



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

**ASSESSMENT OF TRAINING AND DEVELOPMENT
PRACTICE IN ETHIO TELECOM AT ADDIS ABABA**

**BY
GIRUM WORKU (ID/NO. SGS/0294/07)**

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GIRUM WORKU (ID/NO. SGS/0294/07)

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of “**Assessment of training and development practice at ethiotelecom Addis Ababa**”. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in fully to any other higher learning institution for the purpose of earning any degree.

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St. Mary's University, Addis Ababa

December, 2018

ENDORSEMENT

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

Advisor

Signature

St. Mary's University, Addis Ababa

December, 2018

DEDICATION

I dedicate this thesis to my delightful and lovable sister Tseday Damtew, Damtew Chefike, Asrat Abera, Etsegenet Leul, Addis, Fassika, Nunu, Teferra, Bayssassahu and Ketema Worku.

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ACRONYMS

CAAZ- (Central Addis Ababa Zone)

EAAZ- (East Addis Ababa Zone) ethio telecom

ERP- Enterprise Resource Planning

HQ- Head Quarter

HRD- Human Resource Division

IP- internet expense

KSA- Knowledge Skills and Abilities

NAAZ- North Addis Ababa Zone

OJT- On the Job training

SAAZ- South West Addis Ababa Zone

SWAAZ- South West Addis Ababa Zone

TD -Training and Development

TNA- Training need assessment

WAAZ- West Addis Ababa Zone

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ABSTRACT

The purpose of the study would be to Acquaint employees with enterprise resource planning system in ethio telecom at Addis Ababa, thereby training need assessment had been practiced in the organization. The method of data analysis has done by quantitative and qualitative or mixed method approach. The major findings of the study would be done how employees and managers took formal training without partiality. The study sample was mainly focused on Addis Ababa employees and managers, So future researchers can take sample of all regional offices. The majority of respondents agreed that attempts to assess the practice of training and development at ethiotelecom Addis Ababa. The study also conducted to determine the demographic categories, training and development challenges, assessment of training as well as attitude of employees against the excellent practice of training and development. After collection of the questionnaire and distribution, the data had been analyzed by using SPSS Version 24 Software.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

There are generally considered to be three main aspects to training and development: - knowledge, skills and attitude.

The three go together and all of them need to be addressed if a person is to make an effective contribution to their organization (George green, 2002)

Training and development are usually linked together; but what's the difference between them?

Training,

With its focus on excellence, relates to the knowledge, skills, and attitude that people need to do their current job in its current form, with its current level of responsibility. (George green, 2002)

Development,

With its focus on growth, relates to the knowledge, skills, and attitude people need to do their next job or a different form of their current job, usually with greater responsibility. Most successful organizations will strike a balance between training and development, ensuring that they have people who are very capable of carrying out their current jobs, while also preparing them to take on new tasks and new responsibilities (George green, 2002).

Training can be defined as a systematic acquisition of knowledge; skills and attitudes that together lead to improve performance in a specific environment. This encompasses what employees need to know, what they need to do and what they need to feel in order to successfully perform their jobs. Training is focused on producing permanent cognitive and behavioral changes, and on developing critical competencies for job performance.

Organizations make increasingly large investments in training because it serves as a powerful tool for producing the targeted cognitive, behavioral and affective learning outcomes essential for their survival (Salas & Stagl, 2009).

Human resource management practices can help to create a source of sustained competitive advantage, especially when they are aligned with organization's competitive strategy, while organizational human resource strategy is properly configured, it will provide a direct and economically significant contribution to organization performance (Begin, 1991; Cappelli and Singh, 1992).

Every organization needs well-adjusted, trained, and experienced people to perform its activities. As jobs in today's dynamic organizations have become more complex, the importance of employee education has increased. Employee training has become increasingly important as jobs have become more sophisticated and influenced by technological and corporate changes (Decenzo and Robbins, 2010).

Training is generally defined as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities. Training refers to a planned effort facilitate the learning of job-related knowledge, skill and behavior by employee. (Goldstein & Ford, 2007)

“Training is designed to assist employees in acquiring better skills for their current job” and through training firms “attempt to reach the goal of having competent, adapted employees who possess the up-to-date skills, knowledge and abilities needed to perform their current jobs more successfully”. In other words, the purpose of firms' training programs is to improve employees' job performance by changing their skills, knowledge, abilities and behavior in their work environment. Thus, by considering the above importance of training it is crucial to give training to those who work in the financial institution like the public banks would in a position to improve the performance and competence of its employees since, they provide service to different customers. (DeCenzo and Robbins, 2005)

Organization can't be successful unless and until the organization improves the performance of the people time to time. For the matter of fact, there are different factors that may affect the employees' performance, like their abilities, motivations and support they receive, the nature of the work they are doing, and their relationship with the organization (Laoledchai et al, 2011).

Effective training can yield higher productivity, improved work quality, increased motivation and commitment, higher morale and teamwork, and fewer errors, culminating in a strong competitive advantage on the other hand, a poorly trained workforce can lead to errors, injuries and even legal issues, all of which can be extremely costly. A poorly trained workforce can cost organizations billions of dollars in legal fees Not surprisingly, training has become a paramount concern of organizations and researchers alike (Goldman, 2000).

Organizations rely on learning strategies, training technology and development efforts to prepare their workforce In today's global economy, the knowledge, skills and abilities necessary to maintain a competitive advantage are growing and changing As the nature of work changes, employees are increasingly required to develop a wide, mutable set of skills that are essential to the success of their organizations.(Arguinis & Kraiger, 2009)..

There has long been a belief that investment in employee training and development has benefits for the organization and for its workforce (Salas and Cannon-Bowers, 2001; Sloman, 2003), some form of training being offered by nearly all organizations (Cannell, 2004). However, with the move from traditional formal training activities to ongoing and future-oriented development, there has been a shift in how such activities are used (e.g. Maurer et al., 2003).

Generally, we can say the training does not deliver the expected value to the organizations when trainees do not transfer the skills learned to their workplace, in other word training effectiveness occurs when trainees not only have ability but are willing to transfer the skill learned to improve their job (Laoledchai et al,2011).

Training and development are conceptualized as being different by the views of researchers, however there is little research regarding the extent to which these differences are endorsed

and shared by people in organizations. T&D is supposed to provide employees at all management levels with the up-to-date skills, knowledge and information needed to perform their responsibilities effectively and efficiently.

The rationale for training and development is to cope employees with prominent changes affecting training and development occurring in business organization includes:

- Orient new employees and preparing them for promotion
- Satisfy personal growth needs and improve performance
- Solve organizational problems
- Changes in technology, educational level, and human resource.

Increased emphasis on learning organizations and human performance management (Warr, 2002; Laird, 1985; Fitzgerald, 1992).

Ethiotelecom is one of the profit making organization. After the liquidation of the late ethio telecom, the company introduces enterprise resource planning and oracle system. The purpose of my study was focusing on the dissemination of training in the different departments found in Zonal, Microwave and Head office at Addis Ababa and identifying Problems occurring on the Job and off the Job training.

1.2 STATEMENT OF THE PROBLEM

Organization effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource (who form and work within the organization) is a strategic asset for the success of the organization. Those strategic assets (employees) in order to perform their duties and make meaningful contribution to the success of organizational goals and objectives they need to acquire the relevant skills and knowledge. And this can be achieved through appropriate training and development programs that can respond to the changing environment. (Steen et al, 2009)

Training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of providing employees with specific skills or helping them to correct deficiencies in their performance (Poh, 2001). It can be defined as development of

skills, specifies measurable objectives, and should result in observable change in behavior (Wagon Hurst, 2002).

Effective training is a critical tool for establishing and implementing a performance management system. Training increasing and updating the skills, knowledge, competencies and experiences of an employee through a series of training and development programs (Obeidat et al., 2014).

In ethio telecom a formal interview made with 10 trainers and 3 training specialist and training manager who have participated on different trainings was a sources of preliminary information about problems with regards to employees training and development in ethio telecom. (2013/14/15 annual training reports)

Ethio telecom is one of the Giant Ethiopian service providing, profit and customer oriented organization, having a mission offering higher quality customer service using highly motivated work forces.

Ethio telecom, has Launched the newly enterprise resource planning ERP as well as oracle system before eight years ago. In order to increase the skills and performance of employees the capacity building section provided training for a number of employees in the organization training college for the sake of modernizing its world class competence skill. There were problems which would be examined on the overall training and development assessment practice. Security department staffs and fixed access Network technicians were not effective to apply ERP on their day to day task. The oracle system was important for minimizing working hour, provide error free output, and easily communicate with the concerned departments. To point the evidence IP expense (Internet expense) software has loaded in company ERP system, and paper work was not allowed for the most important tasks. This IP expense software training included medical expense, Local Perdiem, Fleet Administration expense, Facilities Advance expense, Education Reimbursement, Insurance expense. The HR department also helped The security department by uploading the day to day annual leave requisition form to the system . Because of the inability of up loading the above mentioned IP expense in the system, the third party would obliged to upload the process by sharing their Precious time. The researcher use observation method as evidence.

The other challenge was the lack of support in applying the training after employees were returning to their job. Lack of close supervision after the training and follow up was some of the major problems in ethio telecom. These problems later may lead 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.

1.3 RESEARCH QUESTIONS

In order to fulfill the objectives, the study had the following questions.

- How Factors considered in training need assessment at ethio telecom ?
- How training need has conducted among employees
- Does ethio telecom carried out Formal training for employees?
- What problems and Challenges occurred in ethio telecom during the Training & Development practices?
- What is the employees' attitude towards the training and development practice?

1.4 OBJECTIVE OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The general objective of the study was to assess the training and development Practice and Challenges of ethio telecom at Addis Ababa.

1.4.2 SPECIFIC OBJECTIVES

- To know factors considered in training need assessment conducted among all the employees.
- To investigate formal training.
- To assess challenges that could occurred during training and development practices.
- To assess the effect of employees behavior towards the practice of training and development.

1.5 SIGNIFICANCE OF THE STUDY

The study had found out how ethio telecom staff at Addis Ababa and management, process and sent their report with each other with Oracle system and built their skills through training. The study would explain how effective training leads the company a world class competitor.

The importance of this study came from the increasing interest in training and development subject matter particularly its practice in ethio telecom at Addis Ababa to develop, improve and upgrade the performance of enterprise resource planning to achieve the required level of effectiveness and to remain successful. Most successful organizations look forward to see the time when training and development would be proactive in terms of being the tool by which the organizations' strategies had formulated, or help in shaping the organizations' strategies, rather than playing a reactive role in terms of implementing their strategies. Training and development promotes organizational vitality by providing progressive training and development opportunities that support lifelong learning and assist individuals in working effectively together within their departments and throughout the organizational System.

1.6 SCOPE AND LIMITATION OF THE STUDY

1.6.1 SCOPE OF THE STUDY

The researcher tried to assess the training and development practice of ethio telecom at Addis Ababa, because the researcher was not travel to regional areas out of Addis Ababa because of the limited time constraints and large population size. Because of this the geographical area would be limited to Addis Ababa. Need Assessment would be the primary tools for conceptual framework, planning training programs, selecting trainers, preparing a lesson plan, Implementing and development as well as evaluating training and development would be the scope of the study.

1.6.2 LIMITATION

Due to limited availability of resources, time, and money the research had been limited to a small number of population sizes. This had limited the findings to be applied to other company. Lack of experience was one of the limitations which hindered the research to conduct by the researcher. The researcher has limited to mixed method research by combining the qualitative and quantitative research methods.

1.7 ORGANIZATION OF THE STUDY

The thesis was organized and presented in five different chapters. The first chapter stands for introduction of the study which consists of background of the study, statement of the problem, objectives of the study, scope of the study and organization of the paper. Chapter two contained different literatures on the area which discussed various theories and concepts regarding the topic. Chapter three has depicted the research methodology. On the other hand, chapter four had presented all the collected data in a clear manner and the analysis at the end. The fifth chapter would represent the summary, conclusion and recommendation part.

1.8 DEFINITION OF TERMS

Oracle System -Which simplifies the day today task of the organization by gathering data systematically. generating timely report and saving time (ethiotelecom ERP UsersManual)

ERP- Enterprise resource planning is a system that process and optimizing the use of the human Asset, Finance, Operation and Maintenance, Legal, Marketing, Fixed Access Network and others.it allows adopting Structured approaches to attract, Retain, Develop and use the critical skills and Knowledge needed to improve the capability of our company business to meet new challenges. (ethiotelecom ERP UsersManual)

CHAPTER TWO

LITERATURE REVIEW

2. THEORETICAL LITERATURE

2.1 INTRODUCTION

This chapter mainly emphasized on the theoretical and literature part of the study undertaken. On the chapter it tried to see the theoretical base for training and training practice. Under this their definition and components under this topic will be discovered. On the later part of the chapter conceptual framework and related research done before by different scholars and their results in terms of the target purpose will be seen.

2.1.1 DEFINITION OF TRAINING AND DEVELOPMENT

"Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience"

"A planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization".

While, Armstrong's definition is concise, the definition given by the manpower services commission gives a better insight to training by not only explaining what training is but also giving the reason for training practices to be implemented. Sometimes there is confusion between the terms "Education" & "Training" because there is a degree of inter-relationship. This relationship can be best understood by considering Education as dealing with the

imparting of knowledge whereas Training is directed towards changing of behavior and attitude.(Armstrong, 1999, p507)

2.1.2 TRAINING PHILOSOPHY

There are three broad approaches to training open to organizations. Some adopt a lassie-faire approach believing that employees will find out what to do for themselves or through others. (E.g. If skill shortages were to be encountered, they would rectify the situation by poaching staff from other organizations that invest in training). Secondly other organizations may invest in training in good times. Thirdly organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposition. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to also realize that organizations are showing an act of faith by creating opportunities for further education and enhancement of their skills. This is the proactive approach rather than reactive approach designating training as a continuous and on-going process within the organization. Armstrong (1999)

2.1.3 WHAT IS TRAINING AND DEVELOPMENT?

Training should have an immediate and highly specific impact on work performance and should be grounded on the organization's requirement and unique corporate culture. It defers in this respect from education and employee development, which prepare the individual for life and work.

Training is the process of obtaining Knowledge, Skills, and/or abilities needed to carry out a specific activity or task. (Gilley, quarto, & Dixton, 2009)

An investment on employee Training and career development is considered as important factor in employee retention. Organizations should invest on development of talented employees, through proficiency analysis, input on employee interests, training need analysis, and multisource appraisal of capabilities and formulate plans for action to enhance the skills of employees. Employees have an expectation of acquiring new knowledge and skills which

they apply on the job and also share with other employees to improve their performance. Research studies found that organizations with poor employee training program, experience employee turnover (Agwarala, 2010).

2.1.4 THE BENEFITS OF TRAINING AND DEVELOPMENT

the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employ. Investing in training means that employees will be able to perform better and empower themselves to make use of their natural abilities. Armstrong (1999).

2.1.5 THE MAIN OBJECTIVES OF TRAINING

Develop competencies of employees to improve their performance. • Help people to grow within the organization in order that as far as possible, its future Human resources can be met from within. • Reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible. (Armstrong, 1999, p507-508)

Employee Training; is a learning experience: it seeks a relative permanent change in employees that improves job performance. Thus, training involves changing skills, Knowledge, attitudes, or/and behavior. This may mean changing what employees Know, how they work, or their attitudes toward their jobs, co-workers, Managers, and the organization. (Decenzo & Robbins, 2010)

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 & Caple, 2000).

Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of knowledge, skills, and attitudes. (Itika, 2011)

2.1.6 BENEFITS OF TRAINING

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, products, inadequate performance, and shortage of staff. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, and increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011)

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013)

2.1.7 FORMAL TRAINING

Human resource development (HRD) literature suggests that investments in training and development (T&D) are associated with a range of individual and organizational benefits HRD and management practitioners utilize formal training as a vital and comprehensive component in individual and organizational development. The goal usually is set by the organization to enhance individual productivity and competitiveness and to facilitate employees' learning and work-related competencies and skills. (Lang and Wittig-Berman, 2000)

Employees Need the Training Program to Be Properly Coordinated and Arranged. Training coordination is one of several aspects of training administration. Training administration refers to coordinating activities before, during, and after the program. Training administration involves:

1. Communicating courses and programs to employees.
2. Enrolling employees in courses and programs.
3. Preparing and processing any pertaining materials such as readings or tests.
4. Preparing materials that will be used in instruction (e.g., copies of overheads, cases).
5. Arranging for the training facility and room.
6. Testing equipment that will be used in instruction.
7. Having backup equipment (e.g., paper copy of slides, an extra overhead projector bulb) should equipment fail.
8. Providing support during instruction.
9. Distributing evaluation materials (e.g., tests, reaction measures, surveys).
10. Facilitating communications between trainer and trainees during and after training (e.g., coordinating exchange of e-mail addresses).
11. Recording course completion in the trainees' training records or personnel files.

Good coordination ensures that trainees are not distracted by events (such as an uncomfortable room or poorly organized materials) that could interfere with learning. Activities before the program include communicating to trainees the purpose of the program, the place it will be held, the name of a person to contact if they have questions, and any preprogram work they are supposed to complete. Books, speakers, handouts, and videotapes need to be prepared. Any necessary arrangements to secure rooms and equipment (such as DVD players) should be made. The physical arrangement of the training room should complement the training technique. For example, it would be difficult for a team-building session to be effective if the seats could not be moved for group activities. If visual aids will be used, all trainees should be able to see them. Make sure that the room is physically comfortable with adequate lighting and ventilation. Trainees should be informed of starting and finishing times, break times, and location of bathrooms. Minimize distractions such as

phone messages; request that trainees turn off cell phones and pagers. If trainees will be asked to evaluate the program or take tests to determine what they have learned, allot time for this activity at the end of the program. Following the program, any credits or recording of the names of trainees who completed the program should be done. Handouts and other training materials should be stored or returned to the consultant. The end of the program is also a good time to consider how the program could be improved if it will be offered again. (Raymond A.Noë Employee Training and development, 2008)

An interesting example that illustrates many of the features of good instruction that have just been explained can be found in the training programs of the Culinary Institute of America (CIA), located in the rolling hills of the Hudson River Valley, a 90-minute drive from New York City. The CIA, the world's finest training facility for chefs, has approximately 2,000 full-time students in its degree programs. CIA graduates are chefs in some of the best restaurants in the world and in prestigious private dining rooms (such as the White House), and they direct food service operations for large hotel chains such as the Marriott, Hyatt, Radisson, and Hilton. Besides offering degree programs, the CIA also hosts more than 6,000 trainees from a wide variety of companies that have food service operations. Whether an instructor is teaching meat-cutting or sautéing techniques, the programs' learning environments are basically the same. A lecture is followed by demonstration and several hours of guided hands-on practice. The trainee then receives feedback from the instructor. The trainer moves from a show-and-tell approach to become a coach over the course of the training session. Videos are produced for every class that a student will take. They can be viewed from residence halls or can be seen at the video learning center where students can review the tapes at their own pace; the students control what they see. CIA programs deal not only with cognitive learning but also with physical and emotional learning. In addition to cooking and baking courses, students are required to study psychology, Total Quality Management, languages, marketing, communications, restaurant management, and team supervision. Physical fitness and stress management are required parts of the curriculum. Why? Running a commercial kitchen involves long hours and high levels of stress—it is very physically demanding. Thanks to the learning environment created at CIA, the institute is recognized as the world leader in gastronomic training as it provides a foundation of basic

knowledge for chefs from around the world.(Raymond A.Noë Employee Training and development, 2008)

2.1.8 FACTORS CONSIDERED IN TRAINING NEED ASSESSMENT

A Training Needs Assessment is a process of confirming the knowledge and technology necessary for achieving organizational goals. Inside an organization, a TNA is a process to decide if it is necessary to provide the employees with training and which training should be provided. TNA is a basic skill that a training practitioner should possess. The so-called training needs analysis is a process of continuously collecting data in order to decide if training needs exist and help achieve organizational development goals .The Influential four factors that effect on Training Needs Assessment (TNA) namely Dominance on Problems And Analyses, Dominance on Organizational Development, Dominance on Resource Applications, and Capability for Implementation of TNA. In this paper, employees' as the research samples to analyze the influential factors of Training Needs Assessment (TNA), and it was found that “Capability for Implementation of TNA. Needs assessment is the first step in the instructional design process, and if it is not properly conducted any one or more of the following situations could occur:

- Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance expectations).
- Training programs may have the wrong content, objectives, or methods.
- Trainees may be sent to training programs for which they do not have the basic skills, prerequisite skills, or confidence needed to learn.
- Training will not deliver the expected learning, behavior change, or financial results that the company expects.
- Money will be spent on training programs that are unnecessary because they are unrelated to the company's business strategy.

Bahram Mahmoudi Mazraeh Shadi, Influential factors of training need assessment Journal UMP Social Sciences and Technology Management Vol.Iss:1,2015 <http://www.jsstm-ump.org> Raymond A.Noel Employee Training and development 2008

There are three elements of needs assessment: organizational analysis, person analysis, and task analysis. In practice, organizational analysis, person analysis, and task analysis are not conducted in any order. Whether time and money are devoted to training is contingent on the results of organizational, person, and task analyses. While any one analysis can indicate the need for training, companies need to consider the information from all three types of analysis before the decision is made to devote time and money to training. Because organizational analysis is concerned with identifying whether training fits with the company's strategic objectives and whether the company has the budget, time, and expertise for training (the context for training), it is usually conducted first. Person analysis and task analysis are often conducted at the same time because it is difficult to determine whether performance deficiencies are a training problem without understanding the tasks and the work environment. An initial organizational analysis may suggest that a company does not want to spend financial resources on training. However, if person analysis reveals that a large number of employees lack a skill in an important area that is related to the company's business objectives. (Raymond A.Noel Employee Training and development,2008)

2.1.9 Analysis of Training Needs

The first step in training needs analyzing is what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011).

Needs assessment typically involves organizational analysis, person analysis and task analysis. (Raymond A.Noel, 2008).

2.1.10 ORGANIZATIONAL ANALYSIS

Organizational analysis involves identifying whether training supports the company's strategic direction; whether managers, peers, and employees support training activity; and what training resources are available.

The strategic role of training influences the frequency and type of training and how the training function is organized in the company. In companies in which training is expected to contribute to the achievement of business strategies and goals, the amount of money allocated to training and the frequency of training will likely be higher than in companies in which training is done haphazardly or with no strategic intent in mind. For example, companies that believe learning contributes to their competitive advantage or that have adopted high-performance work systems (e.g., teams) are likely to have greater training budgets and conduct more training. The business strategy also influences the type of training. Companies that have adopted a disinvestment strategy are more likely to focus on outplacement assistance and job search skills training than are companies with other strategic initiatives. Last, the greater the strategic role of training, the more likely the company will organize the training function using the business-embedded or corporate university models. Both these models emphasize that training is used to help solve business problems.

Support of Managers, Peers, and Employees for Training Activities A number of studies have found that peer and manager support for training is critical, along with employee enthusiasm and motivation to attend training. The key factors for success are a positive attitude among peers, managers, and employees about participation in training activities; managers' and peers' willingness to provide information to trainees about how they can more effectively use knowledge, skill, or behaviors learned in training on the job; and opportunities for trainees to use training content in their jobs. If peers' and managers' attitudes and behaviors are not supportive, employees are not likely to apply training content to their jobs. (Raymond A.Noë Employee Training and development, 2008)

2.1.11 TRAINING RESOURCES

It is necessary to identify whether the company has the budget, time, and expertise for training. For example, if the company is installing computer-based manufacturing equipment in one of its plants, it has three possible strategies for dealing with the need to have computer literate employees. First, the company can decide that, given its staff expertise and budget, it can use internal consultants to train all affected employees. Second, the company may decide that it is more cost-effective to identify employees who are computer-literate by using tests and work samples. Employees who fail the test or perform below standards on the work sample can be reassigned to other jobs. Choosing this strategy suggests that the company has decided to devote resources to selection and placement rather than training. Third, because it lacks time or expertise, the company may decide to purchase training from a consultant. (Raymond A.Noë Employee Training and development, 2008)

2.1.12 CHOOSING A VENDOR OR CONSULTANT

If a company decides to purchase a training program from a consultant or vendor rather than build the program in-house, it is important to choose a high-quality provider. Training providers may include individual consultants, consulting firms, or academic institutions (Raymond A.Noë Employee Training and development, 2008)

2.1.13 PERSON ANALYSIS

Person analysis helps to identify employees who need training, that is, whether employees' current performance or expected performance indicates a need for training. The need for training may result from the pressure points, including performance problems, changes in the job, or use of new technology. Person analysis also helps determining employees' readiness for training. Readiness for training refers to whether (1) employees have the personal characteristics (ability, attitudes, beliefs, and motivation) necessary to learn program content and apply it on the job and (2) the work environment will facilitate learning and not interfere with performance. This process includes evaluating person characteristics, input, output, consequences, and feedback (Raymond A.Noë Employee Training and development, 2008)

2.1.14 TASK ANALYSIS

Task analysis results in a description of work activities, including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks. A job is a specific position requiring the completion of certain tasks. A task is the employee's work activity in a specific job. shows several tasks for the electrical maintenance worker job. These tasks include replacing light bulbs, electrical outlets, and light switches. To complete tasks, employees must have specific levels of knowledge, skill, ability, and other considerations (KSAOs). Knowledge includes facts or procedures (e.g., the chemical properties of gold). Skill indicates competency in performing a task (e.g., negotiation skill, a skill in getting another person to agree to take a certain course of action). Ability includes the physical and mental capacities to perform a task (e.g., spatial ability, the ability to see the relationship between objects in physical space). Other refers to the conditions under which tasks are performed. These conditions include identifying the equipment and environment that the employee works in (e.g., the need to wear an oxygen mask, work in extremely hot conditions), time constraints for a task (e.g., deadlines), safety considerations, or performance standards.

Task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training. Why? Task analysis is a time-consuming, tedious process that involves a large time commitment to gather and summarize data from many different persons in the company, including managers, job incumbents, and trainers. (Raymond A.Noel Employee Training and development 2008)

2.1.15 STEPS IN A TASK ANALYSIS

A task analysis involves four steps:

1. Select the job or jobs to be analyzed.
2. Develop a preliminary list of tasks performed on the job by (1) interviewing and observing expert employees and their managers and (2) talking with others who have performed a task analysis.

3. Validate or confirm the preliminary list of tasks.

This step involves having a group of (job incumbents, managers, etc.) answer in a meeting or on a written survey several questions regarding the tasks. The types of questions that may be asked include the following: How frequently is the task performed? How much time is spent performing each task? How important or critical is the task for successful performance of the job? How difficult is the task to learn? Is performance of the task expected of entry-level employees? (Raymond A. Noe Employee Training and development, 2008)

2.1.16 CHALLENGES OF TRAINING AND DEVELOPMENT

Whether your organization is well-established or a brand new startup, one thing you cannot afford to ignore is providing your employees with the best possible training you can. After all, it's the scaffold that will help your business grow and remain competitive.

However, it's not necessarily easy to set up: each company is unique, and there is no one-size-fits-all training solution out there. You need to create a learning and development program that addresses the training challenges your organization and employees face. One that will help you remains at the top of the game and flexible enough to change as your company evolves.

The challenges of training and development in an organization are fairly similar wherever you go, especially when you are establishing your training program, and can be parsed down into a few key considerations. So, what are the most common challenges faced by training managers? How can they be overcome? Here are some ideas and suggestions for you to consider.

The first of the most common issues in training and development is pretty obvious – what exactly should your program be comprised of? A big problem some Learning and Development managers face is a Portfolio of courses that is too big, too unwieldy, out of date, repetitive or just plain useless.

A successful manager will avoid this by choosing and developing the courses that are most useful, not only for the organization as a whole but also for each individual learner. After all,

the training needs of a senior manager are going to vary from a newly on boarded team employee. If you're tackling a well-established learning and development platform, don't be afraid to wield the axe to old courses

Another one of the challenges in training and development is the sometimes fraught issue of who exactly delivers the learning and development. Do you rely on internal knowledge and expertise, which has the advantages of being fully under the organization's control and near its business niche? Or should you opt for external trainers, who will bring their own experience, skills and new concepts, but who can be a costly learning asset?

The key to this issue is tied up with our first question. It really does depend on the nature or your training requirements. There will be times that you will be much better off deploying an internal asset – for example when delivering induction training – but sometimes, bringing in external trainers is actually more cost effective. This is particularly the case when we consider the next of our problems associated with training and development. (Nikolay Andriotics, 2017)

Busy training and development managers face a range of challenges in creating and delivering high-caliber content in an on-demand world. A Lionbridge survey of T&D executives identified the top 5 training and development challenges in corporate learning. Here are the issues and tips for addressing them: (Lionbridge, 2014)

1. Improving learning effectiveness

“Quality is defined by what participants learn and can do after training,” notes Ann Gretter, CEO of HEi, a training company in the Washington, DC, area. “Selecting or developing training that is closely aligned with improvement of job performance is crucial to realizing a return on training investment, and a cost-effective training delivery medium that works well for the target audience is equally important.” Doing both requires some up-front analysis:

- Articulate learning outcomes you want participants to realize
- Understand the context in which the trainee will perform

- Recommend a delivery method—classroom, web-conference, web-based, simulation, etc. that best accomplishes the desired learning outcomes (Lionbridge, 2014)

2. Expanding Library of Content

Changing skill requirements and new delivery methods can make it difficult to keep up with demand for corporate learning assets. That’s why Gretter suggests having an educated instructional systems designer on your team or at your service. A qualified ISD can procure existing or develop new content and training programs to keep your global workforce primed for maximum performance. “The instructional designer is as important to the development of good training as your subject matter expert,” she says. “Be sure to include an ISD with practical and cost-effective training development experience.” (Lionbridge, 2014)

3. Delivering consistent service across a global organization

“Analysis of the target audience, the nature of the training content, and whether the training is focused on knowing or doing are some of the criteria to consider when selecting training for a global workforce,” Gretter notes. This ensures that the content is correctly translated and that concepts are appropriately captured regardless of language and cultural differences. Localized web-based or web conference training is the best medium to reach a geographically dispersed target audience. (Lionbridge, 2014)

4. Reducing development cycle times

Getting new programs up and running quickly doesn’t have to be so hard. Select a professional translation company with capabilities for quick and easy file exchange, a reputation for predictable and fast delivery, and an established process for change orders. Work with them to develop internal practices so you can create a workflow that improves velocity. According to our poll, T&D managers identify potential vendors through direct contact (59%), industry associations (41.3%), industry-specific social networks and communities (34.5%) and trade shows and conferences (34.2%). (Lionbridge, 2014)

5. Increasing product knowledge amongst employees

If employees don't understand how to use training products and technology, or if they aren't familiar with them, the learning won't stick. "Use tools that they are already comfortable with to develop training," Gretter counsels. "For example, for several of our clients, that tool is PowerPoint. So we ensure that the training development tool is compatible with PowerPoint." Speaking of familiarity, don't overlook the value of making learning content available on mobile devices. For new products and technology, be sure to walk employees through the process of signing in, using, and signing out.

Training and development challenges don't have to get you down. Use these tips to overcome common obstacles and improve the way your organization learns and performs. (Lionbridge, 2014)

2.1.17 EMPLOYEES ATTITUDE

Trainees' attitudes may affect the effectiveness of training. Attitudes are likely to be influenced by participants' experience of training and in turn affect trainees' perspectives about the evaluation of training argues, 'the attitudes, interests, values, and expectations of trainees may attenuate or enhance the effectiveness of training'. If we are to have an understanding of how to enhance the likelihood that participation in training program will lead to behavior change and performance improvement, it is important to determine specific individual characteristics that affect training effectiveness. In his training effectiveness model, he identifies participants' attitudes concerning their jobs and careers and their perception of the work environment may have an effect on training outcomes. Testing this model, Noe and Schmitt (1986) found that participants were more motivated to learn and transfer skills to the work environment when they were highly involved in their jobs. The findings from Santos and Stuart's case study also provide strong empirical support for Noe's(1986) contention that employee will transfer skills and knowledge to the workplace if training is associated with rewards. Nonetheless, they point out that the applicability and usefulness of Noe's model remains underdeveloped although the logic behind it is clear. Indeed, empirical investigations of personality, motivational and environmental factors impact on training effectiveness remain limited. There may be a link between employee

positive attitudes and training effectiveness. Keep (1989) argues that at the individual level, investment in training provides a powerful signaling mechanism to increase employee motivation and commitment to the organization. and increase in earnings and other non-financial rewards such as job satisfaction and commitment. (Baldwin and Ford,1988; Orpen,1999).

Evidence from the Employment in Britain survey of 1992 supports this proposition by showing that from a dataset of 3,855 employed individuals, the majority of them feel committed to their organization, and for instance, 81 percent disagree with the view that they felt very little loyalty to their companies. Most interesting of all, approximately seven in eight of trainees saw training they received as beneficial, and this is often associated with achieving a qualification, gaining a promotion or a better job, and increase in earnings and other non-financial rewards such as job satisfaction and commitment (Gallie and White, 1993)

These findings are informative but organizational commitment appears to be problematic. Although most employees feel committed to their companies, only a relatively small minority are strongly committed (Ibid, 1993:20)A number of commentator claim that training effectiveness can be mediated by social and political process that has been downplayed by the above research design. With an attempt to compensate this research design limitation, Heyes and Stuart (1996) conducted a nationwide survey of members of the Manufacturing Science and Finance (MSF) which covered over 1,000 employees working in a wide range of industries. Evidence from this survey suggests that training provision has a positive impact on employees' attitudes such as motivation and job satisfaction where employers adopt structured, formalized approaches to training which link skill (Green, 1992; Heyes and Stuart, 1994; Heyes, 1998)

While 'new industrial relations' practices of employee involvement may affect employee attitudes positively, there is no priori reason to assume that positive attitudes will translate into feelings of commitment or mutual interest. Kelly (1991).

In summary, from the above-mentioned paragraph, it is clear that evaluation training effectiveness is a complicated process. Although the four evaluation levels based on

Kirkpatrick's model can be employed in almost any organization, it is also important to emphasize that different settings may produce different results in certain context. Moreover, the influence of trainee's attitudes on training effectiveness has been a relatively neglected research area (Noe, 1986) accordingly,

The present study will aim to shed some light on the employees' attitudes towards training effectiveness in a large university which may provide different empirical evidence when compared with other settings .Also, the primary focus of this paper is upon the evaluation of reaction, learning environment, behavior change and the impact of training perceived by employees. (Kirkpatrick, 1967:32)

2.1.18 TYPES OF TRAINING

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book states that there are various types of training. These are:-

- **Remedial Training:** – helps people meet the basic screening or entry-level requirements for a job.
- **Orientation Training:** – helps to socialize individuals into a corporate culture.
- **Qualifying training:** - assists individuals with meeting basic performance expectations and thus increased their productivity.
- **Second-chance training:** - is provided to those who may be transferred or terminated because they are not meeting organizational work standards.
- **Cross Training:** - is for people who are trying to master new jobs or job skills. Retaining provides upgrading to keep skills current as technological or organizational conditions change.
- **Outplacement training:** - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

- **Literacy Training:** - Improving basic skills of the workforce such as mathematics, reading,, writing, and effective employee behaviors such as punctuality, responsibility, cooperation, etc.
- **Customer Service Training:** - Training to improve communication, better response to customer needs and ways to enhance customer satisfaction.

2.2 STEPS IN TRAINING PROCESS

The way in which a firm plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training? Effective training requires the use of a systematic training process. (Mathis & Jackson, 2011).

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages, namely:

- Assessment of training needs
- Designing the training programs
- Implementation of the training program
- Evaluation of the training program

2.2.1 TRAINING NEEDS ASSESSMENT

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demand of organizational change. (Itika, 2011)

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003)

Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is

performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing Organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, what kind is needed. Determining training needs typically involves generating answers to several questions (Mathis & Jackson, 2011).

2.2.2 TRAINING DESIGN

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training. (Sishan Solomon, 2014)

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

2.2.3 TRAINING DELIVERY

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Regardless of the method used, ensuring that training is effective the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods.)

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective methods depend on the learner and the skill being learned. Training methods are categorized into two groups (Decenzo & Robbins, 2010)

I. On-the-job Training

II. Off-the-job Training

On-the-job training is a training that is given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

2.2.3.1 ON-THE-JOB TRAINING

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. (Greer, 2003)

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, & Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their jobs. **On-the-job training (OJT)** refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011)

On the job training can range from relatively unsophisticated ‘observe and copy’ methods to highly structured courses built into workshop or office practice (Beardwell, Holden, & Claydon, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is “learning by doing.” (Onyango and Wanyoike, 2014)

Types of on-the-job training

- a) **Coaching:** –an experienced worker or the trainee’s supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by step. (Dessler and Varkkey, 2010)
- b) Every employee, from the clerk to CEO, gets on-the-job training when he or she joins a firm.

- c) **Job rotation:** -in which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities. (Goldstein & Ford, 2007)
- d) **Apprenticeship** –is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. (Greer, 2003)
- e) **Internships** – are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. (Decenzo & Robbins, 2010)

Advantages (Pros) of on the job training	Disadvantage (Cons) of the on the job training
• Provides realism	Disruptions to operation
• Allows active practice	May damage valuable equipment
• Provides immediate feedback	Inconsistent across departments
• High motivation	Inadequate focus on underlying principles.
• High transfer to job	Lack of systematic feedback
• Lowers training cost	Transfer of improper procedures
• Less expensive than off-job training	Trainee stress

Source: (Decenzo & Robbins, 2010)

2.2.3.2 OFF-THE-JOB TRAINING

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instance of off the job training methods are workshops, seminars, conferences, etc., such

method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, Hellen Beck, Gerhart, & wright, 2008)

Types of off the job training

- a) **Classroom Lectures and Seminars:** -Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both. (Greer, 2003)
- b) **Simulated training (Vestibule training):**-is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job. (Dessler & Varkkey, 2010)
- c) **Multimedia Learning:**-can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo& Robbins, 2010).
- d) **The case study method:** -presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees. (Onyango and Wanyoike, 2014)
- e) **Role Playing:** -is to create a realistic situation and then the trainees assume the parts (roles) of specific person in that situation. (Dessler & Varkkey, 2010)

Advantages of the off the job training

- Avoids disruptions to normal operations
- Minimizes distraction
- Avoids safety concerns

Disadvantages of off the job training

- Transfer of training may be more difficult due to different between the training setting and the work setting
- Costs may be higher due to the cost of the training facility

Trainee motivation may be reduced because the job-relevancy of the training is not as obvious (Dessler & Varkkey, 2010)

2.3 EMPIRICAL LITERATURE REVIEW

Researchers conducted a study on training practice and its problem on employee performance. In their study training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan.

The study concluded that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana, Irum, Ahmed, & Mehmood, 2012)

Training and development 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 organizational performance. Similarly Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage. Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development 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 organizations' success (Byrne, 2009).

Organizations should conduct a needs assessment using experienced subject matter experts to make sure trainees are ready and motivated for training. Second, in terms of design, organizations should apply theory-based learning principles such as encouraging trainees to organize the training content, making sure trainees expend effort in the acquisition of new skills, and providing trainees with an opportunity to make errors together with explicit instructions to encourage them to learn from these errors enhances the benefits of training. Third, in terms of training delivery, the benefits of using technology for training delivery can be enhanced by providing trainees with adaptive guidance (see Herman and Kurt, 2009). The model of measuring training effectiveness developed by Donald Kirkpatrick in the late 1950s can enhance the perceived benefits of training from the perspective of various stakeholders in the process, including those who participate in training, and those who fund it i.e. organizations (Jeremic, Jovanovic, and Gasevic, 2009).

The study concluded that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance.(Sultana, Irum, Ahmed, & Mehmood, 2012)

Conducted a review and critique of research on training and organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resources, performance and financial outcomes.

The results of meta-analysis from 67 studies suggest that training is positivity related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. The relationship between training and firm performance may be mediated by employee attitudes and human capital Tharenou, Saks & Moore, (2007)

2.3.1 READINESS FOR TRAINING

Effective training requires not only a program that addresses real needs, but also a condition of employee readiness. Readiness for training is a combination of employee characteristics and positive work environment that permit training. The necessary employee characteristics include ability to learn the subject matter, favorable attitudes toward the training, and motivation to learn. A positive work environment is one that encourages learning and avoids interfering with the training program (Noe Holenbeck and Wright, (2011).

2.3.2 EMPLOYEE READINESS CHARACTERISTICS

To be ready to learn, employees need basic learning skills, especially cognitive ability, which includes being able to use written and spoken language, solve math problems, and use logic to solve problems. Ideally, the selection process identified job candidates.

With enough cognitive ability to handle not only the requirements for doing a job but also the training associated with that job. However, recent forecasts of the skill levels of the U.S. workforce indicate that many companies will have to work with employees who lack basic skills. For example, they may have to provide literacy training or access to classes teaching basic skills before some employees can participate in job related training. Noe Holenbeck and wright,(2011)

2.4 CONCEPTUAL FRAMEWORK

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009). There are different models that show the steps in the training and development process, through the contents are more or less the same, According to Kulkarni, there are four steps: Assessment of training needs, designing of training programs, implementation (Delivery) of training programs and evaluation of training programs. (Kulkarin, 2013)

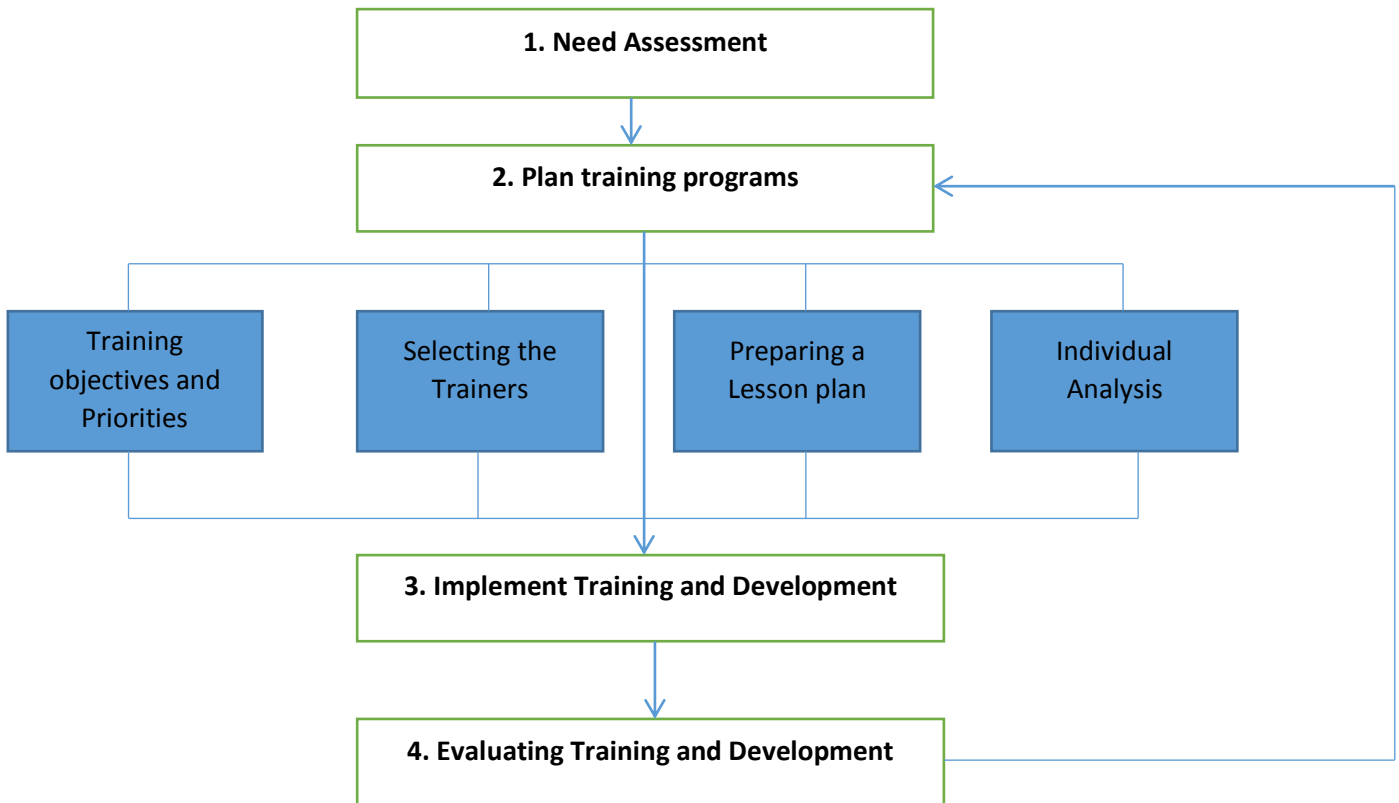


Figure 1: Conceptual Framework

Source; (Armstrong, 2009)

2.4.1 NEED ASSESSMENT

Training and development can help in supporting company’s competitiveness by increasing the company’s value through contributing to its intangible assets. However, in designing effective training and development 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. Needs assessment refers to the process used to determine if training is necessary. (Hollen, Gerhart, & wright, 2008). Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of

performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing training needs is playing a very important role in identifying individuals who need to be trained, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. Bees (1994).

2.4.2 INDIVIDUAL ANALYSIS

Analyzes how well the individual employee is doing the job and determines which employees need training and what kind. Individual needs analysis examines employees' performance and compares it with the established Standards, in order to determine the training needs for each employee. Stone, Latham and Wesley (1991) 2002

2.4.3 TRAINING OBJECTIVES AND PRIORITIES

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and needs to be. (Mathis & Jackson, 2011)

Training Objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- Attitude: Creating interest in and awareness of the importance of something (e.g., Sexual harassment training)
- Knowledge: Imparting cognitive information and details to trainees (e.g., Understanding how a product works)
- Skill: Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation). (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible result more quickly (Mathis & Jackson, 2011).

Establishing and formulating T&D objectives is one of the most important parts in the training process. "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".

The program design stage relies on adequate and sufficient information resulting from training need assessment stage. One of the first things human resource development professional should do is to define the objectives for the training program. Robert Mager defines an objective as a description of a performance you want learners to be able to exhibit before you consider them competent. As such training and development program objectives describe the intent and the desired result of the training and development program. Marchington and Wilkinson (2000, p189).

2.4.4 SELECTING THE TRAINER

Delivery style is a very important part of training and development. Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he/she is not capturing the attention of the audience it means he/she is wasting the time. It is very necessary for a trainer to engage its audience during the training session. And even if the training is delivered in a proper manner if it did not delivered timely to the trainees' it will be a waste of time(Sishan Solomon, 2014)

2.4.5 PREPARING A LESSON PLAN

To translate program objectives into an executable training session, the development of a lesson plan is recommended.

A lesson plan is a trainer's guide for the actual delivery of the training content. Creating a lesson plan requires the trainer to determine what is to be covered and how much time to devote to each part of the session.

It is also very important to think about the location of T&D programs within the organization or off-site; also, to decide whether it will be in the organization, either on-the-job or off-the-job, or relying on specific training institutions (external providers).

Some authors argue that external training programs generally meet organizations' requirements; they are likely to be cheaper and more convenient than in the case where the organization spends time, effort and cost in developing its own training programs. In addition, external training programs are mostly managed by professionals and there is an opportunity for participants or trainees to mix with other people from the same or different organizations. However, the disadvantage of these programs, according is that they may be not readily transferred to the specific organization's culture, "that is all very well in theory, but may not work in reality". Cushway (1994: p. 122).

However, developing in-house organizational T&D programs is very important if the organization's requirements continue for a long period of time, if the organization has unique requirements that could not be met by external programs or if the organization needs

to develop some unique and specific skills which it needs not to be imitated by its competitors, who might use the same external training sources. Also, informal training can be more easily integrated into the organization's everyday activities; it can be undertaken in modules over short time periods and can be synchronized closely with the organization's production cycle; it can be more easily focused closely on the workers specific individual and work role needs (Currant et al., 1997).

2.4.6 IMPLEMENTING TRAINING AND DEVELOPMENT

Implementing training and development Programs is the vehicle of the training and development process. Training and development programs should be according to the programs design. Qualified trainers who have the abilities to deal with different people and situations are necessary for a successful implementation argue that implementing training programs usually faces some difficulties which must be resolved first in order to reach a satisfactory implementation stage process (Hughey and Mussnug, 1997; Hale, 2003; Bees, 1994). Mondy et al. (1999).

2.4.7 EVALUATING TRAINING AND DEVELOPMENT

The Manpower Services Commission (1981) defines training evaluation as "the assessment of a total value of the training system, training course or programs in social as well as financial terms. The term is also, used in general judgmental sense of the continuous monitoring of a programs, or of training function as a whole". Hence, training evaluation helps to collect and improve organizational decision-making about human performance improvement, (Burrow and Berardinelli, 2003).

CHAPTER THREE

RESEACH DESIGN AND METHODOLOGY

3. RESEARCH DESIGN AND APPROACH

The study had used a descriptive design through surveys to assess the training and development practice in ethio telecom at Addis Ababa. This type of research design helps to portray accurately the characteristics of a particular individual, Situation or a group. The descriptive research design was appropriate choice. It was a cross sectional study and the study aims at measuring the attitude of the employees about the training they were getting from their company.

This study applied both quantitative and qualitative data (mixed research approach). A mixed method approach was one in which the researcher collects, analyzes, and “Mix” or “integrates” both qualitative and quantitative data in a single study to understand a research problem Hence, by Applying the mixed method the researcher would ensure the strength of the findings towards being more objective and generalize to the entire population (Creswell, 2003).

The researcher gathered information from group of employees at a given point in time. It allowed researcher to look at numerous characteristics at once such as age, marital status, and gender.

3.2 TARGET POPULATION, SAMPLING TECHNIQUE AND SAMPLE SIZE

The target population of this study would be ethiotelecom non management staffs and managers. Due to time and resource constraint it would be impractical for the researcher to survey the entire staffs, So that this study had only focus on Addis Ababa ethiotelecom staff. A recent Survey of ethio telecom Database is a total of **17,072** staff which was the then data. Out of this the Addis Ababa staff were **(9271)** and **(200)** staff would be a target population. Its structure has classified by six zonal offices and Head office. Thus, the researcher would

preferred convenient sampling, that subjects are selected just because they were easiest to recruit for the study and the researcher did not consider selecting subjects that were representative of the entire population.

In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual. This is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques. Many researchers prefer this sampling technique because it is fast, inexpensive, easy and the subjects are readily available. [https://explorable.com/convenience - sampling](https://explorable.com/convenience-sampling)

Convenience sampling (also known as availability sampling) because it is used for the sake of time management and cost minimization and relies on data collection from population members who are conveniently available to participate in study. Facebook polls or questions can be mentioned as a popular example for convenience sampling.

Convenience sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you can find them and typically wherever is convenient. In convenience sampling no inclusion criteria identified prior to the selection of subjects. All subjects are invited to participate. Saunders, M, Lewis, P & Thornhill, A. (2012)

ethio telecom at Addis Ababa has six zonal and head office, out of this (CAAZ), Central Addis Ababa zone had 327 employees. (EAAZ), East Addis Ababa Zone had 532 employees. Head Quarter had (6649), employees. (NAAZ) North Addis Ababa Zone had (442) employees. (SAAZ) South Addis Ababa Zone had 426, employees. (SWAAZ) South West Addis Ababa Zone had 456 employees. (WAAZ) West Addis Ababa Zone had 439, employees. The researcher used the formula derived by Taro Yemane (1967). Slovin's (1960).

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

Where n =sample size, N =population size, e= sampling error (example .10, .07, .05 and .01 acceptable error. the researcher used 0.07 as sampling error to limit the sample size of respondents)

$$n = \frac{9271}{1 + 9271(0.07)^2}$$

$$n = 200$$

The researcher has used a sample and to determine the sample size of the selected Respondents. Accordingly, the proportion of the sample for zonal offices and Head office had presented as follows:

Table 1: Proportion of sample size

No	Zonal offices and Head Quarter	Number of staff Population	Sample
1	CAAZ (Central Addis Ababa Zone)	327	7
2	EAAZ (East Addis Ababa Zone)	532	11
3	Head Quarter	6649	143
4	NAAZ (North Addis Ababa Zone)	442	10
5	SAAZ (South Addis Ababa Zone)	426	9
6	SWAAZ (South West Addis Ababa Zone)	456	10
7	WAAZ (West Addis Ababa Zone)	439	9
	Total	9271	200

3.3 TYPES OF DATA AND TOOLS/INSTRUMENTS OF DATA COLLECTION

The primary data for the research would be collected from participants through structured questionnaires. Because questionnaires was one of the most widely used survey data collection techniques, each person (respondents) has asked to respond to the same set of questions, it provides an efficient way of collecting responses from a large sample. (Saunders, et al, 1997).

For the purpose of the study, relevant information was collected from primary and secondary sources. The primary sources include: Administrators, Specialists, Supervisors, Managers, and Officers.

From primary sources information would be collected through questionnaire (closed-ended and open-ended) and semi-structured interview. Regarding the assessment of training and development practice of ethio telecom, information would be gathered from Supervisors and employees with (questionnaire). and semi-structured interview, for managers and officers (using interview). In this research, the investigator adopted questionnaire from (Altarawneh, Ikhlas Ibrahim (2005), Training and development effectiveness). SSRG International Journal of Civil Engineering (SSRG-IJCE).2016. vol.3 . Issue1, Dagim Legesse Assessment of employees training practice the case study of ethio telecom(2016),

3.4 PROCEDURE OF DATA COLLECTION

There are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used. William, et al., (2010),

Primary data was collected from (172) employees and (25) management of ethio telecom. Questionnaires would be distributed to the selected population size. The questionnaires of

most non - management include both open and closed ended questions. Data would be collected from management through semi-structured interview.

3.5 METHOD OF DATA ANALYSIS

In the analysis process of this research, Qualitative and Quantitative data analysis or mixed method would be used. Quantitative research was done by sending questionnaires to the employees, supervisors ; and Qualitative research of personal interviews for management.

The approach involved disaggregating the mass of qualitative data into meaningful parts or categories. This allows rearranging and analyzing these data systematically. Different variables had been used as male and female respondents. Findings would be combined and summarized together with the quantitative data findings to form the result accordingly. Descriptive statistic revealed the conformity of respondents' attitude about the training and development practice in ethio telecom at Addis Ababa. Interview was conducted together with Percentage and frequency analysis of the data had been analyzed statistically. The mean followed by the table has summarized.

3.6.1 VALIDITY

Validity was a criterion and indicated the degree to which an instrument measures what it has supposed to measure. Validity was the extent to which differences found with a measuring instrument reflect true differences among those being tested. R. Kothari, (2004), the primary data had collected using questionnaires.

3.6.2 RELIABILITY

Estimates of reliability based on the average correlation among items within test Concern internal consistency (Lee,2001).Cronbachs alpha Coefficient Alpha is the most popular indicator of internal consistency was utilized in this study to evaluate the reliabilities of measurement scales adopted after coding and entry of data into SPSS version 24 (Hair etal, Lee, 2001).

Cronbach's alpha coefficient can range from 0.0 to 1.0 A" Cronbnach's alpha close to 1.0 indicates that the item is considered to have a high internal consistency reliability, above 0.8 is considered good , 0.7 is considered acceptable and less than 0.6 is considered to be poor (Sekaran,2003).

The test of reliability is another important test of sound measurement. A measuring instrument was reliable if it provides consistent result, (R. Kothari, 2004). To Cheek reliability more than acceptable, a pilot test has been made and the researcher has distributed some questionnaires. At the end, reliability of the questionnaire has been tested using Cronbach's alpha. By using the SPSS version 24 the result shows that questionnaire's reliability was 0.853

Table 2: Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.853	39

Source :- Primary data (2018)

Table 3: Reliability statistics for Variables

Variables	Cronbach's Alpha	No of Items
Identification of techniques and indicators used to assess the training need assessment	0.798	13
Conditions of training as a vital and comprehensive component in employees and organizational development.	0.811	10
Challenges during training and development	0.763	11
Attitude of employees towards training and development.	0.857	5
Total		39

Source:- Primary data (2018)

3.7 ETHICAL CASES

The researcher should know, that respondents had to be told how the data collected used for academic purpose and confidential about the information gathered. Respondents' dignity had been kept on time of respond.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1 INTRODUCTION

The main purpose of this finding had to assess the training and development practice in ethiotelecom at Addis Ababa. To carryout the study the analysis part consists of the semi structured questionnaires provided to managers as well as the demographic part of the respondent employees found in Addis Ababa. The data which was provided to respondents had been collected and there after discriptive data analysis was processed accordingly. The findings had been discussed and analyzed with a greater care. a total of 200 questionnaires were distributed to employees, Out of this 197 questionnaires were returned,of which 3 were not returned back. 98.5% of the questionnaires were returned back.

4.1.1 DEMOGRAPHIC INFORMATION BY DOMAIN CATEGORY, JOB LEVEL, AGE, GENDER, MARITAL STATUS, SERVICE YEAR, EMPLOYMENT, QUALIFICATION

Table 4: Demographic information by Domain Category, Job level, age, Gender, Marital Status, Service year, employment, Qualification

		F	%
Domain Category	Support	55	27.9
	Network	43	21.8
	Commercial	14	7.1
	Information system	85	43.1
	Total	197	100
Job Level	B	79	40.1
	C	45	22.4
	D	48	24.4
	E	16	8.1
	F	9	4.6
Age	Below 20 years	2	1
	20-30	70	35.5
	31-40	95	48.2
	41-50	30	15.2
	Total	197	100

Gender	Category	Frequency	Percent
	Male	66	33.5
	Female	131	66.5
	Total	197	100
Marital status	Category	F	%
	Married	61	31
	Single	105	53.3
	Divorced	11	5.6
	Widowed	20	10.2
	Total	197	100
Service year	Category	Frequency	Percent
	1-5	70	35.5
	6-10	66	33.5
	11-15	61	31
	Total	197	100
Employment	Category	Frequency	Percent
	Permanent	197	100
Qualification	Category	Frequency	Percent
	Masters	31	15.7
	Bachelor's Degree	122	61.9
	Diploma	44	22.3
	Total	197	100

Source :-Primary data (2018)

The table depicted above indicates that distribution of Respondents by domain category under different working domain of the company accordingly, the finding of the result was ordered and given emphasis from largest to lowest size of the number of respondents were from Information system 43.1%, from support 27.9%, from Network 21.8% and from commercial stream 7.1% respectively. The proportion of respondents was fair in measuring of the domain category. The information system staff and management had more awareness about the software and hardware system operated by ethio telecom and the remaining had also commented about ethio telecom training and development assessment consecutively.

Ethio telecom sort out job categories from Lower Job Level B to higher job level F. employees categorized under job level B to D were non-management while management

represents Job levels (E) and(F) grades. 40.1% were Job level B employees . 22.5% were Job level C. 8.1% and 4.6% were Job level E and F respectively. It had indicated, that most of the respondents had categorized under Job level B. these employees took part in the training and development assessment questions, Job level C and D had the second level of respondents when we compare with the higher number of employees found in Job level B.

It had been observed and identified in the above given table is, that it has Indicated respondents where ,from 31-40years old had got 48.2%, From 20-30 years 35.5%, From 41-50 years 15.2 %, Below 20 years 1.0% respectively.

The majority of respondents were from 20-30 and 31-40 years and this shows there was a proportional result from both sides. Thus, it can be implied that the randomly selected respondents were matured enough which can inclined the value of the study Under the above table 41-50 were mostly experienced and had got a feedback of training and development need assessment practice.

According to the above table Female respondents had got 66.5% and 33.5% were males. The majority of the respondents fall under the age group of 31- 40. Female respondents had got a chance to respond more than males. It has been indicated that Females had given a chance to respond more than males did.

On the other hand 53.3%, of the respondents were not married, the remaining respondents 31.03%, were married, 10.2 %, Were Widowed, 5.6%, were Divorced. The marital status has been defined, Rather the Researcher was not biased and had been given equal opportunity for the above status.

The service year proportion of respondents on the above table where 1-5 year service had categorized under 35.5%, 6-10 had 33.5%, others 11-15 had 31.0% respectively. This different age groups had got equal chance of responding on the questioners.

Most of the respondents were categorized under Permanent employment, That had a 100% result. This made a research confidential and most of the respondents were aware of the training and development practice in ethio telecom.

Regarding qualification, 61.9 % of respondents were degree holders and 22.3 % were diploma holders, while 15.7% of the respondents' had Masters. This implies that ethio telecom had got qualified employees and enhances the quality of expected responses that increase the quality of the study.

4.1.2 DEMOGRAPHIC ANALYSIS PROVIDING TRAINING AND DEVELOPMENT PROGRAM FOR EMPLOYEES

Table 5: Demographic analysis providing training and development program for employees

	Frequency	Percent
Yes	30	15.2
No	167	84.8
Total	197	100.0

Source :-Primary data (2018)

The majority of the respondents 84.8% of the respondents didn't take training in the organization, the remaining 15.2 % of the respondent took training. The proportion was not fair and made the management to rethink and provide training for the rest of employees.

4.1.3 DEMOGRAPHIC ANALYSIS OF ON TIME TRAINING

Table 6: Demographic analysis of on time training

	Frequency	Percent
Yes	54	27.4
No	143	72.6
Total	197	100.0

Source :-Primary data (2018)

72.6% of the total respondents disagreed that on time training was not given to employees of ethio telecom. 27.4% of the total were agreed. The researcher took the majority of the respondents Justification, that on time training has not provided for the majority of employees.

4.1.4 DEMOGRAPHIC ANALYSIS OF FORMAL TRAINING FOR EMPLOYEES

Table 7: Demographic analysis of Formal training for employees

	Frequency	Percent
Yes	20	10.2
No	177	89.8
Total	197	100.0

Source :-Primary data (2018)

89.8% of the respondents were not agreeing that Formal training would not be provided to ethiotelecom employees. The remaining 10.2% of the total number of respondents agreed that there was a formal training. According to the above demographic analysis formal training had not provided to the majority of employees of ethio telecom.

4.1.5 TRAINING NEED ASSESSMENT

The Purpose of this section was to do analysis by using the Likert scale on the different items mentioned on the identification of techniques and indicators used to assess the training need assessment.

Descriptive Analysis

The main issue of the research was to find and analyze the assessment of training and development practice in ethio telecom at Addis Ababa. Respondents were asked to point their way of feelings towards the five types of Likert scales. According to the levels it was expressed as follows 1= strongly disagree; 2= disagree; 3= Not sure; 4 = agree; 5= strongly agree. For analysis purpose the score of ≤ 1.5 will be interpreted to as strongly disagree,

while a score of $1.5 \leq 2.5$ is regarded disagree, $2.5 \leq 3.5$ is interpreted as moderately agree, the score of $3.5 \leq 4.5$ is regarded as agree, and the finally, ≥ 4.5 will be regarded as strongly agree.

4.1.6 IDENTIFICATION OF TECHNIQUES AND INDICATORS FOR ASSESSMENT OF TNA

Respondents had answered how training and development practiced in ethio telecom. How the organization avoid problems against the training and development practice. Respondents might have ideas about the training and development of ethio telecom.

An indication that had been seen as the lack of knowledge and skill was an implication of training need assessment. The respondents were replied about the identification of techniques of training need assessment.

Table 8: Training need assessment

	SD		D		NS		A		SA			Total %
Training need Assessment	F	%	F	%	F	%	F	%	F	%	Mean	%
Lack of knowledge	6	3%	101	51.30%	53	26.90%	28	14.2	9	4.60%	2.6599	100%
The training "gap"	26	13.20%	97	49.20%	28	14.20%	42	21.30%	4	2%	2.4975	100%
Interference of the work environment	16	8.10%	91	46.20%	62	31.5%	25	12.70%	3	1.50%	2.5330	100%
Poor service quality	18	9.10%	105	53.30%	45	22.80%	26	13.20%	3	1.50%	2.4467	100%
Non alignment of training	20	10.20%	101	51.30%	32	16.20%	41	20.80%	3	1.50%	2.5228	100%
Low employee morale	23	11.70%	101	51.30%	30	15.20%	39	19.80%	4	2%	2.4924	100%
Use of old methods of training	16	8.10%	90	45.70%	55	27.90%	28	14.20%	8	4.10%	2.6041	100%
Late material delivery	15	7.60%	123	62.40%	27	13.70%	29	14.70%	3	1.50%	2.4010	100%
Equipment breakdown	13	6.60%	109	55.30%	31	15.70%	36	18.30%	8	4.10%	2.57868	100%
Delay in mobilization of resources	22	11.20%	103	52.30%	46	23.40%	18	9.10%	8	4.1	2.4264	100%
Lack of communication	24	12.20%	95	48.20%	25	12.70%	41	20.80%	12	6.10%	2.6041	100%
None co-operation of seniors	12	6.10%	112	56.90%	29	14.70%	37	18.80%	7	3.60%	2.5685	100%
The missing of training	23	11.70%	68	34.50%	45	22.80%	52	26.40%	9	4.60%	2.7766	100%

Source :- Primary data (2018)

3% of the respondents preferred strongly disagree to the other measurements. And they agreed that the Management was unable to search under knowledge and skill gap of the organization. 51.30% of the respondents under this category Preferred disagree, 26.90%, Note sure, 14.2% said Agree and 4.60% Preferred Strongly Agree. it had been identified, that management did not assessed training needs, when there was problem faced against the organization which lack skill and knowledge.

The training gap between current performance and performance required had been assessed. those where said strongly agree took 13.20% , 49.20% disagree, 14.20 note sure, 21.30 agree, and 2 % strongly agree respectively. and this implies that the majority of respondents were not disagreed about the training gap and real cause of the problem has been assessed by the organization.

How the Interference of work environment with training had been assessed and Consecutively the respondents answered at the rate of 8.10% strongly disagree, 46.20 disagree, 31.5% note sure, 12.70% agree, and 1.50% strongly agree.

The majority of respondents assured that they disagree about the interference of work environment together with the influence of it against training and development practice, for example lack of equipment, and free time to use new skills. According to the respondents, the organization couldn't facilitate and follow up the function of equipment's and measuring the capacity of each material for training and development practice in the organization. Besides some of the respondents had strongly disagreed and criticized, about the above explanation.

Respondents gave emphasis how the organization management as well as capacity building division remedied the poor service quality and recruit employees from the external environment. Respondents consecutively said that 9.10 % strongly disagree, 53.30% disagree, 22.80% not sure 13.20% agree and 1.50% strongly disagrees. Most of the respondents disagreed about the assessment of poor quality influence the recruitment of employees done by the organization.

Respondents were being asked how management assessed and identified the indication and techniques of strategic need of the business and assessment of the gap between alignments of training program with strategic needs of the business. Accordingly 10.20% of them respond strongly disagree and 51.30% of the total had agreed.

On the other hand respondents were being asked how the organization assessed the low employee moral towards training and development practice. 11.70% of the aggregate number of respondents preferred strongly disagree, 51.30% disagree, 15.20% Note sure, 19.80% agree, 2% strongly disagree. The vast majority of respondent had been disagreed that there is a limitation of fulfilling and keeping employees morale as well as motivation.

The respondents were asked whether the old method of training used as an input in training need assessment .respondents preferred by ticking from the different likert scale of their preference. 8.10% of the total respondents have selected strongly disagree. 45.70% disagree, 27.90% note sure, 14.20% agree and 4.10% strongly agree. Those respondents who selected the disagree answer would not agreeable with the organization or management practice including the old method of training as one criteria of training need assessment.

Late material delivery as indication for training need assessment would be a type of assessment that has taken as input might be questioned, and the respond of the participants were 7.60% strongly disagree, 62.40% disagree 13.70% note sure 14.70% agree and 1.50% strongly agree respectively.

Most of the participants had selected strongly disagreed and some of them disagreed how late material delivery taken as an input for training need assessment was not adequately applied.

How assessment of equipment breakdown in the organization assessed and respondents replied and answered were 6.60% strongly disagree, 55.30% disagree, 15.70% note sure 18.30% agree and 4.10% strongly agree respectively. The majority of respondents had disagreed and some of the respondents out of the total number strongly disagreed. This has indicated, that ethiotelecom did not seriously follow up and assessed how equipment's break down taken as input for training need assessment in the organization.

How mobilization of resource assessed had scanned and seen by the respondents in the following likert scales - 11.20% strongly disagree, 52.30% disagree, 23.40% note sure, 9.10% agree and 4.1% strongly agree respectively. Most of the respondents selected, disagree and others strongly disagree. This might have indicated that mobilization of resources could not the best criteria taken as input for training need assessment by management side.

Insufficient communication taken as an input for training need assessment would be identified and seen by the respondents. 12.20% strongly disagree, 48.20% disagree, 12.70% note sure, 20.80% agree, 6.10% strongly agree respectively.

Most of the respondents preferred a disagree answer while others preferred strongly disagree. It would be concluded, that communication had not taken as input for training need assessment.

63% of the respondents disagreed and strongly disagreed, that non-cooperation of seniors and juniors had indicated that training need assessment would not be given consideration for training need assessment.

How training need assessment practiced in the missing of training content affected employees with customers might be identified by respondents, where 11.70% strongly disagree, 34.50% disagree, 22.80% note sure, 26.40% agree and 4.60% strongly agree respectively.

From this we found a conclusion that both strongly disagree and disagree respondents were higher in frequency and percentage than the other choices. This has also indicated that there would not be given much concern about training need assessment

In the likert skale (2) represents disagree. The mean value (degree of intensity) (3) represents the median or neutral level , therefore below the median level respondents had disagreed on the questions given on the table below.

4.1.7 CONDITIONS OF TRAINING AS VITAL AND COMPREHENSIVE COMPONENT IN EMPLOYEES AND ORGANIZATIONAL DEVELOPMENT

How formal training towards training and development practice would be assessed by respondents. Training should be one of major task for companies progress. Realizing this the Ultimate goal of training might be ahead of its rivals of the environment.

4.1.7.1 TYPE OF TRAINING GIVEN TO ETHIO TELECOM STAFF

Table 9: Type of training given to ethio telecom staff

	Frequency	Percent
On job training	86	43.7
Off Job Training	67	34.0
All	44	22.3
Total	197	100.0

Source :- Primary data (2018)

On the job training has been provided for employees of ethiotelecom. when we compared to off the job training 43.7% of employees at Addis Ababa employees were attended. Choice of training in classes had been selected by the participants had got 34%, out of the total respondents selected off the job training. Respondents who answered as all were 22.3%.

4.1.7.2 WHAT DOES TRAINING INVOLVE IN YOUR ORGANIZATION

Table 10: What does training involve in your organization

	Frequency	Percent
Full time course	99	50.3
Part time Course	98	49.7
Total	197	100.0

Source :- Primary data (2018)

Those respondents who had selected choice full time course consist of 50.3%, the remaining Part time course were categorized under 49.7%. According to the respondents both courses would be given equal percentage rate.

4.1.7.3 IN YOUR VIEW HOW OFTEN SHOULD TECHNICAL TRAINING IS GIVEN MORE IN YOUR ORGANIZATION TABLE

Table 11: In your View How often should technical training is given more in your organization

	Frequency	Percent
Monthly	19	9.6
Bimonthly	77	39.1
In Every Six Months	45	22.8
Annually	56	28.4
Total	197	100.0

Source :- Primary data (2018)

Respondents had selected a choice where 39.1% bimonthly, 28.4% annually, 22.8% in every six month and 9.6% monthly. Accordingly most of the respondents answered that employees had provided training in the bimonthly training schedule. Others preferred the annual training schedule proportional to bimonthly training session. Realizing this employees had taken more training in every six months and the bimonthly schedule.

4.1.7.4 TO WHOM TRAINING IS GIVEN MORE IN YOUR ORGANIZATION

Table 12: To whom training is given more in your organization

	Frequency	Percent
Senior Staff	46	23.4
Junior Staff	65	33.0
Newly joined staff	17	8.6

Based on the requirement	69	35.0
Total	197	100.0

Source :-Primary data (2018)

According to the respondents Training had been given more for senior staff which consisted of 23.4%, Junior staff 33.0%, Newly joined staff 8.6%, and based on the requirement 35.0%, while employees based on the requirement had provided training next to senior staff did.

4.1.7.5 TRAINING IS PROVIDED

Table 13: Training is provided

	Frequency	Percent
When Department requests	118	59.9
When employees requests	79	40.1
Total	197	100.0

Source :- Primary data (2018)

Training had been provided when departments requested at the rate of 59.9%, while 40.1% of the respondents preferred and selected employees request. This showed that unless departments requested most, training didn't carry out in the organization.

4.1.7.6 FORMAL TRAINING IS PROVIDED ONLY FOR

Table 14: Formal training is provided only for

	Frequency	Percent
Technicians	2	1.0
Management	89	45.2
all employees	81	41.1
Commercial Staff	25	12.7
Total	197	100.0

Source :-Primary data (2018)

Formal training had provided mostly for management staff. All employees in the organization had a percentage of 54.8%. According to the respondents, management took 45.2%, it was an exaggerated when we compared to the other staff member.

4.1.7.7 FORMAL TRAINING IS GIVEN TO ALL EMPLOYEES

Table 15: Formal training is given to all employees

	Frequency	Percent
When Performance appraisal assessment show some gap	19	9.6
When Company introduce new technology	86	43.7
When employees are newly recruited	26	13.2
All	66	33.5
Total	197	100.0

Source :- Primary data (2018)

How formal training had given to all employees would be assessed. The greater number of percentage had been included when company introduces new technology. It had got 43.7%, the all answer took 33.5%, employees were newly recruited had a percentage of 13.2% and the list number of frequency consisted when performance appraisal assessment shown some gap had 9.6%.

4.1.7.8 FORMAL TRAINING IS INTERESTING IN

Table 16: Formal training is interested in

	Frequency	Percent
Workshops	53	26.9
Classes	106	53.8
Briefings	13	6.6

Audio Video	25	12.7
Total	197	100.0

Source :- Primary data (2018)

Formal training had interested for employees, when it was given in class took a percentage of 53.8%, in workshops 26.9% , with Audio Video 12.7% with briefings 6.6%.according to the respondents training was interested when it had been provided in classes most.

4.1.7.9 FACILITATING COMMUNICATIONS BETWEEN TRAINER AND TRAINEE WITH COORDINATING EXCHANGE OF EMAIL ADDRESS

Table 17: Facilitating communications between trainer and trainee with coordinating exchange of email address

	Frequency	Percent
During training	68	34.5
After training	67	34.0
During and After training	62	31.5
Total	197	100.0

Source :-Primary data (2018)

Communication between trainers and trainee with coordinating exchange of email addressed and facilitated during training. It had a percentage value of 34.5% during training, 34.0% , during and after training 31.5% respectively. The proportion of percentage value were almost equal in all the preference values. This would indicate that all the trainees might contact their trainers whatever time they preferred.

4.1.7.10 WHAT ARE THE BEST METHOD OF DISTRIBUTING EVALUATION MATERIALS AFTER TRAINING

Table 18: What are the best method of distributing evaluation materials after training

	Frequency	Percent
Tests	61	31.0

Reaction Measures	97	49.2
Surveys	39	19.8
Total	197	100.0

Source :- Primary data (2018)

After training the best method of distributing Evaluation method were tests 31.0%, reaction measures 49.2% and surveys 19.8% respectively. Reaction measure would be the preferred methods compared to the others.

4.2.1 CHALLENGES DURING TRAINING AND DEVELOPMENT

During assessment of training and development there would be a challenge of practicing in many forms. Training might not be applied if management would not support the training program as well as lack of long term plan in the company were ambiguous for the majority of respondents.

Table 19: Challenges during training and development

	SD		D		NS		A		SA			Total %
Challenges during training and development	F	%	F	%	F	%	F	%	F	%	Mean	%
Management support	31	16%	92	46.70%	45	22.80%	29	14.7			4	100%
I believe that there is lack of long term plan	12	6.10%	77	39.10%	50	25.40%	58	29.40%			4	100%
I believe that there is Lack of on the job training	21	10.70%	63	32.00%	36	18.30%	72	36.50%	5	2.50%	4	100%
Inaccurate training need analysis	2	1.00%	81	41.10%	39	19.80%	75	38.10%			4	100%
I believe that there is a discrepancy	10	5.10%	108	54.80%	26	13.20%	52	26.40%	1	0.50%	2.6244	100%
Work environment	19	9.60%	89	45.20%	31	15.70%	57	28.90%	1	0.50%	2.6548	100%
Sending inappropriate persons	91	46.20%	19	9.60%	87	44.20%					2.9797	100%
Lack of professionals	23	11.70%	87	44.20%	25	12.70%	61	31.00%	1	0.50%	2.6447	100%
Insufficient time and budget	32	16.20%	84	42.60%	45	22.80%	34	17.30%	2	1.00%	2.4416	100%
Difficulties to evaluate training	38	19.30%	92	46.70%	38	19.30%	28	14.20%	1	0.50%	2.2995	100%
I am clear that there is not poor training plan	42	21.30%	80	40.60%	43	21.80%	30	15.20%	2	1%	2.3401	100%

Source :-Primary data (2018)

Respondents answered about the assessment of challenges of training and development practice, that participants identified how management did not support training program. 16% of the respondents selected strongly disagree, 46.70% disagree, 22.80% note sure,14.7% agree. The majority of respondents were disagreed, that management’s activity of supporting the training program could be given less value.

How long term plan was used for developing human resource had been identified by respondents where 6.10% answered strongly disagree, 39.10% disagree, 25.40% note sure

and 29.40 agree. According to the respondents lack of long term plan could not be an obstacle for developing human resource rather long term plan might be used for developing human resources in the organization.

Respondents On the question of lack of on the job training as a challenge during training and development answered that 10.70% strongly disagree, 32.00% disagree, 25.40% note sure, 29.40% agreed.

How the inaccuracy of training need analysis would affect employees interest as a challenge answered by respondents had got a percentage from the likert scale where 1.00% strongly disagree, 41.10% disagree 19.80% not sure 38.10% agreed. The answer for this question might be proportional according to the respondents.

What were the discrepancy or disagreement between provided training and job skills as a challenge during training and development would be answered by respondents where 5.10% said strongly disagree, 54.80% disagree, 13.20% note sure 26.40% agree, 0.50 % strongly agree respectively. According to majority of the respondents, they selected agree and disagree answer, this shows that there was a bond between the provided training and job skills, however the note sure, agree, and disagree respondents said that, there would be a discrepancy between the provided training and job skills.

How work environment couldn't support new behavior's learned as a challenge during training and development had been identified by the respondents where 9.60% respond to strongly disagree, 45.20% disagree, 15.70% note sure 28.90% agree and 0.50% strongly agree, more than half of the respondents had disagree and strongly disagree, that the work environment was nothing to do with new behaviors of employees.

Sending inappropriate persons to the training program affects employees skills had been replied by the respondents. Those respondents who said strongly disagree had got 46.20%, disagree 9.60% note sure 44.20%

Lack of professionals as a challenge in the training department affect training skills during training would be replied by respondents where 11.70% of them said strongly disagree, 44.20% disagree, 12.70% note sure, 31.00% agree and 0.50% strongly agree. Strongly

agree and agree respondents had agreed, that The shortage of professionals in the training department would not affect training program and the remaining note sure respondent were saying nothing, others had agreed that without professionals training should not be impossible.

Insufficient time and budget as a challenge during training and development would affect training program had been seen by the respondents and selected as 16.20% strongly disagree, 42.60% disagree, 22.80% note sure, 17.30% agree, 1.00% strongly agree respectively. More than half of the respondent were disagree and strongly disagree that there would be a sufficient time and budget to execute training program. below half of the respondents were answering the selection criteria's note sure and agree.

How difficulties to evaluate training outcomes as a challenge during training affect training needs would be identified by the respondents where 19.30% strongly disagree, 46.70% disagree, 19.30% note sure, 14.20% agree and 0.50% strongly disagree respectively. The majority of respondents disagreed and strongly disagreed that evaluation of training outcomes would not affect training needs. Others answered note sure, the remaining answered agree choice. Those who said agree replied, that if there was a difficulty of evaluating training outcomes, there would be effect on training needs.

Whether poor training plan as a challenge during training and development practice in terms of training content and methods had been identified by the respondents where 21.30% said strongly disagree, 40.60% disagree, 21.80% note sure, 15.20% agree. Most of the respondents said that poor training plan was not the cause of a challenge in terms of training content and methods. Some of the respondents selected note sure choice, the remaining had selected agree choice.

The mean value of the above table could have to be identified between 2 and 2.9 measurement scale indicated that, some of the respondents has disagreed and others were categorized under neutral scale.

4.3.1 ATTITUDE OF EMPLOYEES TOWARDS TRAINING AND DEVELOPMENT

According to the respondents employees had not acquainted with good knowledge, skills, and attitude of enterprise resource planning sufficiently. This hinders employees from doing their day to day task. Error free task would not be possible unless employees had been trained well.

Table 20: Attitude of employees towards training and development

	SD		D		NS		A		SA		Mean	Total %
Attitude of employees towards training and development	F	%	F	%	F	%	F	%	F	%		%
I have a positive attitude towards training and development	48	24.40%	106	53.80%	4	2.00%	29	14.70%	10	5.10%	2.2234	100%
Employees have a positive attitude towards training and development equally in all the organization divisions	38	19.30%	68	34.50%	42	21.30%	32	16.20%	17	9%	2.6041	100%
I am very much satisfied towards the excellent practice of training and development in the organization	28	14.20%	92	46.70%	37	18.80%	19	9.60%	21	10.70%	2.5584	100%
I believe that, the Capacity building department has a cooperative attitude towards employees of the organization	36	18.30%	63	32.00%	52	26.40%	32	16.20%	14	7.10%	2.6193	100%
I observe high level of satisfaction towards training facilities provided by ethio telecom	35	17.8%	62	31.50%	59	29.90%	22	11.20%	19	9.60%	2.6345	100%

Source :- Primary data (2018)

The positive attitude towards training and development practice at ethiotelecom at Addis Ababa had been identified by the respondents where 24.40% of the total respondents were replied strongly disagree choice, 53.80% disagree, 2.00% not sure, 14.70% agree, 5.10% strongly disagree respectively. Most of the respondent disagree and strongly disagree that they didn't have a positive attitude towards training and development practice in ethiotelecom at Addis Ababa. A very Small number of the respondents' choices a not sure answer, and the remaining small number of respondents selected agree and strongly agree choices.

How Employees have a positive attitude towards training and development equally in all the organization divisions had been identified and seen by the respondents where 19.30% choices strongly disagree, 34.50% disagree, 21.30% not sure, 16.20% agree, and 9% strongly agree.

The vast number of respondents had disagreed and others strongly disagree about employees' attitude towards training and development distribution towards different divisions of the organization.

Employees satisfaction would be assessed towards the excellent practice of training and development replied by respondents at the rate of 14.20% strongly disagree 46.70% disagree, 18.80% not sure, 9.60% agree and 10.70% strongly agree respectively.

The majority of employees had disagreed and strongly disagreed, that employees were not very much satisfied upon ethio telecom excellent training and development practice.

Respondents were being asked how Capacity building department has a cooperative attitude taken as a challenge during training and development towards employees of the organization replied as follows 18.30% of the respondents selected a strongly disagree answer. 32.00% disagree, 26.40% not sure, 16.20% agree and 7.10% strongly agree. More than half of the respondents had selected a strongly disagree and disagree answers, others preferred a not sure and they were in a dilemma, this made the training and development department unable to support employees of the organization sufficiently.

How respondents observe high level of satisfaction towards training facilities provided by ethio telecom had been related as a challenge during training and development would be answered as follows.

17.8% strongly disagree, 31.50% disagree, 29.90% not sure, 11.20% agree and 9.60% strongly agree. The level of satisfaction would be such a minimum as we have seen in the above table, most of them had selected a disagree and strongly disagree answer

4.3.3 DISCUSSION

The findings discussed the training and development practice designed to the research questions which were in place to answer the objectives of the study. Training need assessment would be conducted in other organizations like ethiotelecom. Companies in the external environment preferred enterprise resource planning system, However companies didn't afford large sums of money to purchase the ERP system. Realizing this ethiotelecom would perform better than other companies in Ethiopia, Africa, and the rest of the world.

The respondents agreed that Formal training should be given to employees first, because employees had obliged to do their tasks without any interruption. Realizing this management should provide and acquaint training and development to employees of ethio telecom .

The effect of training and development made employees hesitant to continue their job whole heartedly. Their behavior would be changed because of the lack of proper training and development. And employees have not a positive attitude if the organization wouldn't provide proper training and development need assessment practice. If employees have not provided formal training, they lost their confidence, can't do error free tasks as well, Because of this employees seek other companies.

Companies like ethiotelecom should also cooperate with other companies practicing and operating ERP System, for the sake of sharing and disseminating knowledge, skills and attitude towards employees of the organization.

Training need assessment is a process confirming knowledge and technology for achieving organizational goals. It is a process to decide if it is necessary to provide employees with training and which training should be provided. Is a skill that a training practitioner should possess. Employees should realize that, unless training is in apposition to disseminate and provided to all employees of the organization turn by turn, the organization would be in a state of greater problem. If the organization is bankrupted it may be liquidated and reached at the end of its survival.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY OF FINDINGS

The summaries of main findings had designed to address the research questions which were in place to answer the objectives of the study.

5.2 DEMOGRAPHIC RESULT BASED ON INFORMATION TOWARDS RESPONDENT'S CHARACTERISTICS

Respondents categorized under Support and Network domain took 49.7% of the total participants. Employees under support and network category need more training and development. Most of the Job level of the participants were B,C and ,D grades. The age of most of the participants were from 20-40 had got a percentage of 86.9%. Employees under this age category were active and knew how training and development carried on the organization well. 48.2% of the respondents were at the age between 41-30, the majority of the respondents were females and had got 66.5% of the total respondents. Their service was almost proportional and they were permanent employees.61.9% of the participants were degree holders,15.7% masters, 22.3% diploma holders respectively.

5.3 PRACTICE OF TRAINING AND DEVELOPMENT IN THE ORGANIZATION

5.4 TRAINING NEED ASSESSMENT

51.30% of the participants had disagreed and 3% strongly disagreed that lack of knowledge was not used as an input before training began. 49.20% and 13.20% disagreed and strongly disagreed respectively that training gap had occurred between performance required and current performance. Poor service quality, non-alignment of training, low employee morale, late material delivery, lack of communication, non-cooperation of seniors and juniors had not been taken as a training need assessment methods by the organization strategists.

5.5 CONDITIONS OF TRAINING TAKEN AS AN IMPORTANT COMPONENT FOR EMPLOYEES

43% of the participants confirmed that on the job training had been provided for employees of ethiotelecom. Training had been provided as 50.3% full time and 49.7% part time courses. Training had been provided where 39.1% responded a choice bimonthly, 28.4% of the total responded a choice annually.

Training had given to employees based on the requirement had been selected by the respondents as 35.0%, junior staff, 33.0%, and 23.4% senior staff respectively.

Training has provided mostly when departments requested took 59.9%, whereas 40.1% of the respondents preferred employees' requests.

According to the respondents management took training at a rate of 45.2%, and all employees at a rate of 41.1%.

43.7% of the respondents agreed that formal training had been given when company introduces new technology. 33.5% of the respondents selected choice all.

53.8% of the participants agreed that formal training had been given in classes. Others preferred workshops were 26.9% of the total participants. The communication between employees and trainers took place after or during training time.

5.6 CHALLENGES OF TRAINING AND DEVELOPMENT

16% of the respondents answered strongly disagreed and 46.70% of them had disagreed about managements inability of supporting training and development practice in ethio telecom at Addis Ababa, 22.80% preferred a note sure, 14.7% agreed respectively. Realizing the above training had provided mostly when departments requested consist of 59.9% of the total respondents, and management staff took training more than employees did consist of 45.2% of the total participants, had seen at the previous discussion. The majority of respondents agreed that management had taken training more than employees did. This had indicated that management support training in the above cases.

How Lack of long term plan used for developing human resources as a challenge during training and development had asked, 45.20% of the respondents preferred strongly disagree and disagree, the remaining 29.40% agreed and 25.40% note sure respectively. This shows that if there was not a long term plan human resource plan would be impossible.

54.80% of the respondents agreed and disagreed, that there would be lack of on the job training, this had assured that training in classes couldn't be given sufficiently in ethiotelecom at Addis Ababa.

According to the respondents 57.90% of the total disagreed and strongly disagreed, if there would be inaccurate training need analysis , employees interest shouldn't be kept and protected well.

Regarding the discrepancy between the provided training and job skills more than half of the respondents replied, that if on target training had provided for employees, it couldn't affect job skills, However Some of the respondents agreed that problem has occurred between the provided training and employees job skills.

28.90% of the respondents had agreed that work environment alone had nothing to do with the support of training and development, however with the exception of the note sure respondents; the remaining had agreed that work environment was important for training and development support.

Regarding trainees, the respondents disagreed and strongly disagreed that unless the appropriate person had sent to the training, employees' skill would not be improved.

Most of the respondent had disagreed and strongly disagreed, that the absence of professionals affect training skills. Here well trained professionals should support the training and development practice..

68.80% of the respondents disagreed and strongly disagreed, that there wouldn't be insufficient time and budgeting in ethio telecom. Rather there had been a sufficient time and budgeting for executing training program.

Majority of the respondents disagreed and strongly disagreed that to forgot evaluating training made trouble on training needs. On the other hand there would be a poor training plan in terms of content and training methods, according to the respondents.

5.7 ATTITUDE OF EMPLOYEES TOWARDS TRAINING AND DEVELOPMENT

Regarding attitude about training and development, 78.20% of the participants disagreed and strongly disagreed, that they didn't have a positive attitude towards training and development practice. According to the respondents, they had worried and felt unwell about training. 53.80% of the respondents also disagreed and strongly disagreed, that they had not a positive attitude equally in all divisions.

Regarding satisfaction 60.90% of the participants had not very much satisfied towards the excellent practice of training and development practice, this made training didn't carried out sufficiently in the organization.

More than half of the respondents agreed that capacity building division had not a co-operative attitude towards employees training and development practice, this might create employees suspicious against training and development program held by the capacity building section.

49.30% of the respondents agreed that there would not be high level of satisfaction towards training and development. Realizing the above respond of the participants, we could analyze, that training and development practice faces obstacle and should be remedied

Qualitative research should be used here to study and collect data with the interview method from, the management. According to some of the higher management groups, training and development had been practiced in the late ethiopian telecommunication corporation before, since 2011G.C an organization called ethio telecom had been formed.

Respondents had interviewed whether employees didn't have a positive attitude towards training and development. Realizing this respondents had disagreed that majority of employees didn't have a positive attitude towards training and development, because of

different reasons. One of the reasons was that capacity building should not be responsible for the tasks done by different divisions. Courses given to employees were not supportive for skill development. ERP courses had been given to certain departments by excluding others. This made departments criticized with each other. For instance HR department employees undermined fixed network technicians, security staff and some other departments in ethiotelecom Addis Ababa. Because these employees couldn't upload and record their annual leave, educational privilege costs, per diem costs and others by their own.

According to the discussion with managers and officers, training need assessment would begin after the implementation of the newly formed ethio telecom, and said that different strategic managers in different times applied different training need assessment methods. However no one in the organization practiced it within this rapidly changing executives and chief executive officer appointment. The remaining interviewees also disagreed that ethiotelecom had totally avoid the practice of training need assessment without consultation of supervisors, middle level managers as well as employees of the organization. Besides if new technology had forwarded to the organization, management staff took first and others whose job level placed below D Level were not going to take up-to-date training unless their seniors took first. Once Management took training, they forgot to train their employees under their supervision.

With the open ended questionnaire respondents were replied that they did not have a chance to see external professional trainers. According to the respondents selection criteria of trainers from internal sources would not be clearly known. Some of the respondents had agreed that user side, Human resource and labor union were facilitated the selection criteria by using interview method and they were the decisive for the selection of trainers and this made partiality in the selection process. This made a dissatisfaction upon respondents.

5.8 CONCLUSION

- The conclusion of the research emphasized about the specific objectives of the study at chapter three was explained as.
- Most of the respondents disagreed that management's method of assessing training practice at Addis Ababa was not including lack of knowledge as input for training need assessment. The training gap ,interference of work environment, poor service quality, low employee morale, use of old method of training, Late material delivery as well as training breakdown had not been used as an input for assessment according to the respondents. Therefore management should apply and practice the above mentioned statements by discussing with employees of the organization.
- Off the job training should be preferred to on job training. Because most of the tasks were technical in its nature. Courses should be full time and should be given monthly. Junior staff and newly joined staff should be given priority, because most of the day today tasks were done by the majority of employees. Departments were not the only staff who request for training rather employees should be asked whether they need training and development for the development of their skills. Formal training should be given for technicians and other employees. The then Ethiopian telecommunication training institute had given formal training for employees. Now a days ethio telecom information and technology college couldn't provide sufficient training for it employees like ETC. employee trainees were preferred class training to workshops and briefings because managements sourcing and facilities couldn't support materials sufficiently.
- According to respondents Management supports training and development in ethio telecom, however most of the training was provided for management than employees of the organization. Therefore the management rethinks again and again about the practice of training and development. Management should provide training most for employees of the organization first. The training plan given to employees should not be poor. Trainers should be appropriate for the training, on the job training had been

given in the training college most, however employees should be the first choice. The budget and time for training is sufficient, sending appropriate person in the training college would be important, because sending trainees in the organization training college made employees improve their skills. When they returned to their working place they could solve problems occurring in the organization.

- Employees had not a positive attitude towards training and development practice, That there would not be sufficient training and development practice in ethiotelecom. Several employees were not updating themselves when new technology launched to the organization. Under the researcher's statement of problem, Technical and support division staff wouldn't take sufficient training than the other divisions. This practice exposed and leads the organization to disagreement and debate with external and internal customers.
- The capacity building department had not scheduled the training and development program carefully. This creates bias against the different division staffs. Employees were dissatisfied, Because most of the time they didn't take a job related training.

5.9 RECOMMENDATION

- Recommendations that had based on the points risen above, would be forwarded to express the result of the study;
- The capacity building division should equally share and provide the training of Oracle as well as ERP (enterprise resource planning) system to all the divisions. majority of Support and fixed access network employees were not able to familiarized ERP system. therefore they should take training like the other division staff.
- The training need assessment criteria's should be familiarized to employees, supervisors, as well as middle level managers. This would help the strategic level managers to identify the gap between performance required and current performance.
- Providing on the job training is nothing to do alone, unless management facilitate follow up and evaluate their skills after employees returned to their working places.
- Management should realize to support and cooperate with employees for the sake of creating a conducive working environment and a positive attitude towards employees of ethio telecom at Addis Ababa.
- Ethio telecom should consider more effective training techniques in all the divisions like the management staff , that could enhance employees' training ability.
- Employee interviewees' result assured, that formal training in the field of techniques would not be continued and operated like the former telecommunication training institute did. Interviewees were replied that the then training institute had trained several technicians and sails persons who built the back bone of the hundred years historical giant Ethiopian telecommunication corporation. They also said that ethiotelecom should learn from the legacy of the late Ethiopian telecommunication corporation. Management interviewees had also replied that the task of the recently formed ethiotelecom was under the pipe line to do good at the future in the field of training and development practice.

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TNA SURVEY

Dear Respondents;

I would like to extend my deep-heart thanks in advance for being a volunteer to devote your valuable time in filling this questionnaire. The purpose of this questionnaire is to collect primary data for conducting a study on the topic, "Assessment of Training and Development practice in ethio telecom at Addis Ababa" as partial fulfillment to the completion of the Masters of Business Administration at Saint Mary's Universities. In this regard I kindly request you to provide me reliable information that is to the best of your knowledge so that the findings from the study would meet the intended purpose.

Thank you for your valuable assistance

Section One: (General Issues)

Instruction :Please tick(✓) in the box that best reflects your answer for each question.

1. Which one is your domain category in ethio telecom

Support	<input type="checkbox"/>	Network	<input type="checkbox"/>
Commercial	<input type="checkbox"/>	Information System	<input type="checkbox"/>

2. What is your job level in ethio telecom

B C D E F

3. age below 20 years 20-30 years 31-40 years
41-50 years 51-60 years

4. Sex Male Femal

5. Marital Status Married Single Divorced Widowed

6. How many years serve in ethio telecom

1-5 6-10 11-15 16-20 21 or more years

7.on what basis are you employed Permanent contract

8.Qualification Masters Bachelor's degree Diploma

9. Does your organization provide you a training and development program since you joined the organization.

Yes No

10.Does your organization provide you on time training

Yes No

11.Does your organization provide a formal training for employees

Yes No

Instruction: Please tick (✓) in the box that best reflects your answer for each question.

Section Two : Current Practices of Management training and development.

The purpose of this section is to obtain information about how Training and development is assessed in ethio telecom.

Part 1. Training needs assessment

1. Identification of techniques and indicators used to assess the training need assessment.

	Strongly Disagree	Disagree	Note Sure	Agree	Strongly Agree
Lack of Knowledge is used as one input in assessing training needs.	1	2	3	4	5
The training "gap" between performance required and current performance is the indicator for training need assessment	1	2	3	4	5
Interference of the work environment with training is an indication for training need assessment (e.g., lack of equipment, no time to use new skills)	1	2	3	4	5
Poor service quality can be used no indication to recruit people who need training.	1	2	3	4	5
Non alignment of training program with the strategic needs of the business is an input for training need assessment.	1	2	3	4	5
Low employee morale and poor motivation is an input for training need assessment.	1	2	3	4	5
Use of old methods of training is an input for training need assessment.	1	2	3	4	5

Late material delivery is an indication for training need assessment	1	2	3	4	5
Equipment breakdown is used as a technique to assess training need assessment	1	2	3	4	5
Delay in mobilization of resources is a system of assessing training need assessment	1	2	3	4	5
Lack of communication is an input for training need assessment	1	2	3	4	5
Noncooperation of seniors and Juniors indicates an input for training need assessment.	1	2	3	4	5
The Missing of training content affect employees' relationship with customers is a tool for training need assessment.	1	2	3	4	5

Part 2. Conditions of training as a vital and comprehensive component in employees and organizational development.

1. Which type of training is given to ethiotelecom staff?

a. On job training

b. Off job training

2.What does training involve in your organization?

Full time course Part time course

3. In your view how often should technical training offered to employees

Monthly Bimonthly In every six months

Annually

4. To whom training is given more in your organization

Senior staff Junior staff Newly Joined staff

Based on the requirement

5. Training is Provided

When department, requests When employees requests

6. Formal training is provided only for

Technicians Management all employees

Commercial staff

7. Formal training is given to employees

When Performance appraisal assessment show some gap

When Company introduce new technology

When employees are newly recruited

All

8. Formal training is interested in

Workshops Classes Briefings Audio/Video

9. Facilitating communications between trainer and trainees with coordinating exchange of e/mail addresses. During training After Training

During and after training

10. What are the best method of Distributing evaluation materials after training in your organization. tests, reaction measures surveys.

Part 3. Challenges during training and development

The purpose of this section is to determine the main Challenges that might face training and development practices in ethiotelecom.

1. To what extent do you agree or disagree with the following possible factors that might hinder training practices in ethiotelecom. Please circle in the box that best reflects your answer where.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Management doesn't support training programs	1	2	3	4	5
I believe that lack of long term plan is used for developing human resource	1	2	3	4	5
I believe that there is Lack of on the job training	1	2	3	4	5
Inaccurate training need analysis will affect employees interest	1	2	3	4	5
I believe that there is a discrepancy between the provided training and job skills	1	2	3	4	5
Work environment does not support new behaviors learned in training and development program for me.	1	2	3	4	5
Sending inappropriate persons to the training program will improve my skill_ knowledge	1	2	3	4	5
Lack of professionals in the training department will not affect my training skill	1	2	3	4	5
Insufficient time and budget will affect to execute training programs for my present	1	2	3	4	5
Difficulties to evaluate training outcomes will	1	2	3	4	5

not affect my training needs					
I am clear that there is not Poor training planning in terms of training content and methods	1	2	3	4	5

Part 4. Attitude of employees towards training and development.

	Strongly Disagree	Disagree	Note Sure	Agree	Strongly Agree
I have Positive attitude towards training and development	1	2	3	4	5
Employees have a positive attitude towards training and development, equally in all the organization divisions.	1	2	3	4	5
I am very much satisfied towards the excellent practice of training and development in your organization	1	2	3	4	5
I believe that, The capacity building department has a cooperative attitude towards employees of the organization	1	2	3	4	5
I observe High level of satisfaction towards training facilities Provided by ethiotelecom					

2. If you think that, all employees don't have a positive attitude towards training and development, what do you think is the reasons?
