15 years services. The last item in the table presents the current position of the employees, 4% of the employees were branch managers, 15% of were customer service managers, 12% of the respondents were senior customer service officers and 69% of the respondents are customer service officers.

Table 4.1 Respondent's General Information profile

Item	Frequency	Percent%
Gender of the respondents		
Male	240	80%
Female	60	20%
TOTAL	300	100
Educational background		
PHD	0	0
2nd degree	14	4.67%
1st degree	268	89.3%
College Diploma	18	6%
Other	0	0
TOTAL	300	100
Service year in C.B.E		
Less than 2 years	26	8.66%
2 to 5 years	196	65.34%
5 to 10 years	66	22%
10 to 15 years	12	4%
TOTAL	300	100
Current position		
Branch manger	12	4%
CSM	45	15%
Senior CSO	36	12%
CSO	207	69%
TOTAL	300	100

Source: survey result (2017)

4.2 PRACTICE OF EMPLOYEE TRAINING ORGANIZATION & NEED ASSESMENT

In order to assess the Practice of employee training organization and need Assessment quality of commercial bank of Ethiopia, descriptive statistics were computed per dimension. Mean score was calculated to show the average responses of respondents for each question that was included under each dimensions and to reach the grand mean of each dimension. Mean scores 4.51-5.00 excellent or very good, 3.51-4.50 good, 2.51-3.50 average or moderate, 1.51-2.50 fair and 1.00-1.50 is poor.(poonlar btawee:1987).

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Table 4.2: Practice of employee training organization and need Assessment analysis

Item	Level of agreement	Frequency	%	Mean	Grand mean of the dimension
1. Dose C.B.E Give A Well-Designed And Widely Shared Training Policy In The Organization?	NEVER	75	24.9	2.45	2.481
	RARELY	96	31.9		
	SOMETIMES	75	24.9		
	OFTEN	27	9.0		
	ALWAYS	27	9.0		
	Total	300	100.0		
2. How Often Does Your Organization Identify The Actual Business/Organization Needs That The Requested Training Program Ultimately Hopes To Achieve?	NEVER	75	24.9	2.36	
	RARELY	94	31.2		
	SOMETIMES	78	25.9		
	OFTEN	53	17.6		
	Total	300	100.0		
3. How Often Your Organization Conduct A Performance Effectiveness Assessment To Assess The Current Situation?	NEVER	68	22.6	2.37	
	RARELY	98	32.6		
	SOMETIMES	106	35.2		
	OFTEN	12	4.0		
	ALWAYS	16	5.3		
	Total	300	100.0		
4. How Often Your Organization Used An Integrated /Well Organized Employees Training Implementation System?	NEVER	39	13.0	2.93	
	RARELY	77	25.6		
	SOMETIMES	87	28.9		
	OFTEN	59	19.6		
	ALWAYS	38	12.6		
	Total	300	100.0		
5. How Often C.B.E Used Specific Schedule Of Training practice To Undergo?	NEVER	88	29.2	2.38	
	RARELY	97	32.2		
	SOMETIMES	46	15.3		
	OFTEN	50	16.6		
	ALWAYS	19	6.3		
	Total	300	100.0		
6. How Often The Training Program Designed Based On The Requirements Of The Job? Or Employee Deficiency Of Ability For The Job?	NEVER	80	26.6	2.4	
	RARELY	89	29.6		
	SOMETIMES	80	26.6		
	OFTEN	42	14.0		
	ALWAYS	9	3.0		
	Total	300	100.0		

Source: survey result (2017)

Practice of employee training need Assessment dimensions analysis refers the ability to perform the training program dependably and accurately. As can be seen from the table 4.2 item 1, respondents were asked whether C.B.E does give a well-designed and widely shared training policy or not. Regarding the existence of written training policy 56.8 % of employees revealed that the organization doesn't have formally written training policy. The result of mean 2.45 also indicated that the employee's respondents are fair (at -value 1.51-2.50 fair). This means C.B.E doesn't always give written policy for its training practice. Training's were not given purposefully based on the skills of employee and with the guide line of the policy. Accordingly, the sample mean of item 2, 3, 6 response on designing and need assessment of training was 2.36, 2.37, and 2.4 respectively.

As a conclusion, the grand mean score of this construct based on employee's view is 2.481 This shows regarding to practice of employee training need assessment which indicate that commercial bank of Ethiopia employees perceive that quality of training being offered by the district as fair. This means district was conducted designed training need assessment but it's not at effective level. As the employees indicated, the higher level managers decide training needs rather than based on need assessment in their organization. From this, it is possible to conclude that the minimum employee training practice observed at C.B.E west Addis district was not supported by training needs analysis. In which case, such a practice may leads to additional costs with non-contribution of training programs to the employees performance rather than adding cost.

As Laird (1985) recommended different kinds of techniques for different level of needs. They asserted that organizational, individual and task etc. In contrast, the result revealed that there was no such need assessment practiced in the district.

Factors that affect for lacking appropriate need assessment was also explained by program coordinator during interview session, pointed out that lack of adequate budget, lack of awareness and shortage of competent manpower were the first three factors constraining the need assessment activities . In line with this view, HR managers training coordinators and supervisors during the interview emphasized that shortage of financing was the prominent problem that affected the training need assessment being involved. Hence one can deduce that lack of

adequate budget affects not only the need assessment but also other aspects of the training program that could lead in to poor quality of employee training practice. Moreover, if the training need assessment cannot conduct thoroughly, it is likely that the training's provided by the C.B.E might not match to the local demand. This in turn can affect employee training relevance in terms of contributing for improving performance.

As can be seen from the same table item 4, employees were asked whether employees training implementation system is well organized or not. Accordingly, employees reflected their view; there was moderate training implementation practice. Those employees who were replied sometimes, often and always accounted (28.9%), (19.6%) and (12.6%) respectively .On the Contrary, the rest of the employees (13%), (25%) respectively said that training implementation practice was never and rarely. In general the grand mean score for Practice of employee training organization and need Assessment is 2.481. This means that the organization used an integrated well organized employees training implementation system is fair but no on effective level as an organization. Therefore the researcher concludes that, regarding to Commercial Bank of Ethiopia employees perceive that quality of training implementation system being offered by the district is fair.

Concerning the Specific Schedule Of Training practice as it is indicated in item 5 of same table, majority (61.4%) of respondents disagreed on the statement stated. The calculated mean (2.38) indicated that employees disagreed that the district has adequate specific Schedule Of Training practice.

4.3 APPROPRIATENESS OD TRAININ DELIVERY METHODS

The appropriateness of training delivery method of needs is a strategic perspective to link training initiatives with the overall goals of the organization. Delivery method is critical because it helps evaluate whether training is a viable option for the organization based on its resources and strategy. For a specific task or training contents, a giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended

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to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents.

Table 4.3 Appropriateness of Training selection & delivery methods

Item	Level of agreement	Frequency	%	Mean	Grand mean of the dimension
7. How Appropriate Are The employee Training Selection Criteria Used By The district?	INAPPROPRIATE	58	19.3	2.42	2.441
	LESS APPROPRIATE	112	37.2		
	MODERATE	81	26.9		
	APPROPRIATE	44	14.6		
	HIGHLY APPROPRIATE	5	1.7		
	Total	300	100.0		
8. How Appropriate Are The Method Of Training delivery Adopted By The district?	INAPPROPRIATE	56	18.6	2.71	
	LESS APPROPRIATE	88	29.2		
	MODERATE	83	27.6		
	APPROPRIATE	34	11.3		
	HIGHLY APPROPRIATE	39	13.0		
	Total	300	100.0		
9. How Appropriate Are The Objective and contents Of The Training That You Took So Far?	INAPPROPRIATE	67	22.3	2.71	
	LESS APPROPRIATE	54	17.9		
	MODERATE	112	37.2		
	APPROPRIATE	34	11.3		
	HIGHLY APPROPRIATE	33	11.0		
	Total	300	100.0		
10. To What Extent The Evaluation Of Trainees And Training Program Of effectiveness Is Appropriate?	INAPPROPRIATE	111	36.9	1.98	
	LESS APPROPRIATE	118	39.2		
	MODERATE	40	13.3		
	APPROPRIATE	28	9.3		
	HIGHLY APPROPRIATE	3	1.0		
	Total	300	100.0		
11. To What Extent Coaching Role That Your Trainer Plays In Implementing The Training Contents That You Acquire From Off-The-Job Training Is Appropriate?	INAPPROPRIATE	79	26.2	2.4	
	LESS APPROPRIATE	92	30.6		
	MODERATE	77	25.6		
	APPROPRIATE	43	14.3		
	HIGHLY APPROPRIATE	9	3.0		
	Total	300	100.0		

Source: survey result (2017)

Organizations should determine varieties of training methods that are appropriate to deliver training programs. As can be observed from table 4.3, item 7 indicates, 56.5 % of employees

mentioned that the training selection criteria used by the district is inappropriate. This is also generally supported by interview held with HR manager of the district and program coordinator that this method has not been in use in the district so far because of inconvenient rooms and other facilities. In relation to these activities the data on table 4.3, item 8 indicated that methods of training delivery program 47.8%, of employees mentioned that the training delivery method is less appropriate and 27.6 % of employees respondents declared that of training delivery program used by the district are moderately appropriate and 24.3% of employees mentioned that the training delivery method is appropriate. In general the grand mean score for training delivery methods is 2.441. This means that the appropriateness of organizations training and delivery methods System is fair. Therefore the researcher concludes that, regarding to commercial bank of Ethiopia employees perceive that the delivery methods of training program fair but it's not satisfactory the district should give serious attention on the methods.

As indicated in the above table 4.3 item 9, (59.5%) of employees agree that the contents and objectives are clear and simple and objectives were easy to understand. which means it's appropriate while, (40.5%) of the employees disagree on this issue. The mean values of 2.71 employees showed that the appropriateness of the training objective and contents is fair. Therefore, it is possible to conclude that training contents and objectives were clear, simple and understandable.

The researcher has also raised questions related to the appropriateness of the evaluation of employees training program effectiveness on item 10 of table 4.3. So far the respondent said they have observed the importance of training and gave response based on different aspects with a variety training importance. Having this in mind, they were also requested to check whether the district evaluate training practice effectiveness. Accordingly, respondents reflected their view; there is no frequent training effectiveness evaluation. Based on the fact gained from the respondents the majority of them that is (75%) said that the organizations evaluates training effectiveness is inappropriate. Those employees who were replied to moderately and appropriate are (13%) and (9%) respectively. Data obtained during, interview with HR manager training coordinators and supervisors indicated that some time training program has been evaluated by using dispatching questionnaires at the end of the program but this method is not applied

usually . From this finding one can be concluded that though there is a training program evaluation practice conducted by the district, it seems to be unsystematic and disorganized. The mean values of 1.98 employees showed that the effectiveness of the training evaluation less fair. In this case the researcher also tried assessed training policy during his document analyses but could not find in the district. In addition to , from the document that there had always been a training evaluation at the end of each training programs but the means of evaluation criteria lacks clarity. From this the researcher concludes that the evaluate methods used by district is not the systematic and organized. Hence the organization is expected to change its history and to do a lot in this regard. So as to rectify problems related with training and to keep best practices which bringing effective training evaluation practice.

According to Lien and others (2007) the systematic collection of descriptive and Judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities. In other words, are we train: the right people; the right way with the right materials; at the right time? Organizations may select different models to measure the effectiveness of organization from the training programs. Even some organizations may have not equipped and smart trainers who are able to evaluate the training results and some may not worries about the training package they are developing and some believes it is costly to measure. (Gomiz, 1995).

Regarding the existence of well trained and experienced trainers that have the coaching role in implementing the off job training, in the above table 4.3, item 11 56.8% of employees respondents have shown their agreement that the organization doesn't have well trained and experienced trainer that there coaching role in implementing off job training is inappropriate. The calculated mean values of both respondents value equal to 2.4 (fair). From this, one can conclude that having such trained and experienced trainers doesn't enables the organization to meet its training objectives to the desired level but to be consistent in the selection of trainers and trainees there should be training policy.

4.4 TRAINING OBJECTIVE AND CONTENT AS PERCIVED BY RESPONDENTS

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The definition of training objectives and content, that is training must aim to achieve measurable goals expressed in terms of the contribution or changes expected in organizational or individual performance. This must be in accordance with the overall goal and objectives of the organization, which is achievement of each training program against its objectives and content. In order to conceptualize the objective of training, Gupta (2007) considers the following as characteristics of an ideal training function. First, training should be designed with clear objectives and content.

Table 4.4 Training Objectives and Contents as perceived by Respondents

Item	Level of agreement	Frequenc y	%	Mean	Grand mean of the dimension
12.Training Objectives Were Stated In Understandable Way	Strongly Disagree	4	1.3	2.74	2.4
	Disagree	57	18.9		
	Fairly Agree	108	35.9		
	Agree	53	17.6		
	Strongly Agree	78	25.9		
	Total	300	100.0		
13.The Type Of Training I Have Taken So Far Is Applicable For The Job After The Training	Strongly Disagree	45	15.0	2.78	
	Disagree	86	28.6		
	Fairly Agree	90	29.9		
	Agree	48	15.9		
	Strongly Agree	31	10.3		
	Total	300	100.0		
14.Selection Of Employees Training Were Based On The Criteria Set By The Organization	Strongly Disagree	114	37.9	2.19	
	Disagree	84	27.9		
	Fairly Agree	64	21.3		
	Agree	6	2.0		
	Strongly Agree	32	10.6		
	Total	300	100.0		
15.Training Opportunities Were Equal To All Employees	Strongly Disagree	95	31.6	1.32	
	Disagree	86	28.6		
	Fairly Agree	75	24.9		
	Agree	16	5.3		
	Strongly Agree	28	9.3		
	Total	300	100.0		
16.The Training Periods Adequacy Is Enough From The Training I Took So Far	Strongly Disagree	94	31.5	1.09	
	Disagree	64	21.3		
	Fairly Agree	75	24.9		
	Agree	33	11.0		
	Strongly Agree	34	11.3		
	Total	300	100.0		

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17. The training was supported with practical work.	Strongly Disagree	119	39.5	2.29
	Disagree	68	22.6	
	Fairly Agree	52	17.3	
	Agree	30	10.0	
	Strongly Agree	31	10.3	
	Total	300	100.0	
18. Employees Skill Of Work And Knowledge Have Improved After The Training	Strongly Disagree	9	3.0	2.91
	Disagree	19	6.3	
	Fairly Agree	142	47.2	
	Agree	80	26.3	
	Strongly Agree	50	17.2	
	Total	300	100.0	
19. The Training Program Evaluated During Or At The End Of The Program	Strongly Disagree	5	1.7	3.82
	Disagree	30	10.0	
	Fairly Agree	65	21.6	
	Agree	115	38.2	
	Strongly Agree	85	28.2	
	Total	300	100.0	
20. The Managers /CSM Recommendation For improving Employees performance Is Subjective	Strongly Disagree	127	42.2	2.22
	Disagree	69	22.9	
	Fairly Agree	41	13.6	
	Agree	37	12.3	
	Strongly Agree	26	8.6	
	Total	300	100.0	
21. Am Satisfied With The Overall Aspect Of The Training Programs In The District?	Strongly Disagree	40	13.3	2.93
	Disagree	57	18.9	
	Fairly Agree	89	29.6	
	Agree	60	19.9	
	Strongly Agree	54	17.9	
	Total	300	100.0	

Source: survey result (2017)

N.B. strongly disagree (SD), Disagree (DA), fairly Agree (FA), Agree (A), strongly agree (SA),

Pertaining to item 12 of table 4.4, the training objectives were clear and understandable for all, there had never been equal understanding of the given courses because of personal and other differences.

This implied that their level of understanding in grasping the objective of the training the calculated mean for this item is 2.74 is fair this shows that 77% employee strongly agreed that

training objectives are clear and understandable. From this one can conclude that the C.B.E training objective set up is equally provided for all employees level in the district.

As can be seen on item 13, of the table 4.4, 43.6 % of employees disagreed that the type of training they have taken so far is not applicable for the job after the training and 56.4 % of employees agreed the type of training they have taken so far is applicable for the job after the training as explained by HR manager and program coordinator during interview session, pointed out that this was due to most training's are delivered after employees are set to that position and work on the way they observed so that the training must be before the employees set on that position the other thing that the researcher observes the type of the training who need to be trained must be differentiated. The mean values for both groups of respondents was 2.4 fair but the district must give attention on this area to get good contribution of training for the employees performance.

Concerning with selection of employees training were based on the criteria set by the district on (item 14 of table 4.4) 87.1 % show their agreement on the statement that the district was not applied selection criteria during trainee's selection with the calculated mean value 2.19. This shows that above 80% of the employee disagreed that selections of trainees are not based on required criteria set by the district. In relation to the above data, interview with HR manager and training coordinators disclosed that those employees who are included in training were selected based on the criteria set but in practical manner they do not work with the requirements.

As can be seen on item 15, of the table 4.4 ,training opportunities were not equal for all employees.Explained that everyone doesn't have equal chance to train if the required. From this one can conclude that the organization doesn't equally provided training for all employees. The mean values of employees were calculated at 1.32(poor).this shows that 85.1 % of employees strongly disagreed that the training opportunities are not equal for all employees. The rest 14.9 % of employees agreed on the issues. From this the researcher can conclude that the training opportunity given for all employees were poor the district should give serious attention on the issue.

Concerning the training period's adequacy, as it is indicated in item 16 of table 4.4, majority (77.7 %) of employees disagreed on the statement stated. The calculated mean value 1.09 (poor) for employees indicated that above 70% of the respondents disagreed on the adequate training period not enough. This may confirm that expressed their disagreement to the issue stated. Therefore the researcher concludes that, regarding to commercial bank of Ethiopia employees perceive that of training periods adequacy being offered by the district is poor.

Concerning item 17 table 4.4, 39.6% , employees confirmed the availability of practical work during the training program. About 79.4 % of employees disagreed that the training was not supported with practical work. The calculated mean value of respondents was 2.29 (fair). In relation to the above data, interview with HR manager and training coordinators pointed out that group work, experience sharing, reflection, discussion; case study and other and self evaluation practiced were not undertaking on the process of learning-teaching due to adequate training time scarcity. From these views one can be argued that practical work was not undertaken on the program.

In relation to the output of the training respondents were requested to reflect their views as stated in item 18 of table 4.4. Accordingly 90.7 % of employees agreed on the statement. However 9.3 % of employee's respondents disagreed respectively. Furthermore, the calculated mean value at 95 % confidence interval 2.91. This indicated that majority of the respondents strongly agreed that work and knowledge has improved after training. This shows that trainees were acquired the required skills and knowledge and improve their work performance.

On the evaluation HRM is crucial to assess the existing effort and to get feedback for future actions. In this aspect, respondents were requested whether there was an evaluation of training at the end of the program item 19 of the above table, majority (88%) of employee's respondent's response confirmed that there is no evaluation practiced done at the district. However, 12.0 % of the employees did not agree. Moreover, the mean value of trainee at 95 percent confidence interval is 2.19. This demonstrates that majority of respondents agreed that there is no evaluation done in the district training program. In addition to all these values, was found out from the document that there hadn't always been a training evaluation the during of each training

programs. Data obtained from, interview with HR manager and training coordinators they indicated that the training program been evaluated by distributing questionnaires at the end of the program but not during the training program. From this finding one can be concluded that though there is no employee training evaluation practice during the training program conducted by the district, also evaluation at the end seems to be unsystematic and disorganized.

Regarding the existence of the Managers /CSM Recommendation for improving employees performance is subjective in the above table 4.4, item 20 78.7% of employees have shown their agreement that managers or CSM recommendation for employees performance is not subjective and 21.3% employees agrees on managers or CSM recommendation for improving employees performance is Subjective The calculated mean values of both employee value equal to 2.22. In this connection, Data obtained from, interview with HR manager and training coordinators they indicated that other than the needed criteria for employees training for improving employee performance most is the managers or customer service managers recommendation is mandate but the recommendation given by is not depend on the job performance or gap of the employees its rather objective as there level of satisfaction on the personality of the employee.

In relation to the overall satisfied aspect of the training programs in the district respondents were requested to reflect their views as stated in item 21 of table 4.4. Accordingly 64.4% of employees agreed on the statement. However 35.6% of employee disagreed respectively. Furthermore, the calculated mean value at 95 % confidence interval 2.93. This indicated that majority of the respondents strongly disagreed that they are not satisfied with the overall aspect of the training programs in the district. This shows that majority of employees doesn't get the training program of the organization as they expected and get experience from other organizations.

4.5 EMPLOYEES EVALUATE IN OUTCOMES OF TRAINING PROGRAM AS PERCIVED BY RESPONDENTS

According to Garavan (1997) and Berge et al. (2002) training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out

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their work effectively .A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. This means for any organization to succeed in achieving the objectives of its training program, the design and evaluate outcomes of training program must be planned and systematic, tailored towards enhancing performance and productivity.

Item	Level of agreement	Frequenc y	%	Mean	Grand mean of the dimension
1.The Training I Received Helped Me To Enhance High Quality Of Service To Customers	Strongly Disagree	40	13.3	2.93	3.248
	Disagree	57	18.9		
	Fairly Agree	89	29.6		
	Agree	60	19.9		
	Strongly Agree	54	17.9		
	Total	300	100.0		
2. The Training Provided by district Helped Me To Improve service Quantity To improve Performance	Strongly Disagree	48	15.9	2.9733	
	Disagree	61	20.3		
	Fairly Agree	81	26.9		
	Agree	71	23.6		
	Strongly Agree	39	13.0		
	Total	300	100.0		
3.In My Opinion Training program Helps Me To Increase Productivity And Performance	Strongly Disagree	24	8.0	3.31	
	Disagree	47	15.6		
	Fairly Agree	105	34.9		
	Agree	60	19.9		
	Strongly Agree	64	21.3		
	Total	300	100.0		
4. In My Opinion Training Provides Better Profitability Performance	Strongly Disagree	36	12.0	3.48	
	Disagree	36	12.0		
	Fairly Agree	40	13.3		
	Agree	123	40.9		
	Strongly Agree	65	21.6		
	Total	300	100.0		
5.Performance Is Changed After I Took The Training program	Strongly Disagree	24	8.0	3.55	
	Disagree	39	13.0		
	Fairly Agree	50	16.6		
	Agree	122	40.5		
	Strongly Agree	65	21.6		
	Total	300	100.0		

Table 4.6 Evaluation out come of training program as perceived by the respondents

Source: survey result (2017)

Regarding to the benefit or change perceived as a result of training, employees were asked whether they the training they received helps to enhance high quality of service to customers. Accordingly, Table 4.5 item 1 showed that 21.83 % of employees reflected that they disagree on that the training they received doesn't helps to enhance high quality of service to customers program that they were involved. However ,only 78.17 % of employees agreed to the same issue, this implies that majority of employees were agrees on the training they received helps to enhance high quality of service to customers.The calculated mean for this item is 2.93.

As can be seen on item 2, 36.2 % of employees disagreed on the training provided so far doesn't improve quantity to increase performance on the other hand 68.8 % of employees agreed on the same issued from this the researcher can conclude that majority of employees were agrees on the training provided improves quality on employee performance.The calculated mean for this item is 2.97.

In connection to item 3 of the same table, 77% of employees agreed that the training program helps to increase productivity and employee performance whereas 23% of employees disagree on the same issue of the table. From this the researcher can conclude regarding to the benefit or change perceived as a result of training program helps to increase employees productivity and their performance. The calculated mean for this item is 3.31.

In relation to t item 4 of table 4.5, it was on whether training program provides better profitability performance to the organization. As indicated, 66% of employees replied that training provides better profitability performance to the organization while 24% of employees disagree on the same issue. The calculated mean for this item is 3.48. The mean value results greater than moderate this shows that majority of employees strongly agreed that training program provides better profitability performance to the organization.

The other item of question depicted on the same table indicated, 69% of employees that their job performance were improved after training, the calculated mean value for the above item is 3.55 very good . In supporting the above data the researcher can explained that HRM programs must

given due attention on training programs to get highly relevant to the improvement of employees performance on their current job and future personal careers. From this it is possible to inform that major benefits or contributions are acquired as a result of being involving in the training program.

4.6 RESPONDENTS VIEW ON THE PROBLEMS OF EMPLOYEE TRAINING PRACTICE

There are many reasons that may confront organizations to carry out training programs. Employees response on the above issue on the open ended question no 22 indicates that lack of adequate budget, Lack of attention by top management training centers are not accessible for transport, poor quality on training delivery methods, time allocated for the training of each course was inadequate, the training room is not convenient. The HR management participants were asked whether they have seen problems of employee training practice from the employees feedback. Accordingly, the response found was similar with the data found using questionnaire. Based on the responses order was made to identify the most serious constraints of employees training practice in improving performance . Accordingly, time allocated for training of each courses was inadequate, lack adequate budget, inadequate space of training were found as first .Lack of attention by top management, inaccessibility of transportation and poor quality training delivery methods were ranked as second .Therefore, from the finding, the researcher concluded that lack of adequate time allocated for the program, inadequate budget and inadequate training space were major constrains for trainees.

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**Table 4.7: Pearson’s correlation matrix between training dimensions and employee performance
Correlation**

	Practice of employee training program organized	Practices of training need assessment	Appropriateness of training delivery methods	Training objective content perceived by respondents	Outcomes of training as perceived by respondents	Overall employee performance
Practice of employee training program organized	1					
Practices of employee training need assessment	.520**	1				
Appropriateness of training delivery methods	.374**	.493**	1			
Training objective content perceived by respondents	.485**	.473**	.449**	1		
Outcomes of training as perceived by respondents	.473**	.485**	.406**	.492**	1	
Overall employee performance	.0322**	0.319**	0.274**	0.318**	0.648**	1

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

Source: survey result (2017)

The correlations of the variables are shown in table 4.7, however, each variable correlates perfectly with itself, as evidenced by the coefficients of +1.00 at the intersection of a particular variables row and column.

According to table 4.7, Pearson correlation matrix shows Practice of employee training program organized has moderate associations with overall employee performance with a value of 0.322. As per the Pearson's correlation, the r value range from 0.3 – 0.49 shows variables are moderately correlated. Therefore, training program need assessment has positive relationship with employees performance.

Based on the above table correlation analysis, Practices of training need assessment with r-value has moderate associations with overall employee performance with a value of 0.319. According to field (2005), Pearson's correlation, the r value range from 0.3 – 0.49 shows variables are moderately correlated.

According to table 4.7, Pearson correlation matrix shows appropriateness of training delivery methods has weak association with overall employees performance with r-value of 0.274. According to field (2005), Pearson's correlation, the r value range from 0.1 – 0.29 shows variables are weak correlated. In the same way training objective content perceived by respondents have positive associations with overall employee performance with r-value of 0.318 respectively.

According to table 4.7, Pearson correlation matrix shows outcomes of training as perceived by respondents has strong association with overall employee performance with r-value of 0.648. According to field (2005), Pearson correlation coefficient value from $\Rightarrow > 0.05$ shows that variables are strongly correlated.

Generally, training program need assessment, appropriateness of training delivery methods, training objective, content and outcomes of training have positive associations with overall employee performance towards commercial bank of Ethiopia and the highest positive correlation is with outcomes of training program and overall employee performance according to the above Pearson correlation matrix.

4.8. HYPOTHESIS TESTING

From the above analysis, the proposed hypothesis are tested as following

There is significant positive relationship between alternative training delivering tools used to improve of the employee performance. Appropriateness of training delivery methods deals with accuracy and appropriateness in the training provide. The correlation in table 4.10 shows that Appropriateness of training delivery methods is positively related with employee performance with a value of $r=0.274$, $P < 0.01$

Training Program objective content gives positive contribution on the improvement of the employee performance. Objective and content of the given courses with understanding of clarify the content and to increase the current performance of employee. In table 4.10 the relationship

between Training Program objective, content and employee performance is positive with a value of $r=0.318$. The impact between Training Program objective and employee performance is significant because the $P < 0.01$ so the hypotheses training need analysis is positively related and has significant effect on the employee performance. Training needs analysis carrying individualized attention that the firm provides its need assessment and available resources or materials. The correlation in table 4.10 shows that training need analysis is positively related with a value of 0.319. the impact is significant because $P < 0.01$. An outcome of training is positively related and has significant impact on employee performance.

An outcome of training is knowledge and courtesy of employees acquired from the training program and their ability to improve trust and confidence on the organization.

Table 4.10 shows that Outcomes of training is positively related with employee performance with a value of 0.648. The $P < 0.01$ therefore the impact is significant. As a result the hypothesis “There is significant positive relationship between employees training program on improving performance.” is accepted. The null hypothesis “There is significant no positive relationship between employees training program on improving performance. “has been rejected.

The result of this study indicates that appropriateness of training delivery methods has a positive and significant effect on employee performance. This finding is supported by (Mark A. Griffin et al., 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time it is very necessary for a trainer to engage its audience during the training session (phillip seamen et al., 2005). Delivery style means so much in the training practice. All these results prove there is significant positive relationship between alternative training delivering tools used to improve employee performance.

This result supports by it is very necessary for the organization to design the training objectives and content very carefully (Michael Armstrong, 2000). The training objectives and content should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training objectives and content according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al.,

2001). It seems that Training objectives and content plays a very vital role in the employee as well as organizational performance, bad training objectives and content is nothing but the loss of time and money (Tsaurand Lin, 2004). All these results prove Training Program objective content gives positive contribution on the employee performance. Training objective content has significant effect on improving performance. According to his finding Training objective content perceived by respondents has a positive and significant effect on performance.

The finding of this study indicates that Practices of employee training need assessment has a positive and significant effect on employee performance. This finding is supported by Aarti chahal et al.,(2013) reported that Different organizations should always determine the training need analysis that would be most suitable for the achievement organizational goals. The feedback analysis of employees training would be compared with need assessment analysis and its importance basis. Moreover, the effective cost -benefit analysis from this training program would put across the organization more accountable. As a result it would convey a long- term positive outcomes for the improvement of training program. This result is supported by Padwal and Naidu (1985) training needs help to identify existing training gap, what type of training can be under taken by outside agencies, and accordingly schedule the training programs for the bank staff.” Found that Practices of training need assessment has a positive and significant effect on employee performance has a positive and significant effect.

The finding of this study further indicates that Outcomes of training program has a positive and significant effect on employee performance. This finding is supported by Ni and Wang (2015) confer organization should have concern about the potential development and self-realization of the employees Similarly, Quartey (2012) found a moderately strong relationship between employee training out comes and improving performance This is in line with Ahmad and Din (2009) suggestion on the intention of providing training was to enhance the performance of employees through learning process. And it is believed to have an opportunity in the acquirement of knowledge, improvement of skills, concepts, rules, changes of attitudes and behaviors in the organizational settings. Huselid (1995) affirm that providing formal and informal training for new employees have an influence out comes on employee’s performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the result of the study obtained from questionnaire and interview the under listed conclusions are drawn and recommendations given to CBE west Addis Ababa district.

5.1 SUMMARY OF MAJOR FINDINGS

Accordingly the response of the finding of the study are summarized as indicated below

✧ Frequency of organizing training programs With this regard more than 80% of employees explained that the frequency of time used by the district to organize the training program were limited and this tends the employees to have limited performance. The majority of management member do not have any idea whether the bank has written training policy or not .where as the remaining respondent who respond there is training policy in the organization agree on the policy is not well communicated .

✧ The respondents view to selection for training almost all shows the selection of employee is random and based on their work load, may not be selected for training even if he/she has gap to be filled by the specific training program. The study indicated that the employee training opportunities were not equal for all employees. In addition the organization doesn't have well qualified trainers. The finding also shows that the organization criteria for employee selection process were not based on set criteria.

✧ CBE has a good practice of involving employees in training all most of all respondents have participated in training. With regard to TNA event if CBE tried to assess training needs at process level, it still lacks to be systematic and involvement of all concerned parties, which is agreed by both HR management members and employees, Besides, due to the problem of communication regarding the training needs assessed. Lack of integrated practice and/or lack of

emphasis given by line- managers for training trainees are mostly selected randomly or on their workload.

✧ According to the employees training delivery method employees mentioned that the training delivery methods is less appropriate to increase their performance In relation to the above data, interview with HR manager and training coordinators pointed out that group work, experience sharing, reflection, discussion; case study and other delivery methods were not undertaking on the process of learning-teaching due to adequate training time scarcity. From these views one can be argued that the training delivery method adopted by the district was not appropriate.

✧ Employees clearly express their agreement on training contents employees agreed that the contents are clear and understandable, training contents are designed relevant to the objective of the organization. Also, the organization has inadequate training aids for instance; the module was not sufficiently distributed. Not contained practical work during delivering of the program. Furthermore, Regarding to training methods lecture was widely practiced in the organization. In connection to this, clarification of objectives, introduction of trainers were done properly before the training session was started.

✧ As indicated in the findings of the study, Inadequate time allocated for each course, inadequate training place, lack of adequate budget, insufficient training module provision and absences of appropriate training need assessment were the main constraints that hinders the proper provision of training program at C.B.E west Addis Ababa district . These constraints ranked as first constraints by employees also indicated in the above table based on their level of constraints rank.

✧ Evaluation which is the final phase of the training program, involves the collection of information on whether employees were satisfied with the program, learned the material, and were able to apply the skills back on the job. It was indicated that C.B.E west Addis Ababa district uses unsystematic and disorganized evaluate methods at the end of the program and no significant effort was found for doing training evaluation while the training program was going on.

5.2 CONCLUSION

The following conclusions were can be drawn from the findings of the research.

✧ It has been agreed up on by many writers and training professionals, employee training need assessment and organizing is vital to achieve the desired training objectives and to use wisely the scarce resources and minimize wastage. Hence, the HR sub process being responsible for TNA need to ensure involvement of all concerned parties, formulate a system to monitor how thing are going in relation to training practice. Eg encourage transparency in CBE about the training, perform extensive awareness creation activities on line mangers regarding the competency gap assessment, make sure that the design of a training curriculum and calendar as well as selection of trainees is based to the competency gap assessment results, and make sure whether all processes, districts and branches have received the training curriculum and calendar for further reference and clarity.

✧ As it was indicated in the findings of the study, the institution has, clear and understandable training contents, objectives. In relation to outcomes of the training, knowledge, skill and work performance of trainees have improved and increased as reflected by the respondents on the findings. However, the selection criteria of trainees of the district is so closed and that only the approached of the management or the willingness of the supervisor. It has been agreed on the organization doesn't have well trained trainers delivery methods and trainees selection criteria.

✧ Data gathered indicated from open ended question, lack of adequate budget, training rooms, and inadequate time allocated and insufficient distribution training modules were reflected as the major constraints of the training practice.

✧ When we see the overall CBE training practices regarding to training process it is possible to say CBE is average in the design phase except the problem with training period's adequacy and trainee selection. Where as it is below average on the other three phases. Failing to conduct training evaluation can also be one cause for lowering of the training programs effectiveness.

Moreover, CBE does not know whether employees participate in the training program in a cost effective manner, which is very important in the current competitive environment

❖ The last phase is training evaluation, which is an important phase that helps to know and measure the impact of the training and development. However, the majority of management and non- management member response shows there is no pre and post training evaluation practice in the bank. In addition CBE does not have an integrated performance appraisal system especially at individual level. Hence, the bank is not in a position to know how the training benefits improving employees performance .

5.3 RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations were forwarded.

❖ The bank has to give training program for every employees of the bank whether the employee experienced or not in other banking industry because every employees of the bank needs to have cleared knowledge about the goals mission, vision and organizational culture and work understanding what expected from.

❖ Before the trainer train employees the skill talent ability knowledge and motivation of the trainers have to be measured and evaluated

❖ Selection of trainee should be on the base of job profile of trainee and objective of the organization.

❖ Continuous evaluation mechanism have to be used during and after training lesson end up in order to make sure that all the employees understand the training given .

❖ Trainee selection policy and procedure should be applied consistently. Training expert should be well trained how to process training before they start to organize and conduct training.

- ✧ Representative professional from each department has to be including in training and development type selection work.

- ✧ Training practice should be real change not for report purpose only for specific training to the objective of the organization to be provided.

- ✧ Finally CBE should strictly follow its training practice in order to make its efforts as fruitful as desired.

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Questionnaire on Employee Training Practice

The Following Questions assumes to describe the district Effort to Train Its Employees. Please put “√” In the Space at the Front of the Questions under Number You best reflects The Position of the district In Relation To the Training Program?

Assume 1 = Never 2 = Rarely 3 = Sometime 4 = Often 5 = Always

S.No	STATEMENT	1	2	3	4	5
1	Dose C.B.E Give A Well-Designed And Widely Shared Training Policy In The District?					
2	How Often Does Your district Identify The Actual Business/Organization Needs That The Requested Training Program Ultimately Hopes To Achieve?					
3	How Often Your District Conduct A Performance Effectiveness Assessment To Assess The Current Situation?					
4	How Often Your District Used An Integrated /Well Organized Employees Training Implementation System?					
5	How Often C.B.E Used Specific Schedule Of Training Practice To Undergo?					
6	How Often The Training Program Designed Based On The Requirements Of The Job? Or Employee Deficiency Of Ability For The Job?					

Assume 1 = Inappropriate 2 = Less Appropriate 3 = Moderately Appropriate
4 = Appropriate 5 = Highly Appropriate

7	How Appropriate Are The employee Training Selection Criteria Used By The district?					
8	How Appropriate Are The Method Of Training delivery Adopted By The district?					
9	How Appropriate Are The Objective Of The Training That You Took So Far?					
10	To What Extent The Evaluation Of Trainees And Training Program Is Appropriate?					
11	To What Extent Coaching Role That Your Trainer Plays In Implementing The Training Contents That You Acquire From Off-The-Job Training Is Appropriate?					

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Assume 1 = Strongly Disagreed 2 = Disagreed 3 = Fairly Agreed

 4 = Agreed 5 = Strongly Agreed

12	Training Objectives Were Stated In Understandable Way					
13	The Type Of Training I Have Taken So Far Is Applicable For The Job After The Training					
14	Selection Of Employees Training Were Based On The Criteria Set By The Organization					
15	Training opportunity Were Equal To All Employees					
16	The Training Periods Adequacy Is Enough From The Training I Took So Far					
17	The training was supported with practical work.					
18	Employees Skill Of Work And Knowledge Have Improved After The Training					
19	The Training Program Evaluated During Or At The End Of The Program					
20	The Managers /CSM Recommendation For improving Employees performance Is Subjective					
21	Am Satisfied With The Overall Aspect Of The Training Programs In The District?					

22. What Problems Do You Face With Regard To Training programs Within Your district?

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Part 2 Questionnaire on Employee Performance

The Following Question Assumes To Describe The Contributions Of Training program On The employees Performance On Commercial Bank Of Ethiopia West Addis Ababa District. Please Answer By Putting “√” In The Box In Front Of Each Question You Best Reflects Level Of Agreement.

Assume 1 = Strongly Disagreed 2 = Disagreed 3 =Fairly Agreed

 4 = Agreed 5 = Strongly Agreed

S.no	STATEMENT	1	2	3	4	5
1	The Training I Received Helped Me To Enhance High Quality Of Service To Customers					
2	The Training Provided By The District Helped Me To Improve Quantity To improve Performance					
3	In My Opinion Training program Helps Me To Increase Productivity And Organizational Performance					
4	In My Opinion Training Provides Better Profitability Performance					
5	I Feel My Performance Is Changed After I Took The Training program					

Appendix-II Interview questions

➤ 1. Do you think that the district has adequate written training documents on practice of employee training organization and need Assessment analysis to successfully manage HRM activities? -----

➤ 2. In your district, do you think that selection criteria that used to select employees for training program is appropriate? -----

➤ 3. If your district evaluates its training programs, what methods are usually used?-----

➤ 4. Do you think the HRM programs help employees in their skill upgrading and growth with practical works in training? -----

➤ 5. Does the district allocate sufficient time to carry training program effectively? -----

DECLARATION

I, the undersigned, declare that this thesis is my original work, Prepared under the guidance of (Asst prof) Mr Goitom Abraham. All sources of the materials used for thesis have been duly acknowledged I further confirm that the thesis has not been submitted earlier in parts or full to any other higher learning institution for the purpose of earning any degree.

Name
St. Mary University, Addis Ababa

Signature
JUN, 2017

ENDORSEMENT

I, hereby certify that, Ms. Mehiret Tsehaye student of Masters of General Business Administration at St. Mary University, Department of General Business Administration, School of Graduate Studies, has completed her research project on "employee training practice and its contribution for improving performance", under my advice, guidance and supervision.

Advisor

St. Mary University, Addis Ababa

Signature

JUN, 2017