St.Mary's University

School of Graduate Studies

Assessment of Training Practice in Ethiopian Electric Power /Ethiopian Electric Utility/

By

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(SGS/0148/2005)

June, 2014

Addis Ababa, Ethiopia

Assessment of Training Practice in Ethiopian Electric Power / Ethiopian Electric Utility/

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A thesis submitted to St. Mary's University, School of Graduate Studies in partial fulfillment of the requirements for the Degree of Master of Business Administration

(HRM Concentration)

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ACKNOWLEDGEMENTS

First of all I would like to thank the Almighty God for giving me the ability to do such kind of research. My heartfelt thanks go to my advisor, Goitom Abraham (Asst.Professor); I sincerely appreciate his unreserved professional guidance constructive comments, and useful suggestions, which have enabled me to complete the thesis successfully.

All words of appreciation are reserved to all staffs of Ethiopian Electric Power/Ethiopian Electric Utility especially Mr .Fekadu Debalkie, Mr. Kefyalew Mergiya, Ms. Simegn Ayalew and many others, for their unreserved co-operation during data collection process. More of this, I would like to appreciate Mr. Metaferia Ayele and his family for their endless support with all steps of my research. Finally a special word of thanks goes to my wife Emebet Nigussie, my beloved son Fiker Atalay and the family.

List of Acronyms

- BPR-Business Process Reengineering

- EEP- Ethiopian Electric Power

- EEU- Ethiopian Electric Utility

- EEPCo- Ethiopian Electric Power Corporation

- GWH- Gega Watt Hour

- HRM-Human Resource Managment

- HR-Human Resource

- SPSS - Software Package for Social Sciences

- TNA- Training Needs Assessment

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Abstract

Human resource is the most precious asset that can contribute greatly to the organizational efficiency and effectiveness in this competitive working environment. Organizations need to practice effective training programs to create and retain competent employees that support to achieve organizational goals. Employee training improves the knowledge, skill and attitude of the workforce. The main purpose of this study was to assess the practice of training programs conducted by Ethiopian Electric Power/Ethiopian Electric Utility. Related literature was reviewed; theoretical frame work and models of other scholars were used to know facts related to training. Descriptive type of research design was used. In order to collect primary data, structured questionnaire which includes demographic profiles and issues that related to training practices designed with a five point Likert scale is used. A total of 126 questionnaires were distributed to employees of the corporation selected by using proportionally stratified random sampling technique of which 118(93.65%) questionnaires were properly filled and returned. Interviews were also conducted with sampled managers of the corporation selected by using purposive sampling technique. Data analysis was made by using descriptive stastics, frequency and percentage. SPSS version 20 was used to process the primary data which was collected through the questionnaire. The major findings of the study were the practice of training need assessment before organizing training was given less attention, the involvement of employees and line managers on training design programs had been neglected and the impact of training programs on employees and organizational performance do not assess properly. Moreover, the study found that the overall training practices were not effective against the opportunities that are available. Therefore, the corporation should design and implement appropriate strategies to provide its training program for employees effectively in order to be able to achieve its objectives.

CHAPTER ONE

INTRODUCTION

This chapter introduces the background of the study briefly. It highlights the relevance of training practice in the ever changing world of power utility and service delivery particularly in Ethiopian Electric Power / Ethiopian Electric Utility. The chapter also explains the problem statement, objectives of the study, the research questions, significance, scope, and the organization of the study.

1.1. Background of the Study

Managing a business has been taken on new and complex dimensions, and this trend is likely to continue in future. Globalization and advancement of technology have created new opportunities and possible challenges in an organization to achieve its intended goals. In today's dynamic and competitive world, the effective management of resources such as financial, human, material and others in both private and public sector organizations is vital to organizational success and more broadly to national economic well-being. The most precious asset that can contribute greatly to the organizational efficiency and effectiveness is the human resource of organizations (Muhammad, 2009).

To cope up with this changing environment and technological advancement in order to provide effective customer service and improve organizational overall performance, organizations should have competent employees that support to gain sustainable competitive advantages over their competitors. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish these undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies (Noe,2011).

To create and retain competent employees that supports to achieve core competence, organizations have to practice effective training programs continuously. Training programs improve the knowledge, skill and attitude of the workforce and develops their services in organizations. Global competition has made training and development a viable tool for all kinds of organizations (Ahmad and Din, 2009).

According to Ahmad and Din (2009) employee training programs are based on the premise that staff skills need to be improved for organizations to grow. New entrants into organizations have various skills, but not all are relevant to organizational needs. Therefore, training programs are required for employees to enable them work towards taking the organization to its intended goals. Training programs are currently perceived as effective means to achieve successful international competitiveness around the world in both developing and developed countries. In general, training programs enhance a company's performance by changing the knowledge, skills and attitude of employees in both private and public organizations.

Public sector efficiency and effectiveness have always been important issues for many countries and it is very crucial for the socio-economic development of them. The main objective of public organizations is to increase service quality to customer and to provide social benefits based on limited budgets. Employees with competent knowledge, skill and attitude can help to increase continuous performance, service delivery, and also customer satisfaction. Employees without the required skills, knowledge, and attitude, public officials may not be able to perform their responsibilities and duties effectively. Since skill, knowledge and attitude of employees are the main source of public services, effective training programs are basic tools for contributing in enhancement and knowledge sharing among employees (Ismail and Zawiyah, 2009).

Ethiopian Electric Power Corporation is one of the biggest public organizations that play a vital role in the economy of the country by executing many mega projects in the power generation sector. Currently, the total electric production capacity of the corporation is about 2,264MW, the electric energy access reached 53% and the number of customers is about 2 million. But, the corporation is not in a position to fulfill the growing demand for electric power and the service given by the corporation is becoming poor (EEPCo, Annual reports, 2012/13).

Due to its inefficiency of performance, it was decided to make necessary restructuring of the organization and other strategic initiatives have been conducted. Recently, Ethiopian Electric Power (EEP) and Ethiopian Electric Utility (EEU) were legally established to provide the power service for the public are replaced by the previous Ethiopian Electric Power Corporation. The two organizations have shared the responsibilities and resources of EEPCo proportionally to provide the power utility efficiently. EEP is responsible for generating, transmitting, and whole selling of energy locally and internationally. In the other hand, Ethiopian Electric Utility (EEU) is responsible for distributing and retailing electric power at domestic for the society.

As per the 2012/13 evaluative training report of the corporation, the lack skills, knowledge and attitude of employees in the corporation is considered as one of the major reasons for the poor performance of the corporation. The main purpose of this study is to assess the training practices in the corporation so as to identify the major problems and forward suggestions on how to improve its training program effectiveness and efficiency.

1.2. Statement of the Problem

Organizations can rarely try to acquire employees who are total masters of their unique requirements through the process of employment. Mostly, there may be gaps between employees' knowledge, skills and attitude and what the job demands in the organizations. In order to fulfil the gap of employees' skill, knowledge and attitude and the existing and future job demand, continuous employees' training programs are necessary. Currently many organizations, both public and private, in Ethiopia realize the essence of training programs and they try to invest considerable amount of resource to train their employee both within the country and abroad. The main problem here is that not how much the organizations are spending for training of their employees, but how much organizations are effective from their investment? Simply investing huge amount of capital for training is not enough; rather they have to make impact assessment for any training program. Therefore, organizations are expected to be effective from the expenditure that they invest for training programs through designing and implementing appropriately (Noe, 2011).

In August 2013, the corporation annual conference was held in Addis Ababa, in which board of directors, management members, employees and labor unions participated in the seminar and evaluated the overall performance of the corporation. In the assessment conference, the participants identified and forwarded major problems of the corporation that resulted in high power interruption, poor customer handling and unsatisfactory overall performance of the corporation. One of the main problematic issues that were raised as the contribution for its inefficiency is the employees' skills, knowledge and attitude which can be enhanced through training programs. Moreover, employees were critically complaining and suggesting that training programs are not provided for the right employees who are related to the job and managers and supervisors are recommended employees for training programs subjectively. They also indicated the corporation does not utilize the training opportunities that are available (EEPCo annual report, 2012/13).

To address the current problems and provide high quality services, the organization must have technically equipped employees and it have to enhance the employees' skills, knowledge and attitude through training and other human resource development programs. But, researches were not conducted in this area. These all indicated some problems and motivated the researcher to conduct study to assess the training practices of the corporation, and prove or disprove the complaints and suggestions forwarded by the employees.

1.3. Research Questions

The major research questions that of this study try to address are;

- To what extent do the corporation gives emphasis to conducting training needs assessment before organizing training programs?
- What are the methods frequently used by the corporation in conducting training programs?
- How committed is the corporation to evaluate its training programs consistently?
- What are the major problems in the process of training practice in the corporation?
- What is the attitude of employees of the corporation towards training practices of the corporation?

1.4. Objectives of the Study

The general objective of the study was to assess the practices of training in the corporation so as to identify the major problems and forward suggestions on how to improve their training program effectiveness and efficiency. Moreover, the study had the following specific objectives;

- To determine to what extent the corporation gives due concern to conduct training need assessment;
- To identify the adequacy of the training methods used in the corporation;
- To explore the main problems of the corporation in implementing the process of training practice;
- To determine the attitudes of the employees towards training practices of the corporation and;
- To assess how the corporation evaluate the effectiveness of its training programs.

1.5 Significance of the Study

The findings of this study have a paramount importance for the following groups. It provides possible recommendations to the corporation in effort it would make to conduct effective training practices. In addition, it is also assumed that it will help the corporation knows its strengths and weaknesses to see any training policy changes needed and review the design and implementation of training programs. Moreover, it will serve as a stepping stone for those who are interested to conduct advanced research works in the field under consideration. Obviously, it also helps to enhance the researcher's knowledge in research practices and in the contemporary training programs.

1.6. Scope of the Study

The scope of this study was limited to assess the practice of training in EEP/EEU from 2002–2006 E.C - after the implementation of BPR. The researcher assumed that all policies and procedures were clearly issued align with the new organizational design in the BPR implementation. So, this can enable to assess the training practice of the corporation against the training and development policies consistently. Conceptually, it focused on employee training practices in the corporation in line with the commonly known principles and theories of training activities.

Because of time and budget constraints, the study focused only professional staffs of the corporation who are working on a permanent basis in Addis Ababa offices.

1.7. Limitations of the Study

During the time of data collect for the research, the corporation was restructuring in which two new companies were legally established - Ethiopian Electric Power and Ethiopian Electric Utility. Due to this structural change placement of employees took place. This has to some extent created problem to collect the distributed questionnaires from the employees within the time frame set. As a result, the researcher faced time constraint to finalize the report as per schedule.

1.8. Organization of the Study

The study is organized into five chapters. Chapter one provides a brief background to the study, discusses the research problem, scope and limitation, and significant of the study. Chapter two also deals with the review of related literature of the study. Chapter three presents research methodology to be adopted in the study. The fourth chapter focuses on the presentation, analysis and interpretation of primary and secondary data. Finally, chapter five contains the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter deals with the general concepts, principles, process, method and purposes of employee training programs. The review also covers essential elements in relation to training process such as training need assessment, designing training programs, delivering of training programs and finally evaluating training programs.

2.1 Definition of Training

Different authors have defined the term training using their own words and all definitions express the same meaning. According to Mathis and Jackson (1990), training is the process whereby people acquire capabilities to perform their jobs.

Armstrong (2006) defined training as means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the skills and knowledge for doing a particular job. It is a systematic process of altering the behaviour, knowledge, and motivation of employees in a direction to increase individual performance and organizational goal achievements. This means for any organization to succeed in achieving the objectives of its training program, the design and delivering of training programs must be planned and systematic that made to order towards enhancing performance of the employees and organizational productivity (Armstrong, 2006).

Training can be defined as the systematic development of the attitude, knowledge, skill and behaviour pattern required by an individual to perform adequately given task or job where as development is not primarily skill oriented. Instead it provides the general knowledge and attitudes, which will be helpful to employers in higher positions (Isiaka, 2011).

Subha (2011) also defined that training is a learning process whereby people acquire the necessary skills, knowledge and attitude to enhance the employees' performance and achievement of organizational goals. Since learning process is tied to a variety of organizational purposes, training provides employees with specific knowledge and skills for use on their present job (Subha,2011).

2.2 Theoretical frame work

Based on the overall of related literature and models developed by different researchers, the following theoretical frame work is formulated for the study. The study tried to investigate the overall training practice of the corporation against to the following theoretical frame work adopted from Noe (2011). In the theoretical frame work, the basic training processes are stated and develops the models clearly.

Figure 2.1: Theoretical Frame work

Training Need Assessment
Organizational analysis
Task analysis
Person analysis

Evaluating Training Programs
Reaction
Learning
Job behaviour
Result

Effective
Training
Program

Designing training programs
Setting training objective
Selecting training methods
Selecting trainees and trainers

Delivering Training programs
Putting the design in to action

Source: Noe (2011)

2.3 Distinction between Training and Development

The use of terms training and development in today's employment setting is far more appropriate than 'training' alone. Although literatures are mostly used training and development interchangeably, the two terms have difference in concept. Training can be defined as the systematic

development of the attitude, knowledge, skill and behavior pattern required by an individual to perform adequately given task or job where as development is not primarily skill oriented. Instead it provides the general knowledge and attitudes, which will be helpful to employers in higher positions (Armstrong, 2006).
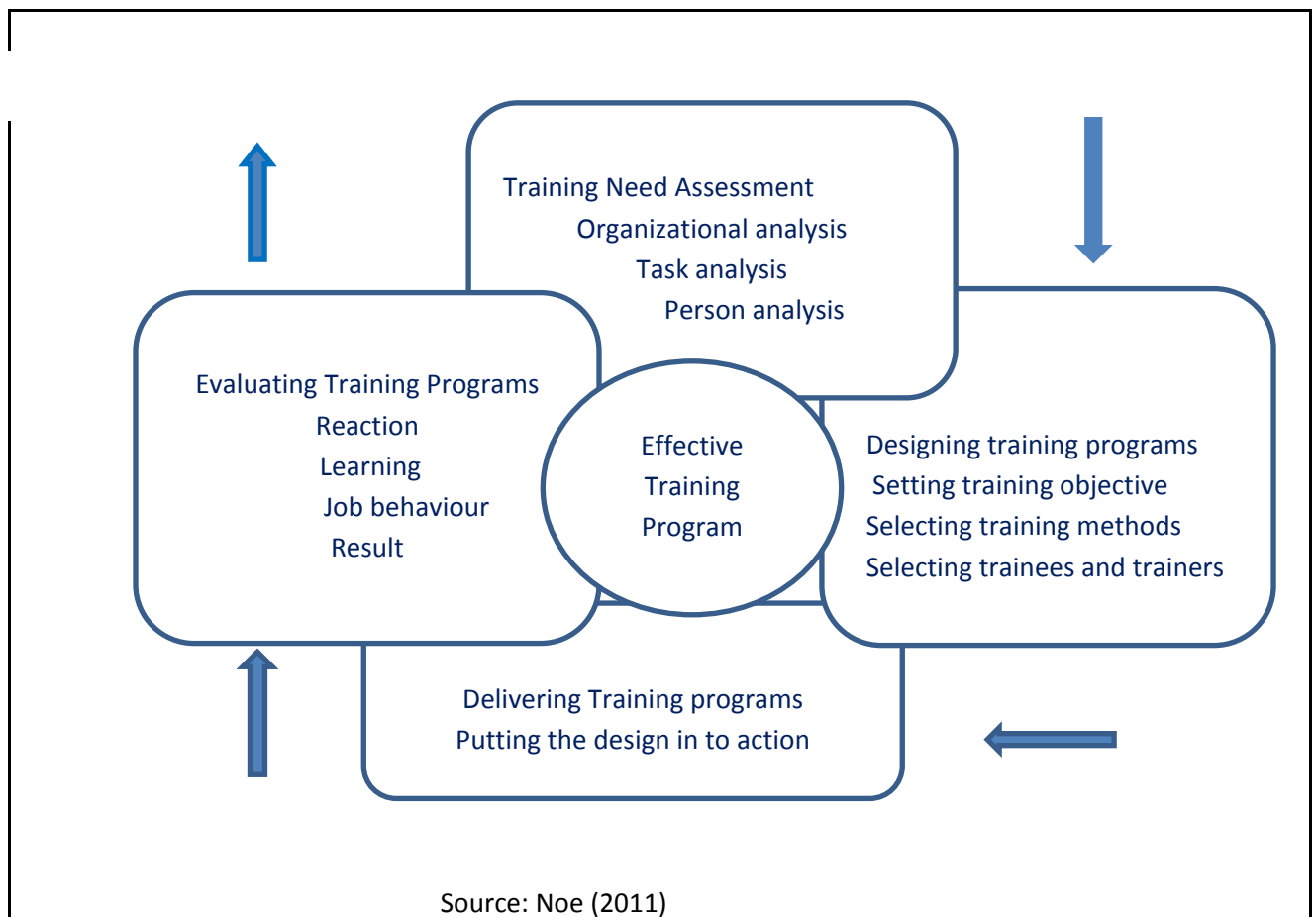
Figure 2.2:-The distinction between training and development.

Training	Development
➢ Training means learning skills and knowledge for doing a particular job. It increases job skills. ➢ The term training generally used to denote imparting specific skills among operative employees. ➢ Training is concerned with maintaining and improving current job performance. Thus, it has a short term perspective and training is job centred in nature. ➢ The role of trainer or supervisor is very important in training.	➢ Development means the growth of an employee in all aspects. It shapes attitudes. ➢ Development is associated with the overall growth of management. ➢ Management development seeks to develop competence and skills for future performance. Thus, it has a long term perspective. ➢ Development is career oriented in nature and self-development

Source: Armstrong (2006) - Training vs. Development

2.4 Purposes of Trainings

Formal training programs are an effective way of directly transferring the organizational goals and values to a whole group of people simultaneously. Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in organization in any business environment. Training of employees in organization increases higher productivity through better job performance, more efficient use of human resources, goals and objectives more effectively met reduced cost due to less labour turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile workforce and retention of the existing staff (Henry & Jennifer, 2011).

Henry and Jennifer (2011) also stated that effective training techniques can produce significant business results especially in customer service, product development, and capability in obtaining new skill set. This linkage of training to business strategy has given many businesses the needed competitive edge in today's global market. They also provide that effective training improves the culture of quality in business, workforce, and ultimately the final product and well trained workforce is considered to be essential to the maintenance of a business firm's competitive advantage in a global economy (Henry & Jennifer, 2011).

The fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Many organizations make the mistake of assuming that employees are only seeking financial benefits for their jobs. This assumption overlooks the importance many employees place on the intrinsic benefits of their careers. It is not only a mistake for employee satisfaction and retention, but it also has negative business consequences (Cribbs,2005).

Organizations must have employees who are able to quickly adapt to an ever-changing world market. They should have to acquire and retain employees who have high competency levels to gain competitive advantage over others. According to Cribbs (2005) the following three specific training objectives are identified:

- To develop the competences of employees and improve their performance.

- To help people grow within the organisation in order that, as far as possible, its future needs for human resources can be met from within the organisation.

- To reduce the learning time for employees starting in new jobs on appointment, transfer, promotion, and ensure that they become fully competent as quickly and economically as possible.

Employee training relates to bringing knowledge and expertise to the ground level in order to improve the efficiency and effectiveness of the human element in every direction within an organization. The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior of individuals in organizations. It is one of the most important potential

motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), the major reasons to provide training in organizations are explained as the following.

2.4.1 Changing technology

Technology is changing at a fast pace. The technological changes are changing the way in which operations were done. Newer machines are being used for automation of the processes. Advances in information technology have enabled greater degree of coordination between various business units, spread far across the globe. In order to keep themselves side by side with the changes, the employees must learn new techniques to make use of advances in the technology. Training needs to be treated as a continuous process to update the employees in new methods and procedures (Cole , 2002).

2.4.2 Demanding Customers

As the free markets become stronger, customers are becoming more and more demanding. Information is easily obtained and customers are much more informed about the products and services. They have many sources of information and intensified competition forces the organizations to provide better and better products and services to them. In order to satisfy the customers and to provide best of the quality of products and services, the skills, knowledge and abilities of those producing them need to be continuously improved through training and development program. Under such working situation, employees should acquire and enhance their competency level that requires organizations (Cole , 2002).

2.4.3 Improved employee motivation

It is known that training programs have mutual benefits for both employees and organizations. Training is a source of motivation for the individual employees. They find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development. Motivated employees have less intention for turnover, providing an organization with a stable work force, which has several advantages (Cole , 2002).

2.4.4 High Productivity

Trained and enhanced employees handle their job better. They can run their machines safely and easily. They achieve greater performance and efficiency whatever job they do. This reduces accidents, damages and scraps in the organizations. Ultimately, it helps to organizations to reduce the overall production and service delivery cost (Cole , 2002).

2.4.5 Better Management.

Training and development can be used as an effective tool of planning and control. It develops skills and knowledge of the workers for future. It helps them in reducing the costs of supervision, wastages and work accidents. It also helps increase productivity and quality (Cole, 2002).

2.5 Process of training

In today's changing environment, employees at all levels need additional training and opportunity to employees to develop their skills and abilities. In this respect, organizations are required to be engaged in continuous employees training programmes. Training is a continuous process and follows a logical sequence of activities. It consists of a series of interrelated and interdependent functions that are practically linked together and interrelated into the whole system of the organization. It is lengthy and time consuming. The process starts with the identification of training needs and ends when the program is actually provided as per the needs and positive results are actually verified (Thomson, 1994).

Training program is costly and needs to be designed carefully. It also needs to be implemented in an orderly manner, failing which the net result of training will not be positive effective (Armstrong, 2006). Generally, the processes of training programs are discussed below.

2.5.1 Training Need Assessment

This is the process of identifying the training needs of an organization and the first step in the systematic training and development program. All training activities should be related to the specific needs of the organization and also of the individual employees. The training should start only after careful assessment of the training needs, failing which training process will be misdirected

and positive benefits will not be available. The effectiveness of a training and development process can be judged only with the help of training needs identified in advance. For the identification of training needs, the gap between the existing level of knowledge, skills, performance and aptitudes of employees and the required levels of knowledge, skills performance and aptitudes should be clearly specified. The problem areas that can be resolved through training process should also be clearly identified (Armstrong, 2006).

According to Thomson (1994) identifying the training needs is the starting point for managing the training process. It is a diagnosis of a problem which is usually expressed as a discrepancy between actual performances and desired acceptable performance; it is the gap which exists between the requirements of a given job and the present capabilities of the job incumbent. Moreover, it implies that there are weaknesses somewhere in the organization which demand strengthening by means of training in some form or another.

The first step in creating effective training and development programs is to determine what training employees need. Training Needs Assessment is the process of gathering data to determine what training employees needs have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives. According to Brown (2002), there are four reasons why training and development needs assessment should be done before training programs are designed.

- To identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed;
- to obtain management support and commitment by making certain that the training directly contributes to the bottom line, that the training improves employee job performance;
- to develop data for evaluation of the success of the training and development program, when the training has been completed; and
- to determine the costs and benefits of training, because there are costs to leaving a training need unmet as well as benefits from improved job performance.

One outcome of doing a training-needs assessment is identification of gaps between the skills, knowledge and attitude that employees have and the skills, knowledge and attitude required for effective job performance. Another outcome is identification of performance problems that are not training needs, because job performance is a function of both job skills and work motivation i.e., not every job performance problem has a training solution. There may be organizational practices or incentives that contribute to a lack of employee motivation, a problem that training cannot solve (Brown, 2002).

According to Armstrong (2006) the dominant framework for identifying organization's training needs has been categorized in to three need analysis approach. These are Organizational analysis, Task analysis and personal analysis.

i. Organizational Analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organization's short-range and long-range goals. This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning. Under such assessment, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programmes should be conducted. According to Armstrong (2006), essentially, the following three questions must be raised during the analysis.

- Are there an adequate number of people to fulfil organizational objectives?

- Are these people equipped with the necessary skills and knowledge and is the general level of their performance up to the required standard?

- Does the prevailing organizational climate provide a wholesome environment for the fulfilment of tasks and objectives?

In addition Armstrong (2006) explained that there are some approaches that can be used to arrive at meaningful conclusions to each of the above queries. These are observing employees, asking supervisors about employees, examining the problems of employees, performance assessment and

attitude surveys, assessment of the organization's public image and looking at rules, procedures and systems. Interpretation of the information collected from the above approaches would provide guidelines and clues to the training need.

ii. Task Analysis

This approach refers to the determination of skill and knowledge, the job requires. In collecting job information as input into training decisions, however, the job analysis must include;

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

Thus, job analysis is a means by which facts relating to the job are obtained. It includes a job description and a job specification. If a human resource development programme mounted for a specific job is to be successful, there is a need for a clear definition of what the job entails and of the qualities needed for its performance. Furthermore, if information relating to the nature of a specific job was collected prior to the organization of all development programmes, then the programmes would have much greater relevance to the needs of the job and would also enable to develop staffs that were much better prepared for their responsibilities (Vemic,2007).

iii. Individual Analysis

Another training and development need analysis approach is person analysis. it focuses on the individual employee rather than the organization. It is used to analyse the substantive knowledge and skill possessed by the employee in the organizations. Under this approach the following three basic questions have been dealt and addressed (Vemic,2007).

- o Who are poor performer that related to lacks of skills and knowledge?
- o These are who needs to be trained? and
- o What kind of training is needed?

Once actual employee's performance is identified to be below standard, the next step is to determine the kind of training and development needed to equip the employee with specific knowledge and skill required for better performance. Generally, training and development can improve the individual's performance only when the employee does not have the knowledge and skill to do the job; the low performance is not due to lack of practice and, the low performance is not due to other causes. Finally, organizations must ensure the maximum return in terms of organization current and further performance from their training investment.

2.5.2 Designing training programs

After deciding the training needs, the next logical phase in the training process is to set training objectives in concrete terms. In fact, without clearly set objectives, it is not possible to design a well-planned training program which is to be executed and also evaluated for judging its effectiveness. Training objectives decided should be tangible, verifiable and measurable. Some objectives are tangible while some other behavioural objectives are difficult to state (Pigors and Myers, 1981).

The overall training objective is to fill in the gap between the existing and the desired pool of knowledge, skills and attitude. Defining training objectives in quantitative and qualitative terms is useful for designing, executing and also for evaluation of the training program. Once training needs have been identified using the various analyses, 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 program objectives are set to close the gap. The success of training should be measured in terms of the objectives set (Vemic, 2007).

Objectives for training can be set in any area by using one of the following four dimensions: such as quantity, quality, timeliness, and cost savings as a result of training. Once training needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the training programme is intended to achieve. In most cases, training objectives are set for the trainees (Pigors and Myers, 1981).

It is also stated that the widespread tendency to train employees without reference to their job description is not acceptable in organizations. This had led to irrelevant syllabuses for the training and therefore, to insufficient preparation of trainees for their future tasks. Frequently, there were no clear guidelines to link training content to the specific tasks that the trainees should be prepared to perform on the job (Vemic, 2007).

2.5.3 Delivering Training Program

This is the stage of setting the training program in to practice in accordance with the design of training programs. Here the trainees interact with the subject matter in order to attain the training objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees (Harris and De Simon, 1994).

The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program. The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning. Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises (Pigors and Myers, 1981).

2.5.4 Evaluation of Training Program

Evaluation is the final step of a training program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained and the organization gain returns for its investment.

As Vemic (2007) explained that the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Training program is an investment in people. The major reason why management invest in training program is to help

employee to perform better in the achievement of organizational objectives through employees' skills, knowledge and attitudes enhancement.

There are many purposes of the evaluations of training and development programs. Usually, it used to determine whether the program is meeting the intended objectives; identify strengths and weaknesses; determine cost-benefit ratio and identify who benefited most or least. Therefore, evaluation is a means to make cost-benefit analysis of the training program to the organization. Evaluation can be done for various purposes (Vemic, 2007).

According to Subha (2011) training evaluation are used for many purposes in organizations. Some of the major reasons are;

- o   To increase effectiveness of the training program while it is going on;
- o   To increase the effectiveness of the program to be held next time;
- o   To help participants to get feedback for their improvement and efficiency; and
- o   To find out to what extent the objectives are achieved.

Evaluation is necessary in order to find out the extent to which training objectives are achieved. Even the cost effectiveness can be estimated through evaluation. Finally, evaluation of training is needed in order to raise the effectiveness of training. The evaluation of training program should be based on objective methods and standards. Evaluation should be specific and also continuous. Such evaluation should be made immediately after the training program is over (Subha, 2011).

Evaluation of training need not be treated as routine activity. Scientific evaluation requires the services of experts and their services should be used. Suitable data need to be collected for such evaluation. Such data may be related to behaviour change, organizational results and reactions of trainees. The data collected are useful for assessing the results of training on the work group or the entire company (Noe, 2010).

Assessing training effectiveness often entails using the four level model developed by Donald Kirkpatrick (1983). The four levels of evaluation framework is the most common technique to evaluate training programs effectiveness. According to this model, evaluation should always begin

with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis. Trainees' reaction, learning, job behavior and results are considered in the evaluation process. According to Kirkpatrick (1983), the four levels of training evaluation models have the following meanings.

- **Reaction**: This is focus on trainee's reactions and understands the employer about the trainees feeling on the training programs.

- **Learning**: this can measures how much did the employees learn and did the employees learn what they were supposed to?

- **Job behaviour**: This element enables the employer about the level of behavioral change and the use of training on job.

- **Results**: This helps to measure the tangible outcomes and the return on investment of the training programs. Moreover, it indicates the ultimate contribution of the training programs to improve the organization's effectiveness.

2.6 Methods of training

A careful use of training and development methods can be a very cost-effective investment the sense of using the appropriate method for the needs of the individual employee and the organization. However, many authors have mentioned that organizations often use inappropriate methods, which can be both costly and time wasting and bring very little improvement in the performance of the employee (Dessler, 2005). In general, training programs can be divided into on-the-job and off-the-job methods. These categories of training methods are briefly discussed below.

2.6.1 On-the-job training

On-the-job training is training that takes place while employees are actually working. It means that skills can be gained while trainees are carrying out their jobs. This is the most commonly an

approach that permits employee to learn job tasks by actually performing them.This benefits both employees and the organization. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The organization benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time (Dessler, 2005).

The advantage of this method is that it is easy, simple, quick and economical. It can be used conveniently in the case of simple jobs at the lower levels, where special training facilities, instructors and longer period training are not required for training purpose. In the contrast, the disadvantage of this training method is not scientific. It fails to give systematic training to workers. This type of training is by co-workers who are not trained properly. Even the atmosphere in the factory is not friendly for training purpose. Thus, so called economical and quick method of training may prove to be very costly to the management in the long run. There are several methods of providing on-the-job training rotation (Bernatek, 2010). The following three commonly used methods are briefly described here.

o **Coaching** – an experienced member of staff will help trainees learn skills and processes through providing instructions and demonstrations.
o **Mentoring** – each trainee is allocated to an established member of staff who acts as a guide and helper. A mentor usually offers more personal support than a coach, although the terms 'mentor' and 'coach' are often used interchangeably.
o **Job rotation**: this is where members of staff rotate roles and tasks so that they gain experience of a full range of jobs. Employees move from one job to another to broaden experience and new employees understand variety of job.

2.6.2 Off-the-job training

Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught. However, off-the-job training programs may not provide as much transfer of

training to the actual job as do on-the-job programs. The following are some of off the job training methods that are commonly used in organizations (Vemic, 2007& Bernatek, 2010).

o **Classroom Lectures:** This method of training is well-known to train both managerial and non-managerial employees in an organization. Under this method, employees are called to the classroom to provide training by trainer in the form of lectures. This method is effectively used for the purpose of teaching administrative aspects, to make aware of procedures and to give instructions on particular topic (Vemic,2007).

o **Simulation:** In the simulation training method, trainee will be trained on the especially designed equipment or machine seems to be really used in the field or job. But, those equipment or machines are specifically designed for training trainees were making them ready to handle them in the real job. This method of planning is mostly used where very expensive machinery or equipment used for performing Job or to handle that job (Vemic,2007).

o **Case Studies:** It is a written description of an actual situation in the past in same organization or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them. Case is later discussed by instructor with all the pros and cons of each option. It is an ideal method to promote decision-making abilities within the constraints of limited data (Vemic,2007).

o **Role Playing:** During a role play, the trainees assume roles and act out situations connected to the learning concepts. It is good for customer service and training. Two or more trainees are assigned roles in a given situation, which is explained to the group. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, a subordinate making presentation to a customer (Vemic,2007).

2.7 Empirical Findings

Training programs largely help an organization to accomplish its goals and objectives. This is possible when these programs are provided to employees by identifying areas where it can make a

real contribution to organizational success. Therefore, all concerned parties have to carry out training need assessment using the right approach in order to avoid misuse of resources as well as to ensure effective accomplishment of organizational objectives (Mahetem, 2010).

Different authors pointed out that ineffective training programs negatively affects the employees motivation, satisfaction levels, their performance effectiveness and ultimately on organizational productivity. Both employees and organizations are being mutually beneficiary from a well-designed employee training programs (Cribbs, 2005, Isaik, 2011).

Researches stated training objectives should be set clearly in concrete terms and to decide the strategies to be adopted to achieve these objectives. The overall objective of training program is to fill gap between existing and desired pool of knowledge, skills and attitude of the employees. Defining precise training objectives help in evaluating and monitoring the effectiveness of training. Moreover, these training objectives should be align with to strategic objectives of the organization (Vemic, 2007)

Training programs shall be carefully designed and systematically practiced to get the intended employees' and organizations' productivity. The absence of adequate training practice impedes the successful achievement of employees' works efficiency and overall organizational goal. In addition, designing and implementing an effective training program is a difficult task since it demands to look into the needs of the employees and ensure that the practices are aligned with both company and employees need (Edgar, 2005).

 Mengistu (2011) suggested that since investment on people, both in developing and maintaining the appropriate skills, knowledge, and ability are vital part of the organization's strategy for the future to gain its competitive advantage, organization should allocate sufficient amount of budget to train this key resources of the organization. In the other hand, organizations have to get satisfactory return on investment while they are   investing considerable amount of resource for employees' training. This means that organizations should have measure the result of organizational effectiveness respect to the employees training   expenditure. Other ways a training program is not complete until they have evaluated results with the help of precise method.

CHAPTER THREE
RESEARCH DESGIN AND METHODOLOGY

The research design, population and sampling size, data sources and their collection tools, sampling techniques, data collection procedures and methods of data analysis are presented in this chapter.

3.1 Research Design

Research methodology is a blueprint to attain the research objectives and answer research questions adequately. It is a master plan in which the researcher specifies methods and procedures of collecting and analysing the necessary data including specifying the source of data to be used. In this part, the researcher explained the logic behind the selected methods and techniques to manage the study. In addition, it is a place where the researcher checks the appropriateness of the data to be collected to solve the intended problems. The choice of research design fundamentally depends on the nature of the problem; the knowledge already available about the problem; and the resources available for the study (Kothari, 1985).

The main objective of this research was to assess training practices of EEP/EEU. To achieve this objective, descriptive type of research design was employed. Zikmund (2003) indicated that descriptive type of research design helps to depict accurately the characteristics of a particular individual, situation and a group. The research method can considered to be very effective in answering research questions by using both the quantitative and qualitative approach separately. Therefore, by using both methods it is able to capitalize the strength of quantitative and qualitative approach and remove any biases that exist in a single research approach.

3.2 Population, Sample Size and Sampling Techniques

3.2.1 Target Population

Target population is defined as the entire group a researcher is interested in. According to Zikmund (2003) the definition of population was identifiable total set of elements of interest being investigated by a researcher. Leedy (1997) also defined that the population can be viewed as a group

or individual or object that would illustrate common feature that would be advantageous to the researcher`s interest. The target population for the study was all professional staffs who are working in Addis Ababa offices of the corporation which are 1,263 employees.

3.2.2 Sample Size

The researcher has to draw conclusions on the basis of a sample and, therefore, sample size determination is an important element in any research, although it is a difficult one. Exact tests to check whether sample size is adequate for the analysis required can be carried out by using statistical methods such as significance tests. In many social studies, researchers who do not have the required statistical skills can use a more common-sense approach to determine sample size (John, Hafiz, Robert, & David, 2007). R.L Gay (1987) also suggested that 10% of the population can be taken as the sample size for social studies. In this regard, the researcher has taken 126 respondents as sample of the study, which is 10 percent of the total targeted population.

3.2.3 Sampling Technique

Sampling is the process of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population. To carry out a study, one might bear in mind what size the sample should be, and whether the size is statistically justified and lastly, what method of sampling is to be used (Leedy,1997).

The researcher used proportional stratified random sampling and purposive sampling techniques for the target population in Addis Ababa based on their work processing group to collect primary data through structured questionnaires and interview respectively. EEP/EEU offices were structured with process based thinking and there are ten high level working process offices. Each office has different functions and heterogeneous characteristics in relation to professional mix, work environment, type of stakeholders and their requirement of employees with various skill, knowledge and abilities. Employees in one process office have different skills requirement from the others because of different nature of the work. This resulted in each office requires their own training programs to enhance their employees' skills, knowledge and attitude.

Therefore, the researcher used these ten process offices as strata group or subgroup of the population. The total number of professional employees in each process office is used as the sampling frame to select the samples from each stratum. Respondents were selected from each stratum proportionally by using simple random sampling to distribute questionnaires which were totally 126. The list of each office employees were obtained separately from corporate human resource management information and record office.

Finally, to collect additional information pertaining to training practice, the researcher conducted interview with training and development manager and performance management manager. These managers were selected through purposive sampling because the researcher assumed that they are well informed about training and development programs in the corporation.

Table 3.1:- Target Population and Sample of the Study

No.	Name of working Processes under the corporation	Professional staff in the corporation.	Professional staff in Addis Ababa offices	No of Sampled Employees
1	Generation Construction	54	36	4
2	Generation Operation	136	84	8
3	Transmission and substation Construction	51	23	2
4	Transmission and Substation Operation	146	97	10
5	Distribution Operation System	30	18	2
6	Finance and Supply Chain	17	17	2
7	Human Resources	25	25	3
8	Services Process	120	66	7
9	Universal Electric Access Program	54	38	4
10	Marketing & sales office	1314	859	86
	Total	1,947	1,263	126

Source: Own Survey

The questionnaire distributed for the total sampled 126 employees had two parts. The first part requests about demographic characteristics and the second focus on questions related to training practices. Out of the distributed 126 questionnaires, 118 questionnaires were returned and filled by respondents. The response rate is 93.65% which is acceptable.

3.3 Data Sources

The researcher used both primary and secondary data sources. The primary data was collected through structured questionnaire and interview. The secondary data was collected from relevant documents, newspapers and magazines of the corporation that were related to the study. The corporation training policy documents, newsletter, website and annual reports were also used to obtain reliable information that help for the study.

3.4 Data Collection Tools

For this research, structured questionnaire was designed, distributed and filled by the sampled respondents to collect primary data. Because, the questionnaire is usually cheap, easy to administer to a large number of respondents, and normally gets more consistent and reliable results. The structured questionnaire was also employed with five point Likert ranking scale. Interview was conducted with concerned management bodies in order to gather the relevant primary data. The interview part had supplemented the study with different perspectives and a comprehensive quality substance.

3.5 Data Collection Procedure

The procedures mentioned below were implemented to get permission and cooperation from the organization in order to distribute the questionnaire and collect data from the sampled employees' of the corporation.

- Request the corporation permission to communicate the respective process offices.
- The researcher discussed with the respective process higher officials by briefing the purpose and benefit of the study.
- Distributing the questionnaire to the selected employees and conducting interview with the respective managers at their work place.
- The researcher has given a week period of time to the respondents in order to have adequate time to fill the questionnaires and collect the questionnaires from each employee.

3.6 Reliability and Validity

Reliability and validity tests are important in standardizing the proposed measurement scale, and in demonstrating whether it truly measures what it is supposed to measure. Thus, a series of steps should have taken to check the validity and reliability of the quantitative data (Creswell, 2009). These are two basic different ways of judging the quality of research design. Validity is the extent to which any instrument measures what is intended to measure. In terms of measurement procedures, validity is the ability of an instrument to measure what it is intended to measure (Leedy and Ormrod, 2013). Internal validity was tested by doing pattern-matching at the data analysis phase of the study.

Content validity of the structured questionnaire was checked and incorporated comments by providing the instrument to professionals who are worked in the corporation and the research advisor. In the process, the questionnaire was modified two times by the advisor and one time by the professionals. In addition, the content validity was checked by ensuring that the data collection instruments were designed very carefully to include all the necessary questions related to answer the problem statement.

A research tool is consistent which can be predictable and accurate, it is said to be reliable. The greater the degree of consistency and stability in an instrument is the greater is its reliability. The question whether the instrument is reliable or not is judged by the ability of an instrument to provide consistent measurements (Leedy and Ormrod, 2013). There are various types of reliability test; the most common method used in many studies is internal consistency reliability.

The Cronbach's alpha coefficient test was conducted to measure the internal consistency reliability. Before distributing the questionnaire to the selected respondents, a pilot-test exercise was conducted by using Cronbach's Alpha device. It was done upon 10 individuals who were selected at random in order to check the internal reliability of the questionnaire. Accordingly, the reliability of the instrument was measured by Cronbach`s alpha and calculated by using statistical software SPSS version 20.  According to Lee Cronbach (1951), the reliability coefficients between 0.70-0.90 are generally found to be internally consistent and acceptable. In this regard, the result of Cronbach`s coefficients alpha was highly reliable which is 0.87.

3.7 Methods of Data Analysis

For the purpose of this research, both qualitative and quantitative approaches were applied. The reasons it is preferred to use both approaches are qualitative approach helps to obtain relevant information regarding the subject matter from the concerned managers whereas quantitative approach helps to provide statistical analysis. Descriptive statistics analysis was also being applied for the presentation, discussion and interpretation parts on various dimensions of the employee training practice. SPSS version 20 was used to process the primary data which is collected through structured questionnaire. Frequency in tables and percentages were also used as appropriate to present, analyze and interpret the result of the study.

3.8 Ethical Issues

In doing any research, there is an ethical responsibility to do the work honestly and with integrity. The basic principle of ethical research is to preserve and protect the human dignity and rights of all subjects involved in a research project (Leedy and Ormrod, 2013). In this regard, the researcher assured that the respondents' information are confidential and used only for the study purpose. The researcher also committed to report the research findings in a complete and honest manner, without confusing others about the nature of the results. As a general rule, therefore the study was not raising any ethical anxiety.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter focuses on discussing the demographic characteristics of respondents and on presenting, analysing and interpreting of data collected from the primary and secondary sources.

4.1 Demographic Profile of Respondents

The questionnaire distributed for the sample employees contained two parts. The first part requests demographic characteristics and the second focuses on questions related to employee training practices. The first part of the questionnaire requested professional characteristics of respondents namely age, gender, educational status and work experience. Accordingly, the general information was summarized in the table below.

Table 4.1:- Demographic Profile of Respondents

Gender	Frequency	Percentage
Female	20	16.95
Male	98	83.05
Total	118	93.65
Age		
18-28 years	11	9.32
29-38 years	51	43.22
39-48 years	32	27.12
49-58 years	19	16.10
> 58 years	5	4.24
Total	118	100
Educational status		
BA/BSC Degree	105	88.98
MA/MSC Degree	13	11.02
Total	18	100

Work experience	Frequency	Percentage
0-5 years	8	6.78
6-10 years	6	5.08
11-15 years	18	15.25
16-20 years	32	27.12
> 21 years	54	45.76
Total	118	100

Source: Own Survey

As shown the above table, out of the total 118 respondents who returned, 95(83.05%) of them are male and the remaining 20(16.95%) of them are female. This indicated that female professional employees are dominated by male in the corporation. This implies that the corporation does have attentions to increase female employees through affirmative action and other female initiatives.

Concerning to the age group, 51 (43.22%) of the respondents were found in the age between 29-38 years and 32 (27.11%) of them were found between 39-48 years. 19 (16.10%) and 11 (9.32%) of them were found between 49-58 years and 18-28 years respectively. The remaining 5 (4.23%) of them were greater than 58 years which indicate that they are in a position to retire in the near future. These all indicated that most of the organizations' professional employees are enough matured and it has relatively less young staffs that don't help to do energetic works. The staff also does not have good succession plan for the future in the corporation.

Educational status and work experience of the respondents were presented and analysed here. In terms of their educational status, the majority of staff around 105 (88.98%) are BA/BSC degree holders and the rest 13 (11.02%) are in MSC/MA degree holders. It is possible to say that the majority of respondents can clearly understand how training practiced in the organization. Therefore, it is also shown that the respondent group in the research can provide useful and relevant information related to training programs in the corporation.

In addition, the corporation has taken the vital responsibility on the area of power supply for the country but the percentage of post graduated employees from the sample taken is extremely low. This is not enough against to its sole responsibilities such as generating, transmitting, distributing and selling of the power utility.

Regarding to employees' work experience in the corporation, the result of the study showed that 54 (45.76%) of professional employees have worked in the corporation greater than 21 years. 32(27.12%) of them have served 16 to 20 years. 8 (6.78%) of the respondents have worked 0-5 years and the remaining 6(5.08%) of them were found that they have worked between 6-10 years. This indicated that the first few years experienced (0-10 years of experience) employees are less retained by the corporation.

4.2 Training Needs Assessment

In the review of related literature part of the research, the purposes of conducting training need assessment were discussed. Training Need Assessment (TNA) is one of the very critical processes before designing and delivering of any training programs.

According to Brown (2002) it is clear that designing and delivering of training program without proper training need assessment may causes to unsuccessful for the programs achievement. It is known that training may not be the right solution for all employees and organizational performance problem. To address employees and organizational performance problems that are related to skill and knowledge gap, training need assessment should be done before organizing the training program. The training need assessment also allows for organizations in decisions to be made about where investment in training provides the best return to meet current and future needs (Brown,2002).

Organizations are expected to conduct the training need assessment before organizing training programs. In the interest of examining the trend of training need assessment practice in the corporation, the researcher asked the respondents different questions related to this issue to reveal their level of agreement.

The following tables indicated the respondents expressed their feeling that related to training need assessment. Regarding to the type of techniques that are used in the corporation, the researcher also asked the respondents about the technique that is being mostly used for identifying the organization's training program needs.

Table 4.2:- Techniques of Training Need Assessment

No	Variable	Frequency and Percentage	Response			
			Organizational analysis	Task analysis	Person analysis	Total
1	In the need assessment process, the most widely used techniques for identifying the organization's training program.	Frequency	80	27	11	118
		Percentage (%)	67.79	22.88	9.32	100

Source: Own Survey

As shown in the above table, the majority of the respondents 80(67.79%) stated that organizational analysis is the most widely used technique to conduct need assessment. 27(22.88%) and 11(9.32%) of them indicated that task analysis and personal analysis is the most widely technique to conduct the need assessment in the organization respectively.

This indicated that the corporation is mostly used organizational analysis technique to carry out need assessment before organizing training programs. It also indicated that these three techniques of training need assessment were practiced in the corporation even though their levels of intensity are varied. It implies that the corporation lacks the data need to be collected at all levels for the analysis in order to incorporate in the training designing process and this can be lead to design training programs improper way.

As shown the table below, 76 (64.40%) of the respondents confirmed that the corporation conducts need assessment with less extent level. Similarly, 14 (11.88%) of the respondents have not any idea about training need assessment. The remaining 28 (23.73%) respondents also answered that the corporation conducts training need assessment with some extent level.

Based on the majority of respondents, it can be concluded that the corporation do not give enough attention to conduct training need assessment properly. It has less concern for personal and task analysis techniques of need assessment which are essential to design appropriate training programs. This implies that training programs are designed without considering the appropriate results of need assessment.

Table 4.3:- Issues related to Training Need Assessment

No	Variable	Frequency and Percentage	Response					
			To a very great extent	To a great extent	To some extent	Neutral	To less Extent	Total
1	To what extents are you involved in training need assessment process?	Frequency	0	0	28	14	76	118
		Percentage (%)	0	0	23.73	11.88	64.4	100
	Variable	Frequency and Percentage	Response					
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
2	Need assessment is critically considered to design training programs in my organization.	Frequency	0	3	17	83	15	118
		Percentage (%)	0	2.54	14.4	70.34	12.71	100
3	Level of participation is high at the time of designing training programs.	Frequency	0	11	0	98	9	118
		Percentage (%)	0	9.32	0	83.05	7.63	100

Source: Own Survey

Regarding to the need assessment result consideration in designing training programs, the respondents were also asked to express their level of agreement. 83(70.34%) of the respondents disagreed on the idea of the corporation critically considered the result of need assessment in designing training programs. 17(14.40%) of the respondents haven't any ideas weather the organization considered critically the training need assessment result or not in the design of the programs. 15(12.71%) of them also strongly disagreed that the corporation has not taken critical consideration for the result of need assessment in designing training programs. The remaining 3(2.54%) of the respondents agreed that their organization critically considered the training need assessment result for designing appropriate training programs. This finding indicated that the corporation has not taken critical consideration for the result of need assessment to design training programs. This implies that the contents of training programs are prepared without incorporating the essential components of data to identify the training needs.

Moreover, to explore the employees' level of participation in designing training programs, the respondents were also asked. As shown in the above table, 98(83.05%) of the respondents disagreed that employees are highly involved to give inputs in designing training programs.   9(7.63%) of them confirmed their strong disagreement with employees highly involvement in designing training programs and the rest 11(9.32%) of them agreed that they are highly involved in the design of training programs in the corporation.

In this regard, it is found that the employees have not contributed for designing training programs and not incorporated their valued comment as stakeholder. This implies that content of training programs cannot be meet the gaps between the skills, knowledge and attitude that employees have and the employees have required for effective job performance in future.

4.4 Setting Training Objectives

The respondents were also asked their feeling about setting clear training program objectives in their organization set clear objectives. As it shown from the table below, 55(46.61%) of the respondents disagreed that training program objectives are set clearly in the organization.   28(23.73%) of them also strongly disagreed and 21(17.79%) of them agreed that the organizational clear objective setting for the training programs. The remaining 14 (11.86%) of the respondents also do not have any idea whether the objectives of training programs are set clearly or not. These all indicated that the corporation does not set its training programs' objectives clearly. This implies that the corporation cannot also able to evaluate and monitor the effectiveness of training program against the training objectives that are set during the design stage.

Table 4.4:- Issues about objectives of training programs.

No	Variable	Frequency and Percentage	Response					
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The corporation set clear objectives of training programs.	Frequency	0	21	14	55	28	118
		Percentage (%)	0	17.79	11.86	46.61	23.73	100

Source: Own Survey

4.5 Content of training programs

In the literature review part, it is also stated that the widespread tendency to train employees without reference to their job description is not acceptable in organizations. Regarding to the training contents that lead to achieving the training objectives, the researcher also asked question.

As it shown from the table below, 84(71.18%) of the respondents disagreed that the contents of the training programs in the organization help to achieve the objectives. 16(13.56%) of them strongly disagreed and 13(11.02%) of them were agreed that the contents of the training programs in the organization help to achieve the objectives. The remaining 5(4.23%) of the respondents also do not have any idea about whether the contents of training programs help to achieve training objectives or not. This implies that the content of training in the organization does not address the employees' skills and knowledge gap to achieve their job better. This leads to irrelevant syllabuses for the training that may be the cause insufficient preparation of trainees for their future tasks.

The researcher also asked the respondents to express their level of agreement about the training content suitability to overcome trainees' knowledge, skill and attitude gaps. In this regard, 78(66.10%) of the respondents disagreed that the training contents are suitable to overcome trainees' knowledge, skills and attitude gaps. 8(6.78%) of them strongly disagreed that the training contents are suitable to overcome trainees' knowledge, skills and attitude gaps. Only 23(19.49%) of them agreed that the training contents are suitable to overcome trainees' knowledge, skills and attitude gaps. The remaining 9(7.62%) of the respondents also do not have any idea whether the training contents are suitable to overcome trainees' knowledge, skills and attitude gaps or not.

In these regard, the finding shows that the corporations' contents of training programs do not support to achieve training program objectives and also are not satisfactory to reduce trainees' knowledge, skills and attitude gaps. This implies that most of the employees were not given training that was specific to their current jobs so as to improve their performance.

The respondents were asked their feeling about the executive management commitment of the corporation towards the training programs. As it shown from the above table, 76(64.40%) of the

respondents disagreed that the executive management of the corporation is highly committed towards the training programs. 21(17.80%) of them also strongly disagreed that the executive management of the corporation is highly committed towards training programs and only 8 (6.78%) of them agreed with the executive management is highly committed to train the employees in the corporation. 13(11.02%) of the respondents also do not have any idea about the executive management commitment on training programs. The finding shows that the executive management of the corporation is not highly committed towards training programs.

Table 4.5:- Contents of training programs

No	Variable	Frequency and Percentage	Response					Total
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
1	The training content lead to achieving the training objectives.	Frequency	0	13	5	84	16	118
		Percentage (%)	0	11.02	4.23	71.18	13.56	100
2	The training content suitable to overcome trainees' knowledge, skill and attitude gaps.	Frequency	0	23	9	78	8	118
		Percentage (%)	0	19.49	7.62	66.1	6.78	100
3	The contents of the training programs you have taken relevant for your current job.	Frequency	0	0	38	27	53	118
		Percentage (%)	0	0	32.2	22.88	44.92	100
4	The executive management of the corporation towards training is highly committed.	Frequency	0	8	13	76	21	118
		Percentage (%)	0	6.78	11.02	64.4	17.8	100

Source: Own Survey

In addition, the researcher conducted interview with the selected managers to ensure the executive management commitment. They stated that training is not the responsibility of training and development department of the organization only; it is also the responsibility of all managers too. In this regard, the corporation executive management is not highly committed for employees training programs by allocate sufficient budget, support and ultimately follow up the impacts on employees and organizational performance. This implies that it is difficult to be successful with the training programs without management commitment.

The respondents were also asked their level of agreement about the contents of the training programs relevance with the employees' current job. As it shown from the table below, most of the respondents, 53(44.92%) of them expressed that the contents of the training programs are relevant with less extent to the trainees' current job. 38 (32.20%) of them also indicated that the contents of the training programs are relevant with some extent to the trainees' current job. The remaining 28 (22.88%) of them also confirmed that they do not have any ideas whether the contents of the training programs are greatly relevant or not to the trainees' current job. This implies that employees are mostly provided trainings that are not relevant to their current job.

4.6. Trainers' and Trainees' selection criteria

The researcher asked the respondents about the criteria that help to select employees who are taken trainings. 50(42.37%) of the respondents indicated that the corporation has considered supervisor recommendation as a basis to select trainees while 28(23.73%) and 21(17.80%) of them responded that job responsibility and performance result of the employees are considered to select trainees respectively.

Moreover, 7(5.93%) of the respondents stated that work experience is the basis of selection criteria for trainees. The corporation training and development policy stated all the above factors are considered as basis of selection criteria for trainees except their supervisor's recommendation. Here most of the respondents stated that employees are selected for training based on the supervisor recommendation subjectively and it makes employees dissatisfaction.

In this regard, the researcher conducted interviews with the training and development manager and other selected managers to ensure the criteria that are considered for selecting appropriate trainees for training programs in the organization. Based on the interview, one of the biggest problems that affect the corporation training programs is lack of proper selection criteria. They stated that there are no clear cut criteria for selecting the appropriate employees to provide training programs. It is also stated that the respective line mangers and project managers misuse the purpose of training

programs and mostly, employees who are not related to the job are taking training programs. This implies that training programs in the corporation are provided to unrelated employees and employees also take improper training programs that cannot be address their skill gap. This means that it is the cause for wastage of resource in the training investment.

Table 4.6:- Trainers' and Trainees' selection criteria

No	Variable	Frequency and Percentage	Response						
			Work experience	Level of education	Job responsibilities	Supervisor recommendation	Performance result	Others (Specify)	Total
1	Which criteria's as basis to select trainees in my organization used?	Frequency	7	21	28	50	12	0	118
		Percentage (%)	5.93	17.8	23.73	42.37	10.17	0	100
	Variable	Frequency and Percentage	Response						
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree		Total
1	Trainers in my organization have knowledge and training skill on the subject they train.	Frequency	19	53	5	33	8		118
		Percentage (%)	16.1	44.92	4.24	27.97	6.78		100.01
2	Trainers in my organization have good practical experience on the subject they train.	Frequency	0	8	13	61	36		118
		Percentage (%)	0	6.78	11.02	51.69	30.51		100

Source: Own Survey

Trainers are the most valuable training sources and enablers to provide appropriate trainings for employees. The responsibility, competence and commitment of trainers have great role in attaining the goal of the training programs. Based on this, respondents were also asked to reflect their opinion about trainers they have observed in the training program they have attended.

As observed in the above table, 19(16.10%) of the respondents strongly agreed and 53(44.92%) of them agreed that trainers have knowledge and skill on the subject area they trained respectively. 5(4.24%) of them also confirmed that they do not have any ideas about whether the trainers have or not knowledge and skill on the subject. 33(27.97%)of the respondents agreed with the statement and the remaining 8(6.78%) of them also strongly agreed that trainers have knowledge and skills on the subject area they trained. Here most of trainers who have provided training programs have not enough knowledge and skills on the subject matter. This implies that employees are not provided training programs with appropriate trainers who have the required skills and knowledge.

Regarding to practical experience, 61(51.69%) of the respondents disagreed and 36(30.51%) of them strongly disagreed that trainers have good practical experience on the subject area they trained respectively. 13(11.02%) of them also confirmed that they do not have any ideas whether the trainers have good experience or not. The remaining 8(6.78%) of the respondents agreed that trainers have good practical experience on the subject area they trained.

According to the training and development manager of the corporation in the interview session, the corporation has monopolistic nature and huge responsibilities on construction of mega projects and these have required unique technical skills that are not found in other industries in the nation. Hence, it is difficult to obtain trainers easily as per the corporation skill requirement. In this regard, it can conclude that trainees were taken trainings that are basis only for theoretical explanations that don't solve their work place problems and challenges practically. This implies that technical employees who are responsible to supervise the project works are facing the challenge. This affects the supervision of mega project works to control the quality against the stated specification and design.

4.7 Purposes of training in the corporation

Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques (Suliman and Al-Sabri,2009) as cited by Tazebachew(2011). According to the training and development manager, the training given to the employees at the corporation is improves their skills,

knowledge, and abilities. The ultimate objective however is used to improve both individual and organizational performance.

The respondents were also asked about the benefits of training for the employees and the organization. As shown in the above table, 67(56.80%) of the respondents disagreed and 31(26.27%) of them strongly disagreed that they are highly motivated in the training programs that have been provided by the organization. 18(15.25%) of them agreed that they are highly motivated in the training programs. Only 2(1.69%) of them have not responded clearly with the issue. The result indicates that the majority of employees in the corporation are not highly motivated by the training provided by the corporation. This means that they are not convenient with training programs designed and implemented by the organization.

The research also assessed the training programs that enabled the employees to do their job as required and great efficiency. 71(60.16%) of the respondents disagreed and 32(27.13%) of them strongly disagreed that the training programs that were taken enabled them to do their job as per the requirement with great efficiency. 13(11.02%) of them agreed strongly that the training programs that were taken enabled them to do their job as per the requirement with greet efficiency.

Table 4.7:- Issues on purpose of training programs

No	Variable	Frequency and Percentage	Response					
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	In my organization, training programs enabled me to do my job as required and great efficiency.	Frequency	0	13	2	71	32	118
		Percentage (%)	0	11.02	1.69	60.16	27.13	100
2	The training programs that i have taken improve my skills, knowledge and attitudes.	Frequency	0	11	1	82	24	118
		Percentage (%)	0	9.32	0.85	69.49	20.34	100
3	Training programs were implemented by considering both personal and the job requirement.	Frequency	5	3	1	88	21	118
		Percentage (%)	4.24	2.54	0.85	74.58	17.79	100

Source: Own Survey

Regarding to the employees feeling towards the training programs that were implemented by organization improve their skills, knowledge and attitudes. 82(69.49%) of the respondents disagreed and 24(20.34%) of them strongly disagreed that the training programs that were implemented by organization improve their skills, knowledge and attitudes. 11(9.32%) of the respondents agreed that the training programs that the training programs that were implemented by organization improve their skills, knowledge and attitudes.

The researcher also tried to see the employees feeling towards the training programs that were implemented by considering both personal and the job requirement properly. 74.58% of the respondents disagreed and 17.79% of them strongly disagreed that the training programs that were implemented by organization the considering both personal and the job requirement. 4.24% of the respondents strongly agreed and 2.54% of them strongly disagreed that the training programs that were implemented by organization the considering both personal and the job requirement.

The selected managers were also interviewed regarding to the purpose of training programs in the corporation. They described that the corporation have many mega projects and it is the only power utility provider in the nation. To achieve these projects completion as per the schedule, budget and right quality and also provide its power utility, the employees are taken a lion share. Therefore, it should enhance its employees' skills, knowledge and attitude through training programs.

4.8 Training facility and environment

Appropriate training facilities and environment have their own impact on the effectiveness of the training program. Regarding to training materials and aids, respondents were asked to reflect their opinion. The responses obtained on the issue were analyzed in the following table.

As the table below indicated, 108(91.53%) of the respondents strongly disagreed and 8(6.78%) of them disagreed that the corporation have delivered enough training programs to them. the remaining 2(1.70%) of them agreed that the corporation have delivered enough training programs to them.

Table 4.8:- Training facility and environment

No	Variable	Frequency and Percentage	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
					Response			
1	The organization has delivered enough training programs to me.	Frequency	0	2	0	8	108	118
		Percentage (%)	0	1.7	0	6.78	91.52	100
2	Training programs have fulfilled sufficient conditions including the material and facility in the organization.	Frequency	38	57	15	8	0	118
		Percentage (%)	32.2	48.3	12.71	6.77	0	100

Source: Own Survey

In this regard, most of the respondents have not been provided enough training programs by the corporation. Regarding to training programs conditions, 57(48.30%) of the respondents agreed that training materials and other training facilities were completed and deserved the trainees. 38(32.20%) of them have strongly agreed that training materials and other training facilities were completed for trainees. In this regard, most of the respondents have taken training programs with convenient ways.

4.9 Methods of Training in the Corporation

The selection of the training method has to be considered many factors such as based on identified training needs, training objectives, understand the interest of the trainees, the resources available and an awareness of learning principles. The most common training method used by organizations can be classified as on-the-job and off-the-job (Abdullah, 2009).

As shown in the table below, 85 (72.03%) of the respondents ensured that they were taken class room lecture and 50 (42.37%) of them responded that they were taken coaching methods. 24 (20.34%) of them were taken training by using both coaching and classroom method. 7(5.93%) of the respondents indicated that they were involved on job rotation way of training. The result shows that majority of the respondents were taken training through class room, coaching and job rotation training methods. This indicates that the corporation used both on job and off job training methods.

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Table 4.9:- Methods of training programs

No	Variable	Frequency and Percentage	Classroom lectures	vestile training	Mentoring	Coaching	Role play	Case study	Job rotation	total
1	What types of employee training methods have you taken so far? (You can tick more than one)	Frequency	85	0	0	50	0	0	7	142
		Percentage (%)	72.03	0	0	42.37	0	0	5.93	120
2	Which methods do you mostly prefer in attending your training programs?	Frequency	105	0	0	9	0	0	4	118
		Percentage (%)	88.98	0	0	7.63	0	0	3.39	100

Source: Own Survey

Regarding to the respondents preference, 105 (88.98%) of them prefer class room and 9 (7.63%) of them prefer coaching methods and the remaining 4 (3.39%) of them prefer job rotation method of training. Based on the finding, most of the employees were taken training programs with considering their preference methods.

4.10 Training programs evaluation in the corporation

Evaluating training programs effectiveness is used for many purposes. Usually, it used to determine whether the programs meet the intended objectives; identify strengths and weaknesses; determine cost-benefit ratio and identify who are the most or least benefited from the training programs. It is stated in the review literature that there are many methods to evaluate training programs. Kirkpatrick (1996) model of training evaluation stated about the application of four levels of training evaluation frame work such as trainee's reaction, learning, job behavior and results.

The respondents of the study were asked different questions to explore training programs evaluation related issues. As shown in the above table, 66(55.93%) of the respondents agreed that the corporation do not measure its training programs effectiveness properly. 32(27.11%) of them strongly disagreed that the corporation measures its training programs effectiveness properly. The rest 20(16.95%) of them have not any idea related to evaluation of training programs of the corporation. Most of the respondents indicated that the corporation does not conduct the evaluation of training programs properly. In this case, the corporation can't able to determine whether the program is achieving the intended objectives or not.

Table 4.10: Issues on evaluation of training programs

No	Variable	Frequency and Percentage	Response					
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The organization evaluate the effectiveness of training programs properly	Frequency	0	0	20	66	32	118
		Percentage (%)	0	0	16.95	55.93	27.11	100
2	The organization evaluates training programs immediately after the training program completed.	Frequency	9	100	6	2	1	118
		Percentage (%)	7.62	84.75	5.08	1.69	0.85	100
3	The organization evaluates training programs immediately after the training program completed.	Frequency	0	0	19	97	2	118
		Percentage (%)	0	0	16.1	82.3	1.4	100
4	The organization evaluates training programs lately after the training program completed & the employee at work.	Frequency	0	0	1	8	109	118
		Percentage (%)	0	0	0.85	6.78	92.37	100

Source: Own Survey

Regarding to the time to conduct the evaluation, 100(84.75%) of the respondents agreed that the corporation measures its training programs immediately after completed the program. Moreover, 97(82.30%) of the respondents agreed that the corporation evaluates its training programs during the training program. 109(92.37%) of them strongly disagreed that the corporation evaluates training programs lately after the training program completed and the employee at work. In this case the corporation evaluates its training program both during the program and immediately after completed the program. This shows that the corporation does not conduct any impact assessment to ensure the effect of training programs on employees work performance and their contribution on organizational goal achievement.

From the Kirkpatrick framework point of view, the findings of the study indicated that the corporation has assessed the reactions of the trainees and their feedback for future improvement. However, researches have explained that those participants who had a positive reaction to the training programs did not necessarily perform better with the new skills and knowledge and also does not indicate the impact of the training programs.

The training and development program manager also explained that the corporation evaluates its training programs immediately at the end of training programs to receive feedbacks from the trainees related to facilities and general comments for future purposes. The manager also explained that the corporation does not conduct the impact of training programs on employees' behaviours, skills and knowledge. This is due to shortage of time, lack of experienced experts and other reasons. Generally the result of the study showed that the corporation does not have the practices of impact assessment for training programs. In this regard, the corporation lacks the key purpose of the evaluation for training programs to be considered an investment that must be held accountable like other investments made by the organization.

Table 4.11:- Issues related to overall training practice

No	Variable	Frequency and Percentage	Response					
			Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The organization practiced training programs as per its training policy.	Frequency	0	13	8	87	10	118
		Percentage (%)	0	11.02	6.78	73.73	8.47	100
2	The organization practiced training programs properly.	Frequency	0	11	3	58	46	118
		Percentage (%)	0	9.32	2.54	49.15	38.98	100

Source: Own Survey

According to Armstrong (1996) training policies are the expressions of the training philosophy of the organization and provide directions for training, and ensures a company's training resources are allocated to predetermined requirements. Respondents were asked to express their feeling about the training practices as per the training policy of the corporation. 87(73.73%) of the respondents disagreed that the corporation practiced its employees training as per the training policy of the corporation. 10(8.47%) of the respondents also strongly disagreed that the training programs are practiced as per the policy. 13(11.02%) of them also agreed that the training programs are practiced as per the policy in the corporation. The remaining 8(6.78%) of them cannot have any idea about training programs practiced in line with the policy.

In addition to the questionnaire, the researcher tried to interview the selected managers to ensure the organization having training policy and also its training practices against the policy. The managers

stated that the corporation has its own training and development policy. In the contrary, they explained that the corporation does not practice its training programs in line with the policy effectively. According to their response, most of the training programs were provided to give reactive response for the performance problems that related to employees skills without detail analysis through need assessment. The findings indicated that the training practices involved in the corporation are not duly followed as per the training and development policy of the corporation. This implies that the corporation doesn't manage its training programs opportunities to enhance its employees' skill, knowledge and attitude effectively.

Respondents were also asked to express their feeling regarding to the overall training practices of the organization. 58(49.15%) of the respondents referred that training programs are not properly practiced in the corporation. In addition, 46(38.98%) of the respondents also strongly disagreed that the training programs are practiced properly in the corporation. 11(9.32%) of them also agreed that the training programs are practiced properly in the corporation. The remaining 3(2.54%) of them cannot have judged about training programs practiced properly.

The researcher also interviewed the selected managers to state the overall training practice of the corporation. They explained that training programs are not effective to enhance employees' skills, knowledge and attitudes. This is the reasons that the process of training faced with challenges to be effective in the organization. Managers also mentioned the major challenges that are hindrance to practice training programs effectively. The followings are the major problems;

- ✓ Lack of executive management commitment and attention on training programs at all levels;
- ✓ project managers and other line mangers do not understand the purpose of training clearly and mostly they are not willing to attend the right employees and they need participate in training themselves repeatedly instead of the right employees;
- ✓ It is difficult to obtain trainers easily as per the corporation practical skill requirement; and
- ✓ Supervisors usually perceived that for any problems, training is as the only possible solution without any further need assessment.

They also stated that many training packages were available by international bank financers to its employees within their credit agreements. But, they believed that the overall training practices in the corporation are not effective against the opportunities that are available for the corporation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the research deals with the summary of major findings, conclusions and recommendations that are based on the conclusion.

5.1. Summary of major findings

The followings are major findings of the study.

o Most of the respondents stated that the need assessment has been conducted by using organizational analysis techniques. The corporation has less concern for personal and task analysis techniques of need assessment which are essential to design appropriate training programs optimally. In this regard, the training and development manager of the corporation also explained in the interview that the corporation carries out the training need assessment based on organizational expected goals instead of detail gap analysis by using the right mix training need assessment techniques.

o It is found that concerned the respective work units are not contributing their valuable feedbacks in the stage of setting training objectives and designing training programs.

o The result of the study indicated that the corporation has used both off-the-job and on the job training methods in its training programs. According to the training and development manager, the corporation has its own institute at Kottebe in which employees were provided technical training programs and both methods were applied. In the external sources of training programs, only off the job training methods were applicable.

o The corporation training policy stated that it uses both internal and external source to provide training programs. The corporation also has a contractual agreement with other governmental training institutes to provide training programs for its employees. Ethiopian management institute and Ethiopian Civil Service University are the main external training program sources for the corporation. From the managers interview, it also found that most of the training programs that are provided in the corporation institute focus on technical employees.

o The corporation training and development policy also stated that there are clear criteria that are considered to select employees for providing training programs. In this regard Most of the respondents indicated that the corporation has not clear selection criteria to provide training programs for its employees.

o It is found that the overall training practice in the corporation is not effective against the opportunities that were available for the corporation. It is also stated that many training packages were available and provided by international bank financers to its employees within its credit agreements. But, most of them were provided to employees who are unrelated to the job and the same employees attended repeatedly.

o Concerning to training program effectiveness, most of the respondents indicated that training program evaluations were carried out both during the program and immediately after completed the program. Training programs impact assessment was not totally conducted as a result of less attention given to it, lack of qualified experts and time shortage to conduct it.

5.2. Conclusions

The following are the conclusions drawn from the findings of the study:

➢ Training need assessment as the foundation for proposing the designing and delivering training programs is given less attention in the corporation. It is clear that results obtained based on improper foundation are not effective and efficient.

➢ Both the line managers and the employee in the corporation were not participated to design the objectives and the contents of training programs.

➢ The corporation do not practice clear criteria to select employees for provide training programs align with its training policy. This implies that training programs can be provided to employees who are unrelated to the job and the training programs are wasting the corporation resources consequently.

➢ The corporation has a monopolistic nature in respect to provide power utility service to the public and they also have huge responsibilities on construction of mega projects. These require unique technical knowledge and skills that are not found in other industries in the nation. Due to

the fact that, it is difficult to obtain appropriate trainers easily as per the corporation's skills requirements to provide practical training programs to its employees.

➢ The corporation has not practiced appropriate training evaluation and it overlooks one of the critical issues in training to ensure the effectiveness of return on investment from the training programs. This also indicated that absence of proper way of training evaluation couldn't indicate the overall impact of the training programs given by the corporation on employees' performance improvement and the achievements of organizational goals.

5.3 Recommendations

Based on the research findings, the following recommendations are forwarded to the corporation in effort it would make to conduct effective training practice.

☞ Training programs help an organization to accomplish its goals and objectives. This is possible when training programs are provided to employees by identifying areas where it can make a real contribution to organizational success. Therefore, the corporation should have to carry out training need assessment by using the right approach. It is also recommended that there should be participation of both trainees and line managers to consider appropriate need assessment results before organizing training programs.

☞ The corporation can grow and address the public interest only when employees' capabilities are continuously acquired, sharpened and retained. In comprehensive training programs, it must be clear that training is not the responsibility of training and development department of the organization only; it is also the responsibility of all managers too. Besides, the corporation executive management should be committed for employees training programs by allocate sufficient budget, support and ultimately follow up the impacts on both employees and organizational performance.

☞ The corporation should have set clear training objectives at the begin that help the managers to decide whether the training programs are good enough for the attainment of organizational goals and directs the trainers to know what to train and trainees to decide whether the objectives set

are related to accomplishment of their tasks. Thus, it is recommended that the preparation of the objectives and also the content of training programs should be done with meaningful participation of all concerned parties in the corporation.

☞ It is recommended that the corporation strengths its training institution sources and incorporated training packages in its contractual agreements with its contractors to provide practical training programs to its employees particularly through on job training approach at site.

☞ Most of the training programs that are provided in the corporation institute focus on technical employees Therefore; the corporation should balance its training programs to acquire appropriate professional mix with both technical and non-technical.

☞ The corporation should have used the clear cut criteria for selecting employees who deserve for the training align with the policy that helps to utilize its training opportunities effectively.

☞ Organizations are usually investing considerable amount of resources for employees' training from which they have to get satisfactory return on investment. To ensure the return on investment from the training programs, it is not complete until organizations have evaluated results and assess the impact of training on the long run with precise method. Therefore, the corporation should have given attention to conduct impact assessments appropriately to ensure its investment effectiveness on training programs.

5.4 Future research

This study directly focused on the assessment of training practice in the corporation. Therefore, this study can be improved further to assess the impact of training programs on organizational and employees work performance particularly in public organization. Future researches can be also studied on management development practices and its impact on managerial roles in public organizations.

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Appendix A

Dear respondent,

I am doing my thesis entitled **"Assessment of training practice"** in Ethiopian Electric Power Corporation in partial fulfillment of the Requirements for the Degree of Master of Business Administration (Concentrated on Human Resources Management) at St. Mary's University.

This survey questionnaire is prepared in an effort to collect data concern on training practices in EEPCO. The vital aim of the study is to assess the practice of training in the corporation. In this regard, the researcher seeks your honest and enthusiastic cooperation to fill this questionnaire. The information gathered will remain confidential and be used for the intended purpose only.

Please note that:

1. No need of writing your name.

2. Please indicate your answer by putting "   □" mark.

3. Your cooperation to complete and return the questionnaire is highly appreciated.

<div align="center">

Atalay Abebe

Contact address: Mobile: +251913476567

E-mail: atuabii@yahoo.com

Thank you in advance, for your cooperation!

</div>

PART I: PERSONAL INFORMATION

1. Sex: - Male ☐ Female ☐

2. Age: - 18 – 28 ☐ 29 –38 ☐

        39 – 48 ☐ > 49 ☐

3. Education status:

    Degree ☐ Masters ☐ PhD ☐

4. Work experience at the organization:

    0-5 ☐ 6-10 ☐ 11-15 ☐ 6-20 ☐ > 21 ☐

PART II: Questions related to the practices of training programs

The questions listed below are statements about the practices of training programs in your organization. Please indicate your answers to these questions.

1. In the need assessment process, which of the following techniques is being mostly used for identifying your organization's training program?

    ☐ Organizational analysis ☐ Task analysis ☐ Person analysis

2. To what extents are you involved in training need assessment process?

    ☐ To a very great extent ☐ To a great extent

    ☐ To some extent ☐ Neutral ☐ To less extent

3. What types of employee training methods have you taken so far?

    (You can tick more than one)

    ☐ Classroom lectures ☐ Mentoring ☐ Vestibule Training

    ☐ Coaching ☐ Case Studies ☐ Job rotation

    ☐ Role play ☐ others (specify)...

4. Which methods do you mostly prefer in attending your training programs?

    ☐ Classroom lectures ☐ Mentoring ☐ Vestibule Training

    ☐ Coaching ☐ Case Studies ☐ Job rotation

    ☐ Role play ☐ Others (if any) ....

5. To what extent are the contents of the training programs you have taken relevant for your current job?

☐ To a very great extreme   ☐ to a great extreme

☐ To extreme   ☐ to some extreme   ☐ less extreme

6. Which criteria's were used to as basis to select trainees in your organization?

(You can tick more than one)

☐ Work experience   ☐ Supervisor recommendation

☐ Level of education   ☐ Performance result

☐ Job responsibility   ☐ Others (Specify)................................

7. In which steps evaluation of training programs have made in your organization?

☐ During the training program

☐ Immediately after the training program completed

☐ Lately after the training program completed & the employee at work

8. To what extent your organization concerned in the evaluate of training programs?

☐ a very great extent   ☐ a great extent

☐ Some extent   ☐ Neutral   ☐ Less extent

Please "✓" one among the options given below for the following question .Assume that ;
(1 = Strongly Agree; 2 = Agree; 3= Neutral; 4= Disagree; 5 = strongly Disagree)

No	Issues related to training practices	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	My organization conducts training needs assessment frequently.					
2	I feel that the result of need assessment is so critically considered to design training programs in my organization.					
3	I believe that as an employee my level of participation is high at the time of designing training programs.					
4	I feel that my organization set clear objectives of training programs.					
5	The training content lead to achieving the training objectives?					
6	The contents of the training programs i have taken relevant for my current job.					
7	The training content suitable to overcome trainees' knowledge, skill and attitude gaps.					
8	I think the executive management of the corporation towards training is highly committed.					
9	In my opinion, training programs have helped me to improve my performance in my organization.					
10	My organization providing me adequate training that related to what i perform and to motivate me for better enhancement.					
11	My organization uses the trainees' feedback to improve the effectiveness of the training programs.					
12	The training and development department in my organization conducts impact assessment after training programs.					
13	I feel that my organization evaluated the training program effectiveness properly.					
14	Trainers who deliver the required training programs have enough abilities and knowledge.					
15	Trainers in my organization have good practical experience on the subject they train.					
16	Trainers in my organization have knowledge and training skill on the subject they train.					
17	I feel that i have highly motivated in the training programs in my organization.					
18	In my organization, training programs enabled me to do my job as required and great efficiency.					

19	The training programs that i have taken improve my skills, knowledge and attitudes.					
20	I feel that training programs were implemented by considering both personal and the job requirement.					
21	I think my organization has delivered enough training programs to me.					
22	In my organization the training programs have fulfilled sufficient conditions including the material and facility.					
23	I believe that my organization practiced training programs properly.					
24	I believe that my organization practiced training programs as per its training guide lines.					
25	My organization evaluate the effectiveness of training programs properly					
26	My organization evaluate training programs during the program					
27	My organization evaluate training programs immediately after the training program completed					
28	My organization evaluate training programs lately after the training program completed & the employee at work					

Thank you very much!!!

Appendix B

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES, MASTER OF BUSINESS ADMINISTRATION

This interview is used to collect necessary and firsthand information from EEPCO Training and development Manager and Performance management manager.

1. Does your organization have training governing policy? Is the training practice of your organization is designed and implemented according to the policy?
2. Which criteria are considered for selecting appropriate trainees for training programs in your organization?
3. Why your organization has given the training programs? What methods the organization has used?
4. What factors do you think that affect your organizations training program effectiveness?
5. What do you feel about the effectiveness of employees training programs? Does the program office conduct feedbacks about their training program from their employees who are taken?
6. What do think about the possible expected challenges of training practices in your organization?
7. How the training and development department in your organization evaluates the training program effectiveness?
8. Do you measure the employees' reaction about the training and the tangible results of training programs of the corporation? What about the impact of training on employees' behavior and organizational effectiveness?

Thank you!!