ASSESSMENT OF EMPLOYEE TRAINING PRACTICES IN ETHIOPIAN FRUIT AND VEGETABLE MARKETING SHARE COMPANY

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St. MARY'S UNIVERSITY

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St. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES
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ASSESSMENT OF EMPLOYEE TRAINING PRACTICES IN ETHIOPIAN FRUIT AND VEGRTABLE MARKETING SHARE COMPANY (ETFRUIT)

BY: YILMA MUCHE ASEFA

APPROVED BY BOARD OF EXAMINERS

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ENDORSEMENT

This thesis has been submitted to St.mary's University, school of graduate studies for examination with my approval as a university advisor.

  Name   signature

St.Mary's University, Addis Ababa   June, 2017

DECLARATION

I, YILMA MUCHE hereby declare that "Assessments of employee training practices in Etfruit" is my own work, prepared under guidance of ABRARAW CHANE (PhD) all source of material used for the research have been duly acknowledged.

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TABLE OF CONTENTS

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ACRONOMY

ETFRUIT- Ethiopian Fruit and Vegetable Marketing Share Company

HRM-Human Resource Management

HRD- Human Resource Development

TNA-Training Need Assessment

SPSS- Statistical Package for Social Sciences

OJT- On-The-Job Training

OFT-Off-The-Job Training

LIST OF TABLES

ABSTRACT

Training plays a paramount role in equipping employees with the required knowledge and skills to be competitive in the dynamic business world. The main objective of this research was to assess the employee training practices in Etfruit. To achieve this objective descriptive type of research design with a mixed approach has been employed. The study used the combination of both probability and non-probability sampling which are stratified, simple random and purposive sampling techniques. The researcher used primary data obtained through questionnaires, interview and secondary sources to supplement the primary data. From one hundred fifty (150) distributed questionnaires one hundred forty-six (146) were collected. Descriptive statistics was applied to analyze the data.The result shows that the major problems facing effective employee training includes; absence of training policy, absence of formal TNA, poor training process and coordination, absence of well-designed evaluation process and outcomes, poor integration of training programs and corporate company strategies, and lack of attention for prioritized training needs. Based on the finding the researcher recommended that the company has to; develop comprehensive and well-articulated training policy, conduct a formal training need assessment, adjust training need based on organizational objective and give high attention for prioritized training needs, set clear system to select trainees based on training need analysis result, provide on the job training, and the company has to evaluate its training effectiveness before and after the training programs.

Keywords: - Human resource management, Human resource development, Training, Etfruit, Ethiopia

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In 1970s, the efforts of career planning and development were mainly dedicated on young employees those demonstrate to have a high potential (Briscoe, 1995). The organizations to make plan for future and provide training and development to their new employees for the high-ranking positions in future (Moses, 1999). However, the career path model develops very well through the conservative commitment, which employees would offer to their organization. This commitment can be described as emotional agreement by which employers are commonly guaranteed the loyalty for long-term commitment with organization in result of providing employees work safety, chances for advancement in career, and training opportunities (Feldman, 2000).

The proficiency to acquire on the commitment promptly on the top of organizations reduced during 1980s when organizations were trying to moving a flat hierarchy where fewer opportunities for promotion. In 1950s a particular number of organizations adopted the similar way to train their employees. However, in 1950s million Management Development Institute has developed by General Electric (Gerbman, 2000). In start of 1960 MacDonald also followed this trend and start Hamburger University for the training of their employees. Therefore, currently maximum number of organizations emphasized on the training and development of the employees. It is undeniable fact that an organization, whether a production oriented or service rendering one, requires a well-trained employee in order to attain its specific and general objectives within rapidly changing environment. It is the trained people that mobilize and make use of both the human as well as the non-human resources of the organization to achieve its goals (Brum, 2007).

Training can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Noe, 2011). According to Subha (2011), training is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Besides, to this concept, training and management

development activities are currently receiving increased attention in the company and academic communities.

A training need is a shortage of skill or abilities, which can be reduced or eliminate by means of training. Training need hinder employees in the fulfillment of their job responsibilities or prevent an organization from achieving, or arise from change in the work place. Effective training depends on knowing what is required for the individual, the department and the organization as a whole with limited budgets and the need for cost effective solutions, all organizations needs to ensure that the resources invested in training are targeted at areas where training is needed and appositive return on the investment is guaranteed. Training need assessment is a particularly vital in today's changing work place as new technologies and working practices are becoming a wide spread, leading to corresponding changes in the skills and abilities needed (Bhatia, 2005).

Wilson and Hash (2003), stated that training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organizations to compete with the existing environment. According to Ahmad and Din (2009), employee training is 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 is required for employees to enable them work towards taking the organization to its expected destination.

According to Vemic (2007), training should not be undertaken for its own sake. It must be geared to the objectives of the particular organization. It is essential to know what the present skills are and based on the agreed objectives, what training is required to meet the objectives. Training also lead the employee to the right mix of knowledge, skills and attitudes, help a job holder to perform tasks successfully (Kumpikaitė, 2008). Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies. According to Tomas (2011), employee training in the industry particularly in less developed countries economy like Ethiopia is the need of the time undoubtedly. Hence, the study focuses on one of Ethiopian company Etfruit, for which employee training for this sector has become essential to achieve the national economic objectives. Despite this aspect, conducted researches are insufficient specifically on employee training in Ethiopia

Fruit and Vegetable Marketing Share Company. Thus, the intention of this study is to assess the experience of Ethiopian in Ethiopian Fruit and Vegetable Market Share Company employee training with a view to understanding the practices and problems being faced.

The Ethiopian fruit and vegetable share marketing company (Etfruit) was established in 1980 under the former ministry of state farms development, the horticulture development corporation with the aim serving as a marketing organ for all state owned horticulture farms. With the decentralization and liberalization of the country's economic policy, Etfruit was reorganized in 1993 by the council of ministries regulation no.1993 in accordance with the provision of the public enterprise proclamation no.25/1992. As a result, it serves as a major and leading domestic distributor and exporter of fresh fruits and vegetables, and other side business.

The marketing services of Etfruit have reached a remarkable stage during the last three decades through its well-established market network and related facilities. Currently Etfruit has 419 permanent employees including top management staffs. Beyond that, it hires from 300 to 400 causal laborers annually.

The organization developed its distribution centers and branches. In the city of Addis Ababa, it has three distributing centers and sixty-five retail shops strategically placed to render efficient service and twelve branches which are located other part of the country.

1.2 Statement of the Problem

In the current competitive and volatile business conditions, every organization needs to have well trained and experienced employees to perform the activities that have to do. Training raises the skill levels and increase the versatility and adaptability of the employees (Kaila, 2011).

Training has a positive impact on business results by enhancing productivity, improving employee's skill, reducing production cost, increasing profitability and developing market results. Organization are surrounding by different dynamic political, social, economic and technological changes which creates challenges to which they need to pay attention regardless of their size and location (Ivancevich, 2004). These dynamic changes have challenged organizations to learn how to manage or confront the changes quickly and successfully.

Ethiopian fruit and vegetable marketing share company have been allocating large sums of money in its budget allocation for employee training to build the capacity of employee to perform their job effectively, but its system of implementation has problems (Etfruit, 2014). Lack of clear policy and plan, absence of adequate training need assessment, lack of attention for prioritizing needs, ineffective implementation and improper evaluation of training practice. All these are possible problems as observed by the researcher; such variables have not yet investigated in Etfruit adequately.

The absence of the above basic elements is dictated to lack of interpersonal truest, lack of work quality, ineffective and inefficient achievement of organizational goals, inability of adopt and imitate the technology. Thus the researcher wants to check these existing problems and so as to give recommendation by investigating deeply.

1.3   Basic Research Questions

The research tried to address the following questions:

- ➢ Does the organization has attractive training policy applicable to all employees
- ➢ How does the organization perform the training need assessment?
- ➢ How are the trainees selected in Etfruit?
- ➢ Which training methods are practiced at Etfruit?
- ➢ Do the trainings given match to the organization's primary objective?
- ➢ How the effectiveness of the training evaluated in Etfruit?
- ➢ What are the challenges of executing training program in Etfruit?

1.4   Objectives of the Study
1.4.1   General Objective

This study is intending to assess the employee training practice in Etfruit.

1.4.2 Specific Objective
As they stem from the general objective, the study has the following specific objectives

- • To identify whether the company has attractive training policy

- To identify the practice of need assessment in Etfruit
- To identify the way of trainees selected in Etfruit
- To identify types of training provide in Etfruit.
- To assess whether the trainings given by the organization/Etfruit/ matches to its primary objectives
- To evaluate the effectiveness of training practice in Etfruit
- To identify the challenges of employee training practice in Etfruit

1.5 Significance of the Study

The general finding of the study will reflect contemporary issue and practice of Etfruit staff performance, and analyze the benefit of training towards increasing employees work effectiveness. The study will help the company to fill those gaps, mentioned instatement of problem. It will also suggest and show the ways to solve the problem and will support as reference for concerned management offices.

For workers it will improve their awareness towards training, for planners it will them to effectively plan the training schedules.

1.6 Scope and limitation of the Study

The study was conducted in Etfruit head office including all distributing center and its retail shops, which are located in Addis Ababa. The sample was limited to employees and managers who are working in Etfruit. The study was focused only in Addis Ababa due to cost and time constraints.

1.7 Definition of Terms
Human Resource Management is the way organizations manage their staff and help them to develop in order to be able to execute organizations' missions and goals successfully (Beardwell and Holden, 1994).

Human Resource Development is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization (Ivancerich, 2004).

Training the systematic modification of behavior through learning that occurs as a result of education, instruction, and development and planned experience (Kaila, 2011).

1.8 Organization of the Study

The study contains five chapters. chapter one will be the introduction part which will Contain the back ground of the study, and the organization, the statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and definition of key terms. Chapter two will be the review of related literature that will include the theoretical and empirical reviews. chapter three will include research design, source of data and collection method, sampling techniques and size, data collection procedure, data analysis method and ethical consideration. The forth chapter will be all about the discussion, data analysis and interpretation parts. The last chapter but not the least, chapter five, will be all about summary, conclusion and recommendation parts.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Human Resource Management

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long-term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources (Briscoe, 1995).

2.1.2 Human Resources Development

Human resources development may be defined as a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. HRD is a process concerned with an organized series of learning activities designed to produce behavioral changes in the human resources in such a way that they acquire desired level of competence for present and future roles. In other words, HRD brings about 'all round development' of the people so that they can contribute their best to the organization society and nation (Redman and Wilkson, 2006).

2.1.2.1Objectives of HRD

According to Mahapatro (2010), human resources development is a multipurpose. It has the following objectives:

1. Provide the opportunity and comprehensive framework for the development of human
2. Develop the constructive mind and over all personality of each employee.
3. Develop each individual's capabilities to perform the present job and to handle future roles.
4. Develop and maintain high motivation level of employees.
5. Strengthen superior-subordinate relationships.
6. Develop the sense of team spirit, teamwork and inter team collaboration.
7. Develop the organizational health, culture and climate.
8. General systematic information about the human resources.

The relationships of the above objectives will ultimately contribute to organizational effectiveness reflected through better quality, higher productivity, cost reduction, higher profits, and better public image. This explains the increased relevance of HRD for modern organizations operating in the uncertain social, political, economic, technological and international environment.

2.1.3 Training

Training is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes, or behaviors. Training consists of planned programs designed to improve performance at the individual, group, and/ or organizational levels. Improved performance, in turn implies that there have been measurable changes in knowledge, skills, attitudes, and/or social behavior (Cascio and Nambudiri, 2010).

2.1.4 Organizational Policies for Training Program

To ensure that the organization's work process effective, the training functions must be acquainted with or, preferably, involved in the strategic planning process. Training policies must be supportive of corporate policies and goals (Dessler, 2005).

The challenge that affect in training activities of employees in a business company are lack of training policies, absence of guidance instructions or policy frameworks on training.

Therefore, in the absence of training policy and guidance the company loses qualified workers, productivity and overall organizational achievements Vemic (2007).

2.1.5 Training Effectiveness

According to Armstrong (1999), every organization needs to have well-trained and experienced people to perform the activities that have to be done. If the current or potential job occupants can meet the requirement, training is not important. But when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of the employees. This is done through training. The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resources-the people, its employee.

The quality of employees and their development through training and education are major factors in determining long-term profitability of business. Hiring and keeping good employees is the key to the first faction. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity (wick, 2005).

2.1.6   Purpose of Training

According to Kaila (2011), training has several purposes among these the basic one are increase productivity, increase quality, help a company fulfill its future personnel needs, improve organizational climate, improve health and safety, obsolescence prevention, personal growth, reduced employee turnover, increased efficiency resulting in financial gains and decreased need for supervision.

2.1.7 The Training Process

According to Dessler (2005: 270), five steps of training process are; first, need analysis- "identifies the specific job performance skills needed, assess the prospective trainee's skill, and develops specific, measurable knowledge performance objective based on any shortages". Second, instrumental design- you decide on compile, and produce the training package content, including workbook, exercise, and activity. Third, Validation- in which the bugs are worked out of the training program by presenting it to small representative audience. Fourth, Implement- the

program, by actually training the target employee group. Fifth, evaluation-in which management assesses the program's success or failures.

Furjanic and protman (2000), training composes four processes:

1. **Assessing the need for training**-, it helps to clarify the request, determine the driving force behind it, and decide whether or not training is the right response.

2. Designing training-, after assessed training request decide to design training that meets the needs of both the learners and the organization. There are seven steps to the design process:

Gather background information- before designing the training search detail information about the required skill and behaviors of the organization and trainees.

Developing and sign training contract- once you have agreed to meet the training request, you should formalize the request by preparing a formal training contact. This document clearly states the goal, learning objectives, key performance measures, target audiences; requirements, budget/cost, and manager follow up activities.

Identify desired skills and skill gap- the key to fingering out what participants should be able to do is to ask the managers to be specific, and to identify observable behaviors that the participants should be performing.

Develop learning objective- learning objective are the cornerstone of training; the specify what your participants will be able to do when they have completed the training. Objectives are based on competencies, which are the behaviors and skills that predict success in a particular job or activities.

 Recruit mentoring support- the process of turning training in to learning is a team effort. It calls for a well-planned and skill fully delivered training effort with mentors involved, a learner who will be proactive in finding learning opportunities carefully designed, mentor-supported follow –up program when the learner returns to the job.

Develop presentations, materials and activities- it is essential to any learning effort. It will provide valuable information on the development of presentations, materials, and activities that will help to turn training in to learning

Determine schedules and needed resource- the course planning template and course as a glance grid can become a reality only if you have taken the time and effort to attend to all the logistics required to make any course a reality.

3. **Delivering training**- it is transferring knowledge, skill and abilities by using different training techniques to the audience.

4. **Evaluating the training**- not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goal of the organization.

On the other hand, Bhatia (2005), states that the steps of systematic training process are; needs assessment, establishing training objectives and priorities, select the trainees, select the training methods and mode, administer training and evaluate the training which are stated in detail as follow.

2.1.7.1 Training Needs Analysis

According to Mathis and Jackson (2006) training need analysis is a search for solutions to performance problems. Needs analysis not only identifies areas were training is needed in your company but, also helps you determine exactly how training should be applied. Training must also be targeted at their values. They must be trained to understand and accept the new technology. It determines not only which problems are most pressing, but also which can be most economically solved through training.

Most often training is offered on the basis of need-to rectify skill deficiencies, to provide employees with job-specific competencies, to prepare employees for future roles they may be given, and so on. Sometimes, employees receive training for reasons other than need. In some organizations, attendance at an executive training program serves as a reward for past

performance. In other organizations, participation in training programs is a ritual that signals to newly promoted employees as well as to members of their former work groups that a change in status has occurred. Although training can serve these other purposes, a formal needs assessment is a vital part of a training system.

According to Cascio and Nambudiri (2011), four components of need analysis are organizational, job, personal and demographic.

2.1.7.1.1 Organizational Needs Analysis

Organizational needs analysis begins with an assessment of the short- and long-term strategy and strategic business objectives of the company. This step is essentially the same as organizational assessment, except that the focus is specifically on identifying the implications of the assessment for future training activities. The organizational needs analysis should result in the development of a clear statement of the goals to be achieved by the organization's training activities.

An organizational needs analysis may also include an assessment of the organization's current climate for training.

A *supportive training climate* improves the chances that employees will successfully transfer what they learn from training programs to the job. Some indicators of a supportive training climate are the following:

- Incentives are offered to encourage employees to participate in training activities.
- Managers make it easy for their direct reports to attend training programs.
- Employees encourage each other to practice newly learned skills, and do not ridicule each other.
- Employees who successfully use their new competencies are recognized and rewarded with special assignments and promotions.
- There are no hidden punishments for participating in training (e.g., training activities are not scheduled to conflict with other important events; participation doesn't limit access to overtime pay).
- Managers and others who are effective providers of training are recognized and rewarded.

These conditions are most likely to be found in learning organizations (Cascio and Nambudiri, 2011).

Finally, the organizational needs analysis should identify the available resources and any constraints that need to be considered when designing training programs and activities. Can employees be taken off their jobs to participate in training? If so, for how long? Will training needs differ across locations-for example, in different states or different countries? If computer-based technology is to be used to deliver training, do employees have access to the specific technology they will need? By addressing such questions, organizational needs analysis can help ensure that training activities are practical in a specific context (Decenzo and Robbins, 2005).

2.1.7.1.2 Job Needs Analysis

A job needs analysis identifies the specific skills, knowledge, and behavior needed in present or future jobs. A thorough job analysis with competency modeling provides the information required for job needs analysis. If training is to be provided for existing jobs, traditional job analysis and competency modeling is appropriate. If training and development are intended to address future needs, future-oriented job analysis and competency modeling should be used for the needs analysis (Desseler, 2005).

2.1.7.1.2 Person Needs Analysis

After information about the job has been collected, the analysis shifts to the person. A person needs analysis identifies gaps between a person's current capabilities and those identified as necessary or desirable. According to Cascio and Nambudiri (2011), Person's needs analysis can be either broad or narrow in scope. The broader approach compares actual performance with the minimum acceptable standards of performance and can be used to determine training needs for the current job. The narrower approach compares an evaluation of employee proficiency on each required skill dimension with the proficiency level required for each skill. This approach is useful for identifying development needs for future jobs that will require a specific skill. Whether the focus is on performance of the job as a whole or on particular skill dimensions, several different approaches can be used to identify the training needs of

individuals.

Output Measures. Performance data (e.g., productivity, accidents, and customer complaints), as well as performance appraisal ratings, can provide evidence of performance deficiencies. Person needs analysis can also consist of work sample and job knowledge tests that measure performance capability and knowledge. Major advantages of such measures are that they can be selected according to their strategic importance, they often are easily quantified, and when they show improvements, the value of training investments is readily apparent. A major disadvantage is that such indicators reflect the past and may not be useful for anticipating future needs.

Self-Assessed Training Needs. The self-assessment of training needs is growing in popularity. This time, for example, in some firm's top managers require the employee and his or her supervisor to identify what the business needs are for the department and the business, as well as the skill needs and deficiencies of the individual. Many major firms in our country allow managers to nominate themselves to attend short-term or company-sponsored training or education programs. Self-assessment can be as informal as posting' a list of company-sponsored courses and asking who wants to attend, or as formal as conducting surveys regarding training needs.

Surveys and worksheets are convenient tools for self-assessment. High-potential employees are expected to conduct a self-assessment and use it to develop a career plan.

Self-assessment is premised on the assumption that employees, more than anyone else, are aware of their weaknesses and performance deficiencies. One drawback of self-assessment is that individuals may not be aware of their weaknesses, especially if the organization does a poor job of providing honest feedback during performance appraisals. Also, employees may be fearful of revealing their weaknesses and so may not accurately report their training needs. In both cases, reliance on self-assessment may result in individuals not receiving education that's necessary for them to remain current in their fields.

2.1.7.1.4 Demographic Needs Analysis
The objective of a demographic needs analysis is to determine the training needs of specific populations of workers. Demographic needs analysis can also be used to assess whether all

employees are given equal access to growth experiences and developmental challenges, which are known to be useful on-the-job methods for promoting skill development. For example, one large study of managers compared the developmental career experiences of men and women. In general, men were more likely to have been assigned to jobs that presented difficult task-related challenges (e.g., operation start-ups and "fix-it" assignments). Women were more likely to have been assigned to jobs that presented challenges caused by obstacles to performance (e.g., a difficult boss or a lack of support from top management). If a company finds demographic differences such as these, it might conclude that an intervention is needed to assure men and women equal access to valuable developmental challenges-and equal exposure to debilitating obstacles. These demographic differences may also suggest the need for diversity training (Cascio and Nambudiri, 2011).

2.1.7.2 Establishing Training Objectives and Priorities

Once training needs have been recognized using suitable analysis, then training objectives and priorities can be establishing by a gap analyses, which designates the distance between where an organization is with its employee capabilities and where it needs to be.

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

- **Knowledge:** communicate cognitive information and details to trainees
- **Skill:** develop behavior changes in how jobs and various tasks requirements are performed
- **Attitude:** make interest in and consciousness of the importance of training.

Generally, organization multiple training needs, prioritization is necessary. Ideally, management ranks training needs based on organizational objectives. Conducting the training most needed to improve the performance of the organization. Will produce visible results more quickly (Mathis and Jackson, 2006).

Every training program has certain objectives to achieve. Some of the common objectives are,

- To make the workers perfect in their work to increase their productivity.

- Proper training would help the worker in producing quality products.
- Training will help the management in developing personnel for future expansions or diversifications.
- A good and well planned training program will help in improved performance, improved quality of output, better and easier supervision, high morale, etc., because of which the organizational climate improves drastically.
- Proper training will help the worker in adopting safe work procedures and will prepare him/her in avoiding the pollution generated from the production process thus, protecting the workers' health.
- Training will help workers in avoid becoming obsolete by giving them a chance to update their skills, knowledge, technology and procedures of work.
- Training will help the workers in their personal growth, within the organization as well as outside. Trained workers will be given priority in promotions and transfers.

Because of the given objectives, training assumes a lot of importance and is one of the most primary functions of the human resource department of any organization (Porter et al, 2008).

2.1.7.3 Selection of Trainees

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained (Tyson, 2000). Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program (Tomas, 2011).

2.1.7.4 Training Methods/Techniques

Many different techniques can be used for training activities. According to Mathis and Jackson (2006), categories in to internal training, external training and outsourcing training.

1. Internal Training

It is generally applying very specifically to a job. It is poplar because it saves the cost of sending employees away for and often avoids the cost of outside trainers. Frequently, skill based, technical training is conducted inside organizations. It classifies in to two:

a. **Informal Training-** it occurs through interactions and feedback among employees. Match of what the employees know about their jobs they learn informally from asking questions and getting advice from other employees and their supervisors.

b. **On the Job Training (OJT) -** it is the most commonly and flexible form of training. the supervisor and managers conduct training must be able to both teach and show the employees what to do.

2. External Training

It tacks place external the employing organization, is used extensively by organizations of all sizes. Large organizations use external training if they lack the capability to train people internally or when money people need to be trained quickly. It may best alternatives for training in smaller firms due to limitations in the size of their human resource staffs and in the number of employees whom various may need type specialized training. Whatever the size of the organization, external training occurs for several reasons.

- It may be less expensive for an employer to have an outside trainer conduct training in areas where internal training resources are limited.
- The organization may have insufficient time to develop internal training materials
- The human resource staff may not have the necessary level of expertise for the subject matter in which training is needed
- There are advantages to have employees interact with managers and peers in other companies in training programs held externally.

3. Outsourcing of Training

Many employers of all sizes outsource training to external training firms, consultants and other entities. On the other hand, according to Bhatia (2005), there are three general categories of techniques, which are: on-the-job, on-site but not on the job, and off-site. Choices about

techniques may be constrained by the type of learning that is to occur-cognitive, skill based, or affective-as well as by cost and time considerations.

1. On- The -Job

On-the-job training (OJT) occurs when employees learn their jobs under direct supervision. Trainees learn by observing experienced employees and by working with the actual materials, personnel, or machinery, or all three, that pertain to the job. An experienced employee trainer is expected to provide a favorable role model and to take time from regular job responsibilities to provide job-related instruction and guidance. Assuming the trainer works in the same area, the trainee receives immediate feedback about performance. One advantage of OJT is that transfer of training is high. That is, because trainees learn job skills in the environment in which they will actually work, they readily apply these skills on the job (Bhatia, 20005).

2. On-Site, but Not On the Job

Training at the work site but not on the job is appropriate for required after-hours programs and for programs in which contact needs to be maintained with work units but OJT would be too distracting or harmful. It is also appropriate for voluntary after-hours programs and for programs that update employees' competencies while allowing them to attend to their regular duties.

3. Off- The -Job

Off-the-job training is appropriate when complex competencies need to be mastered or when employees need to focus on specific interpersonal competencies that might not be apparent in the normal work environment. It is difficult to build a cohesive management work team when members of the team are constantly interrupted by telephone calls and subordinate inquiries. Team building is more likely to occur during a retreat, when team members have time to focus on establishing relationships. However, the costs of off-the-job training are high. One cause for concern is that knowledge learned off the job may not executives, to work transfer to the workplace (Bhatia, 2005).

2.1.7.5 Training Administration

Saiyadain (2003), training administration basically refers to converting training needs in to contents, types of training programs, location of training programs, choice of faculty and participants, and general administration. Furjanic and Protman (2000), having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include location, facilities, accessibility, comfort, equipment and timing. Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps. Define the organizational objectives, determine the needs of the training program, define training goals. develop training methods, decide whom to train, decide who should do the training, administer the training and evaluate the training program. Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line (Beaumont, 1994).

2.1.7.6 Evaluating the Effectiveness of Training

According to Cascio and Nambudiri (2011), to evaluate training, your necessity methodically files the results of the training in terms of how trainees really behave back on their jobs and the relevance of that behavior to the objectives of the organization. To assess the usefulness or worth of training, we pursue answers to questions such as the following:

- ✓ Have trainees attained a specific level of skill, knowledge, or performance?
- ✓ Did change occur?
- ✓ Is the change due to training?
- ✓ Is the change definitely linked to the accomplishment of organizational goal?
- ✓ Will parallel changes happen with new participants in the similar training program?

Bhatia (2005) stated that evaluation involves the collection of information on whether the trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job. It may be important to determine whether the trains are capable of exhibiting the appropriate level of skill. It may be important to know whether or not trainees have changed their behavior and if the change was due to training. Further, it may be critical to

know that if the organization places a new group of supervisors in the same training program that they will also improve their learning or behavior.

Evaluation insures that programs are accountable and are meeting the particular needs of employees in the cost effective manner. Without evaluation, it is very difficult to show that the training was the reason for any improvement. As a result, management may reduce training budgets or staffs in times of financial hardship (Cascio, 2003).

2.1.7.6.1 Types of Training Evaluating Criteria

Furjanic and Protman (2000), Trainers should try to collect five types of data when evaluating training programs

> **Reactions**–to measure the effectiveness of the program content and delivery. It takes place during the course or immediately following it, before participants leave the classroom.
> **Learning**–to measure the degree to which the training program was effective in delivering the message. It takes place at the end of the training program, before participant's leave. Changes in knowledge by trainees or level of knowledge reached after training
> **Behavior** –to measure the degree to which the training has transferred and been utilized on the job. It applies one to sixteen days after the training occurred. Cascio (2003), it changes in job performance or level of job performance reached after training
> **Results** - changes in organizational measures, e.g. productivity, turnover, absence due to training,
> **ROI**– it helps to measure the impact of the training on business goals and objectives. It applies after three months the training occurred.

2.1.7.6.2 Evaluation Techniques

According to Kaila (2011), the instruments (techniques) used in evaluation, such as observation, test/exam, interviews, questioners, action plans and learning loges.

2.1.8 Effect of Training

Mathis and Jackson (2006), brought on by changes in the competitive environment and technology, this evolution is altering the way training is done. It has affected four areas in particular organizational competitiveness, knowledge management, revenue and performance.

1. **Organizational Competitiveness and Training**- more employers are recognizing that training their human resources is vital. Companies and others recognize that training and human resource development efforts are integral to competitive business success. In a sense, for those companies, training is similar to the continuous improvement. The nature of technological innovation and changes in such that if employees are not trained all the time, they fall behind and the company becomes less competitive.

2. **Knowledge Management and Training**- for much of history, competitive advantage among organizations was measured interims of physical capital. However, as the information age has evolved, "intelligent" became the raw material that many organizations make and sell through their knowledge worker. According to peter druker, 1994, the key to continued growth and leadership in the new economy is not electronics of computers but the cognitive skills of the knowledge workers (kumaar,2011).

3. **Training as a Revenue Source**- some organizations have identified that training can be source of business revenue. For instant, Microsoft and other technology firms bundle training with products and services sold to customers. Also, manufacturer's industrial equipment offers customers training on machine upgrades and new features. Customers of many of these firms pay for additional training either by course, by participating or as parts of equipment and software purchases. Not only are the costs of the trainer's salary, travel, and other expense covered, but suppliers make a profit on the training through the fees paid by customers. As a side benefit, customer satisfaction and locality increase if customer knows how to use the product and services purchased. Thus, customer training aids customer retention and enhances future sales revenues.

4. **Integration of Performance and Training**- Mathis and Jackson (2006), believed that performance, training, and employee learning must be integrated to be effective. First, as training progressively moves "close to the job" in order to produce "real time learning, the linkage between training and job performance is vital. Second, organization are

seeking more authentic (more effective) training experiences for their trainees, using real business problems to advance employee learning. Rather than separating the training experiences from the context of actual job performance, trainers incorporate everyday business issues as learning examples, thus increase the realism of training exercises and scenarios.

2.1.9 Challenges of Training

Training faced many problems. The most important problems and challenges confronting training activities and progress were: poor training need analysis process, absence clear training policies; sending inappropriate persons to the training program; lack of on the job training; lack of motivation among employees to attend the training program; lack of long-term plans for developing human resource in the organization; lack of professionals in training department. However, the high cost involved in training programs, the discrepancy between the provided training and job skill, the lack of linking training with the overall organizational plans and senior managers' doubt about the importance of training are also problems of training in the organization (Ahmed and Din, 2009). Training challenges often negatively affect efficiency in service provision in any organization. The core challenges constraining effective employees' training are:

- **Absence of Staff Training Policy**- it is difficult for trainees understand the way the department works without proper training programs being set up in place (Vemic, 2007). This implies that work organizations without suitable training policy and programs cannot rune human resource training successfully.
- **Inadequate Budgetary Allocation to Employees Training**- it is difficult for an organization to train enough employees if they do not set aside enough funds for staff training to enhance efficiency in service delivery. Adequate funds should be allocated by the organization for facilitating training programs. Organization should increase their current financial allocation for training in order to build the quality of its human resource.
- **Ambiguities in Selecting Trainees and Irregular Training**- (Undefined time for training) lack of formal structure of the trainees in the organization give ways to corruption. The regularized formal need assessment of the employees in order to identify

every employee need in terms of skills and knowledge. Departmental assessment of employees should be regularized in order to clearly understand the strength and weakness of every department and be able to address the gaps in time. Systematic training system is often preferable because it is participatory and often addresses the skill gaps of employees (Tyson, 2000).

2.2 Empirical Literature

2.2.1 Organizational Benefits from Training Program

Employee training programs are important for any organization to stay solvent and competitive in the market. However, it is for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American society for training and development mentioned two motive that are significant for employee knowledge, first employees identify the worth of training and marketable by organization and second CEOs of the companies understand that how fast information is transferring in current business environment (Fenn, 2000). Kumpikaite (2008) described that organization are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee-training programs drive through a high price, but have a positive impact on return on investment. Microsoft, and general electronics company are entirely large effective organizations, and these organizations realized training opportunities as an investment. Wager (2000) described in his study that American society for training and development found an association between financing in employee development program and high revenue from stock market. American for training and development moreover originate that company who apply average of $1,575 each employee on learning got 24 percent growth in gross profit and 218 percent increase in revenue each employee in instead of who spend fewer on employee training and development in a condition that is suitable for individual and organizations (Resonwald, 2000).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The primary aim of this study is to describe the employee training practice in Etfruit. To achieve this objective, descriptive type of research design with a mixed approach has been employed. The descriptive type of research design helps to portray accurately the characteristics of a particular individual, situation or a group (Creswell, 2003). So that, in this study the descriptive research design has been employed to describe the employee training practice. The mixed research method is considered to be very efficient in answering research questions compared to the quantitative and qualitative approach when used in isolation (Creswell, 2003). Therefore, by using a mixed approach, it has been able to capitalize the strength of quantitative and qualitative approach and remove any biases that exist in any single research method.

This research is a descriptive type of survey method, which is concerned with the present situation and attempt to determine the states of the phenomena under investigation. According to Yogesh (2006), descriptive type of research helps to recognize present conditions and point to current needs, study immediate status of a phenomena, fact finding, examine the relationship between trains and patterns and descriptive survey is more realistic than others research types.

Therefore, descriptive research design helps to this study because it helps to describe the actual practice of training processes and challenges encountered by Etfruit in designing and executing training programs.

3.2 Source of Data and Collection Methods

The necessary data for this study were collected from both primary and secondary sources. The primary data was collected through questionnaires and interviews. The researcher has used close-ended questionnaires to the company employees and managers who work in Addis Ababa, and semi-structured interviews were conducted with managers of the company. The secondary data

has been collected from relevant Books, Journal, organization reports and magazines that are related to the study.

3.3 Sampling Techniques

3.3.1 Target Population

The company has one chief executive officer (CEO) at the top, six departments managed by department managers, and three distribution centers and sixty-five retail shops managed by under purchasing and supply department and twelve branches which are located in different regional states. In line with the objectives of this study, primary data was collected from managers and employees.

Currently, Etfruit has 419 managerial and non-managerial staffs. Out of these,240 are working in Addis Ababa at the head office, and distributed centers and retail shops. The remaining 179 staffs are working in twelve branches located in different regional states.

The study targets 240 employees in Addis Ababa, at head office, its distribution centers and retail shops. This is because first, targeting in Addis Ababa is ensure good representative of majority operation of the company; second, employees are homogenous (there is no uniqueness in branches) and third, top level decision makers and strategists are working in Addis Ababa.

3.3.2 Sample Size Determination

The study used the combination of both probability and non-probability sampling which are stratified, simple random and purposive sampling techniques. The samples of total population are stratified based on departments, and a sample of 150 employees will be selected randomly via lottery system for the study from each department employee record at the company head office human resource department. This sample size was distributed proportionally to the size of the population (stratification). Furthermore, almost all-top level and middle level managers were participated.

From the total number of staff members who are working in Addis Ababa (i.e.240), 150 employees were the respondents of the study. The sample size (i.e. 150) is determined using the following formula.

$$n=N/1+Ne^2$$

Where   n= the required number of sampling

N=number of total population

e= is the level of precision or sampling error= (0.05)

N= 240

e= 0.05

$$n= 240/1+240(0.05)^2= 150$$

Due to the nature of the study population that is finite and easiness of the formula, this formula is an appropriate selection to apply it for this particular study. Since departments are responsible to develop and execute employees training plans, the sample size is distributing to the different functional divisions of Etfruit. The distribution is proportionate to the size of each department in terms of number of employees. From each department, key informants will be selected by using simple random sampling technique. The following table present the proportionate distribution of sample represents.

Table 3.1 Proportionate Distribution of Sample Represents in Department

NO	Department	Target population in Each department	Proportion of sample Size
1	HRM and development	22	[(22/240)*150]=14
2	Finance	34	[(34/240)*150]= 21
3	Audit	10	[(10/240)*150]=6
4	Planning and information	4	[(4/240)*150]=2
5	Logistic and technique	30	[(30/240)*150]=19
6	Purchasing and supply	140	[(140/240)*150]= 88
	Total	240	150

The researcher has employed close-ended type of questionnaire to managers and non-managerial employees and semi-structure interview was designed for collecting data from managers. Managers have been selected for the interview as per their experience in developing training plan. Cooper and Schindler (2000), state that closed ended questions are generally preferable in large survey. They reduce the variability of responses, are less costly to administer, are much easier to code, and analyze.

Respondents for interview were also selected by using purposive or judgmental sampling techniques. The researcher purposely identified the top managers for the interview based on their information richness and experience to the interviews. Sekaran (2014), states that purposive sampling is confined to specific types of people who can provide information.

3.4 Procedures of Data Collection

3.4.1 Designing and Validating of Data Collection Instrument

The survey questionnaire was used in this study, which is compiling from the literatures to related training policy, training needs assessment, trainee selection, training priority, training delivery methods, evaluation method and effectiveness of training, training problems and challenges. In order to check its validity and reliability further, the questionnaire was tested.

The type of survey was self-administered survey where the researcher personally distributes and collects the questionnaire.

3.5 Method of Data Analysis

In this study, descriptive data analysis method was employed. Data collect through interviews was analyzed by using qualitative analysis method. On the other hand, the data collected through questionnaires was analyzed through statistical package for social sciences/ SPSS version 20. Finally, the research result was validated by triangulating different data sources of information and examining evidence from the source to determine the accuracy of the findings.

3.6 Ethical Consideration

The researcher gave emphasize to the ethical issues in every aspect of this study that demands it. The participants were selected based on their consent/free will/. Beyond that when distributing the questionnaire, respondents were informed and guaranteed that the information they provide is confidential and was used only for academic purpose. Moreover, a statement conforms to the prohibition of disclosing identity detail or personal reference in the questionnaire. This was to avoid any biased responses or unauthentic data provided by respondents and to make participants feel safe in filling the questionnaire. Therefore, the collected data was kept and was not used for any personal interest. Generally, the whole process of the study was conducted within the frame of acceptable professional ethics.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND PRESENTATION

4.1 Introduction

The main objective of this chapter is to present the findings which have been collected from respondents through questioners and interview. The data have been described, analyzed and synthesized in tables, percentage and frequency distribution with the help of SPSS version-20.

The data for this study were collected from the managerial and non-managerial employees of ETFRUIT. Totally, 150 (one hundred fifty) questionnaires were distributed for all sample population employees, out of which 146 (one hundred forty-six) questionnaires were returned. 97.3% questionnaires have been filled in valid way   and the researcher believes that it is capable for conducting further analysis.

4.2 Training Policy Issue

This part of analysis focuses on the organizations' training policy and related issues which have been shown below in detail.

The respondents show their level of agreements whether the company have a written training policy. From the total respondents, 101(69.17%), 17(11.6%), 15(10.27%), 11(7.5%), and 2(1.36%) replied strongly disagree, disagree, agree, neutral and strongly agree respectively. Further the median value result is 1.00. So, according to the table, most of the respondents forward that the company does not have a written training policy.

Furthermore, with regard to whether the training policy is supportive to corporate organizational policies, 105(71.9%), 17(11.6%), 11(7.5%),7(4.79%), and 6(4.1%) of respondents responded as strongly disagree, agree, strongly agree, neutral, and disagree respectively. Further, the median value result is 1.00. So it implies that the company's training policies do not support the corporate organizational policies.

In regard to, whether training programs are aligned with the strategic plans of the organization. 65(44.5%), 48(32.87%), 23(15.75%), 7(4.79%) and 3(2.05%) were strongly disagree, disagree,

strongly agree and neutral respectively. Further, the median value result is 2.00. From this, the researcher concludes that the company's training program aligned with the strategic plans.

Concerning to the involvement of employees in the development of training policies, the response shows that 95(65%), 32(21.9%), 9(6.19%), 6(4.1%) and 4(2.73%) respondents have replied as strongly disagree, disagree, agree, neutral and strongly agree respectively. Further, the median value result is 1.00. From here, it is deduced as employees do not participate in the company training policy development process.

The respondents have been asked whether the organization has attracting policies applicable to all employees. From the response, 80(54.79%) of respondents were strongly disagree and the remaining 47(32.19%), 12(8.2%), 6(4.1%) and 1(0.68%) of respondents were disagree, neutral, agree and strongly disagree respectively. Further, the median value result is 1.00. From here, the researcher infers the company has not attracting training policies applicable to all employees.

For the interview question regarding to the training policy, all of the interviewees responded that the company does not have properly documented attracting training policy. The company training activities have been simply guided by the interest of top management bodies rather than training philosophy (policy).

According to Dessler (2005), to ensure that the organization's work process effectiveness, the training functions must be acquainted with or, preferably, involved in the strategic planning process. Training policies must be supportive of corporate policies and goals.

Vemic (2007) argued that the major challenge that affect in training activities of employees in a business company are lack of training policies, absence of guidance instructions or policy frameworks on training. Therefore, in the absence of training policy and guidance the company loses qualified workers, productivity and overall organizational achievements.

Table 4.1 Training Policy

Item		Strongly disagree	disagree	neutral	agree	Strongly agree	median
Etfruit has a written training policy	Freq.	101	17	11	15	2	1.0
	%	69.17	11.6	7.5	10.27	1.36	
Training policy is a supportive of corporate organizational policies	Freq.	105	6	7	17	11	1.0
	%	71.9	4.1	4.79	11.6	7.5	
Training programs are aligned with the strategic plans of the organization	Freq.	65	48	3	23	7	2.0
	%	44.5	32.87	2.05	15.75	4.79	
The training policy is developed with the participation of employees	Freq.	95	32	6	9	4	1.0
	%	65	21.9	4.1	6.16	2.73	
The organization has attracting policy applicable to all employees	Freq.	80	47	12	6	1	1.0
	%	54.79	32.19	8.2	4.1	0.68	

Sour: Own survey, 2017   Freq- frequency   %- Percent

4.3 Practice of Training Needs Assessment in ETFRUIT

In this section, the analysis concerned with section two of the questionnaire, which related to how TNA is conducted and what type of training need analysis used to determine training needs under which condition training is provided to the company employees.

From table 1.2 in conducting TNA of the company does it involves the assessment of short and long term strategies and strategic business objectives (organizational level need analysis), 81(55.47%), 33(22.6%), 19(13%), 7(4.79%) and 6(4.1%) of the respondents were strongly disagree, disagree, agree, neutral and strongly agree respectively. Further, the median value

result is 1.00. From these responses, the researcher deduces that the company does not make organizational level need analysis.

Employees were asked whether the TNA of ETFRUIT involve analysis of specific skill, knowledge and behavior needed in present or future job (job need analysis).79(54.1%) of the participants responded strongly disagree; the remaining 36(24.65%), 15(10.27%), 11(7.5%) and 5(3.4%) of the respondent were disagree, agree, strongly agree and neutral respectively. Further, the median value result is 1.00. The responses forward that company does not conduct an organized job need analysis.

In regard to, whether TNA of the company involves analysis of the gap between a person's current capability and those identified as necessary or desirable (personal need analysis), the Majority 80 (54.9%), of respondents responded as strongly disagree; on the other hand, the other 31(21.2%), 15(10.27%), 13(8.9%) and 7(4.79%) of respondents replied as disagree, agree, neutral and strongly agree respectively. Further, the median value result is 1.00. This figure clearly shows that the company does not conduct a personal need analysis.

On the question of whether TNA of the company have been determined the training need of specific populations of workers (demographic need analysis), majority 84(57.5%) of respondents were responded as strongly disagree; the remaining 30(20.5%), 19(13%), 10(6.8%) and 3(2.05%) of respondents were disagree, agree, neutral and strongly agree respectively. Further, the median value result is 1.00. This indicates that the company does not conduct demographic need analysis.

In relation to the question whether TNA has been conducted when employees are newly recruited; 68(46.57%), 46(31.5%), 15(10.27%), 14(9.58%) and 3(2.05%)of respondents responded as strongly disagree, disagree, agree, neutral and strongly agree respectively. Further, the median value result is 1.00. So, according to the respondents' response, the company does not conduct TNA when new employees have been recruited.

In the table above, the respondents show their level of agreement whether TNA has been conducted when employees need training on new technologies, equipment and new working methods. Hence, 74(50.75%), 38(26%), 15(10.27%), 13(8.9%) and 6(4.1%) respondents have replied as strongly disagree, disagree, agree, neutral and strongly agree respectively. Further, the

median value result is 1.00. Such responses show as the company does not conduct TNA when employees need training on new technologies, equipment's and new working method.

The respondents also show their level of agreement whether the company conduct TNA when employees are upgrade to fill new position. As a result, 58(39.7%), 56(38.6%), 23(15.75%), 6(4.1%) and 3(2.05%) of respondents were strongly disagree, disagree, agree, neutral and strongly agree respectively. Further, the median value result is 2.00. This shows the company does not conduct TNA when employees upgraded/promoted to fill new positions.

Concerning to the question whether the company conducts TNA when the department's request training, majority 69(47.2%) of respondents were strongly agree, and the remaining 58(39.7%), 12(8.2%), 6(4.1%) and 1(0.68%) of respondents were agree, disagree, neutral and strongly disagree respectively. Further, the median value result is 4.00. From this, the researcher infers that the company conducts TNA when departments request training.

With regard to the question whether TNA have been conducted when employees request training, majority 69(47.26%) of respondents were disagree and the remaining 45(30.8%), 20(13.69%), 9(6.16%) and 3(2.05%) of respondent were strongly disagree, neutral, agree and strongly agree respectively. Further, the median value result is 2.00. Thus, it is inferred that TNA has not been conducted when employees request it.

Regarding to the interview question of whether the company conducts a formal training need assessment, most interviewees answered the question that the organization does not conduct formal training need assessment activities. Accordingly, this is due to the fact that the assessment does not consider organizational need analysis, job need analysis, personal need analysis and demographic need analysis. So, as most interviewees forwarded, there are no any formal procedures that the employees of the company to be identified for the training programs.

According Mathis and Jackson (2006), most often training is offered on the basis of need-to rectify skill deficiencies, to provide employees with job-specific competencies, to prepare employees for future roles they may be given, and so on. Sometimes, employees receive training for reasons other than need. In some organizations, attendance at an executive training program serves as a reward for past performance. In other organizations, participation in training programs is a ritual that signals to newly promoted employees as well as to members

of their former work groups that a change in status has occurred. Although training can serve these other purposes, a formal needs assessment is a vital part of a training system.

Table 4.2 Training Needs Assessment

Item		Strongly disagree	Disagree	neutral	agree	Strongly agree	Median
The training need assessment of Etfruit does involves 1. The assessment of short and long term strategies and strategic business objectives (organizational level need analysis)	Freq.	81	33	7	19	6	1.0
	%	55.47	22.6	4.79	13	4.1	
2. The analysis of Specific skill, knowledge and behavior needed in a present or future job(job need analysis)	Freq.	79	36	5	15	11	1.0
	%	54.1	24.65	3.4	10.27	7.53	
3.The analysis of the gap between a person's current capability and those identified as necessary or desirable(personal need analysis)	Freq.	80	31	13	15	7	1.0
	%	54.79	21.2	8.9	10.27	4.79	
4.Determine the training need of specific populations of workers(demographic need analysis)	Freq.	84	30	10	19	3	1.0
	%	57.53	20.54	6.8	13	2.05	
When training need assessment conduct in your organization? 1. when employees are newly recruited	Freq.	68	46	14	15	3	1.0
	%	46.57	31.5	9.58	10.27	2.05	
2. when employees need training on new technologies, equipment and new working methods.	Freq.	74	38	13	15	6	1.0
	%	50.75	26	8.9	10.27	4.1	
3.when employees are upgraded to fill new positions	Freq.	58	56	6	23	3	2.00
	%	39.7	38.6	4.1	15.75	2.05	
4.when the department request it	Freq.	1	12	6	58	69	4.0
	%	0.68	8.2	4.1	39.7	47.2	

5. when the employees request it	Freq.	45	69	20	9	3	2.0
	%	30.8	47.26	13.69	6.16	2.05	

Sour: Own survey, 2017   Freq- frequency   %- Percent

4.4 Practice of Training Objectives and Priorities in ETFRUIT

As indicated in table 4.3, the majority 57(39.0%) of respondents are disagree, 44(30.1%) of respondents are strongly disagree, 34(23.28%) of the respondent are agree and the remaining 7(4.79%) and 4(2.7%) of respondent are strongly agree and neutral respectively for the question whether the organization has set training objectives. Further, the median value result is 2.00. From here, the researcher has forwarded that the company does not set training objectives.

55(37.67%) of respondents are strongly disagree, 52(35.6%) of respondents are disagree and the remaining 22(15.05%), 11(7.5%) and 6(4.1%) of respondents were agree, neutral and strongly agree respectively to the level of agreement whether   the organization prioritizes training needs based on its objective. Further, the median value result is 2.00. The result indicates that the company does not prioritize its training need based on its objective.

As indicated in table 4.3, the majority 66(45.2%) of respondents are disagree, 52 (35.6%) of respondents are strongly disagree and remaining 18(12.3%), 7(4.79%) and 3(2.05%) of respondents are agree, neutral and strongly agree respectively with regard to the statement that the company set training objective to develop trainees' knowledge, skill and attitude. Further, the median value result is 2.00. From here, the researcher infers as the company does not set training objective to develop trainees' knowledge, skill and attitude.

About the training priorities and setting of objective, managers replied that the company does not provide priorities to all training based on its objective, which are urgently required by the organization. And also, do not set objectives for the training of trainees.

Training objectives and priorities can be establishing by a gap analyses, which designates the distance between where an organization is with its employee capabilities and where it needs to be. So, the organization multiple training needs, prioritization is necessary. Conducting the training without ranking training needs influence on the performance of the organization (Mathis and Jackson, 2006).

Table 4.3 Training Objectives and Priorities

Item		Strongly disagree	disagree	Neutral	agree	Strongly agree	mean
Etfruit has set training objectives	Freq.	44	57	4	34	7	2.3
	%	30.1	39	2.73	23.28	4.79	
The organization priorities training needs based on its objective	Freq.	55	52	11	22	6	2.1
	%	37.67	35.6	7.5	15.05	4.1	
The company set training objective to develop trainee's knowledge, skill and attitude.	Freq.	52	66	7	18	3	2.0
	%	35.6	45.2	4.79	12.3	2.05	

Sour: own survey, 2017   Freq- frequency   %- Percent

4.5 Selection of Trainees in ETFRUIT

From the above table4.6, the researcher illustrates that 81(55.47%) of respondents are strongly disagree, 50(34.2%) of respondents are disagree and the remaining 7(4.79%), 4(2.7%) and 4(2.7%) of respondents are agree, strongly agree and neutral respectively for the statement that the organization has a clear system to select trainees. Further, the median value result is 1.00. The result shows that the company does not have clear trainees' selection system.

Table 4.6 also illustrates majority 82(56.16%) of respondents are strongly disagree, 40(27.39%) of respondents are disagree and the remaining 12(8.2%), 7(4.79%) and 5(3.4%) of respondents were neutral, agree and strongly agree respectively to the question that states the company

selects trainees based on the need analysis result. Further, the median value result is 1.00. This shows that the company does not select trainees based on the need analysis result.

With regard to the question stated the company selects the right trainees to each training program, majority 62(42.46%) of respondents are strongly disagree, 59(40.4%) of respondents disagree and the remaining 15(10.27%), 7(4.79%) and 2(2.05%) of respondents are neutral, agree and strongly agree respectively. Further, the median value result is 1.00. The figure shows the company does not select the right trainees for each training program.

From table 4.4, for the question, the company selects trainees based on their close relationship to the managers, majority 59(40.4%) of respondents are strongly agree, 43(29.45%) of respondents are agree and the remaining 23(15.75%), 12(8.2%) and 9(6.16%) of respondents are disagree, strongly disagree and neutral respectively. Further, the mean value result is 4.00. This show as there is biased ways to select trainees for training.

Regarding for the interview question selecting appropriate trainees for appropriate training programs, the company selects employees based on the views of division department head and employees closed manager. Generally, the company has not clear system to select trainees for training program. Consequently, it is exposed for bias selection of employees which they should not be take part.

Selection of employee failure for the training program is not only damaging to the employee but also a waste of money as well. But, selecting the right trainees is important to the success of the program (Tomas, 2011).

Table 4.4 Selection of Trainees

Item		Strongly disagree	Disagree	Neutral	agree	Strongly agree	Median
Etfruit has a clear system to select trainees	Freq.	81	50	4	7	4	1.0
	%	55.47	34.2	2.7	4.79	2.7	
The company select trainees	Freq.	82	40	12	7	5	1.0

based on need analysis result	%.	56.16	27.39	8.2	4.79	3.4	
The company select the right trainees to each training program	Freq.	62	59	15	7	3	1.0
	%	42.46	40.4	10.27	4.79	2.05	
Select trainee based on the best approach of close managers	Freq.	12	23	9	59	43	4.0
	%	8.2	15.75	6.16	40.4	29.45	

Sour: Own survey, 2017   Freq- frequency   %- Percent

4.6 Training Delivery Methods/Approaches Adopted by ETFRUIT

From the table 4.5, concerning the statement of the company provides on-the-job training, 77(52.73%) of respondents are disagree, 35(23.97%) of respondents are agree and remaining 21(14.38%), 9(6.16%) and 4(2.7%) of respondents are strongly disagree, neutral and strongly agree respectively. Further, the median value result is 2.00. This result implies that the company does not provide on-the-job training to employees.

From the table 4.5, concerning the statement the company provides off-the-job training, 91(62.3%) of respondents are agree, 25(17.1%) of respondents are disagree and remaining 17(11.6%), 8(5.47%) and 5(3.4%) of respondents are neutral, strongly disagree and strongly agree respectively. Further, the median value result is 4.00. This indicates that the company provides off-the-job training to its employees.

From the table 4.5, concerning the question that narrated as the company outsources its training programs to external training firms and consultants, 68(46.57%) of respondents are strongly disagree, 42(28.76%) of respondents are disagree and remaining 17(11.6%), 12(8.2%) and 7(4.79%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 2.00. The result indicates that the company does not outsource (providing training activity to external firms and consultancies) its training programs.

For the question of what the types of training delivery method/techniques are used, the interviewee responded that the company currently used off –the-job training, but it does not use

on-the-job training because the company has not conducive training area to provide on-the-job training for its employees.

Off-the-job training is appropriate when complex competencies need to be mastered or when employees need to focus on specific interpersonal competencies that might not be apparent in the normal work environment. But, the costs of off-the-job training are high. One cause for concern is that knowledge learned off the job may not executives, to work transfer to the workplace (Bhatia, 2005).

In on-the-job trainee receives immediate feedback about performance. So, transfer of training is high. That is, because trainees learn job skills in the environment in which they will actually work, they readily apply these skills on the job. Therefore, the absence of on-the-job training is reducing long-term profitability of business (Mathis and Jackson, 2006).

Table 4.5 Training Delivery Methods/Approaches

Item		Strongly disagree	Disagree	neutral	Agree	Strongly agree	median
On –the- job -training (employees learn their jobs under direct supervision on the work)	Freq.	21	77	9	35	4	2.0
	%	14.38	52.73	6.16	23.97	2.7	
Off –the- job –training (employees learn out of the normal work circumstance)	Freq.	8	25	17	91	5	4.0
	%	5.47	17.1	11.6	62.3	3.42	
Outsourcing of training (the organization provide training activities to external training firms and consultants)	Freq.	68	42	12	17	7	
	%	46.57	28.76	8.2	11.6	4.79	2.00

Sour: Own survey, 2017   Freq- frequency   %- Percent

4.7 Evaluation Method/Technique of Training Effectiveness in ETFRUIT

From the table 4.6, for the question, the company has a system that used to evaluate training program, 101(69.17%) of respondents are disagree, 18(12.3%) of respondents are strongly

disagree, and the remaining 15(10.27%), 7(4.79%) and 5(3.4%) of respondent are agree, neutral and strongly agree respectively. Further, the median value result is 2.00. This clearly shows that the company does not have a clear system to evaluate training program.

From the table 4.6, regarding the question, whether the company evaluates training through questionnaire at the end of the training program, 78(53.4%) of respondents are disagree, 39(26.7%) of respondents are strongly disagree, and the remaining 20(13.69%), 5(3.4%) and 4(2.7%) of respondent are agree, neutral and strongly agree respectively. Further, the median value result is 2.00. This indicates that the company does not use questionnaires to evaluate the training.

Table 4.6 illustrates that 88(60.27%) of respondents are strongly disagree, 39(26.7%) of respondents were disagree, and the remaining 8(5.47%), 7(4.79%) and 4(2.7%) of respondent are neutral, agree and strongly agree respectively to the question whether the company evaluate its training programs by interviewing the trainees at the end of each training program. Further, the median value result is 1.00. This shows that the company does not use interview to evaluate the training.

From the table 4.6, to the question that the company evaluates the training effectiveness by testing the trainees before and after the training programs, 74(50.7%) of respondents are strongly disagree, 55(37.67%) of respondents are disagree, and the remaining 11(7.5%), 4(2.7%) and 2(1.36%) of respondent are neutral, agree and strongly agree respectively. Further, the median value result is 1.00. This shows that the company does not use tests to evaluate the effectiveness of training.

From the table 4.6, regarding the question forwarded for participants that the company evaluates training by trainees' performance appraisal reports, 69(47.2%) of respondents are disagree, 58(39.7%) of respondents are strongly disagree, and the remaining 8(5.47%), 8(5.47%) and 3(2.05%) of respondent are neutral, agree and strongly agree respectively. Further, the median value result is 1.00. This indicates the company does not use trainee's performance appraisal reports to evaluate training.

Regarding to the interview results system of evaluating training programs and the evaluation method, the interviewee responded that the company has not well designed system to evaluate

the pre training, during training and post training activities of the company. Sometimes the company collects training suggestions orally from trainees. And also, it does not use formal training evaluation methods like questionnaires, interview, test, and performance appraisal report of the organization and participant trainees.

Evaluation insures that programs are accountable and are meeting the particular needs of employees and organization in the cost effective manner. Without evaluation, it is very difficult to show that the training was the reason for any improvement (Cascio, 2003).

Table 4.6 Evaluation Method/Technique of Training Effectiveness

Item		Strongly disagree	disagree	neutral	agree	Strongly agree	Median
Etfruit has system that is used to evaluate training program	Freq.	18	101	7	15	5	2.0
	%	12.3	69.17	4.79	10.27	3.4	
Etfruit evaluate its training by **1**.Asking employees to fill a questionnaire at the end of the program	Freq.	39	78	5	20	4	2.0
	%	26.7	53.4	3.4	13.69	2.7	
2.Interviewing the trainees at the end of each training program	Freq.	88	39	8	7	4	1.0
	%	60.27	26.7	5.47	4.79	2.7	
3.Testing the trainees before and after the training program (per and post)	Freq.	74	55	11	4	2	1.0
	%	50.7	37.67	7.5	2.7	1.36	
4.Performance appraisal reports	Freq.	58	69	8	8	3	1.0
	%	39.7	47.26	5.47	5.47	2.05	

Sour: Own survey, 2017   **Freq- frequency**   **%- Percent**

4.8 Effectiveness of training in ETFRUIT

From the table 4.7, in relation to the statement, training in Etfruit is integrated with the overall company's strategies, 94(62.7%) of respondents are strongly disagree, 32(21.9%) of respondents are disagree and the remaining 13(8.9%), 4(2.7%) and 3(2.05%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 1.0. This indicates that the company has not integrated its training programs with overall company strategies.

From the table 4.7, on the question that the company has clearly defined strategy to training, 59(40.4%) of respondents are disagree, 51(34.9%) of respondents are strongly disagree and remaining 25(17.1%), 9(6.16%) and 2(1.36%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 2.0. This indicates that the company does not have clearly defined strategy related to training.

From the table 4.7, on the point that the company has clear ongoing plan for training program 103(70.5%) of respondents are disagree, 22(15.05%) of respondents are strongly disagree and remaining 11(7.5%), 9(6.16%) and 1(0.68%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 2.0. This shows that the company does not have a clear ongoing plan for training.

From the table 4.7, on the statement top management is committed to support and provide all the facilities to training activities, 93(63.69%) of respondents are disagree, 31(21.2%) of respondents are strongly disagree and remaining 10(6.8%), 9(6.16%) and 3(2.05%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 2.00. This indicates that the company's top management is not committed to support and provide all the facilities to training activities

From the table 4.7, concerning the training strategy, plan and policies is in harmony with company's personnel policies, 61(41.78%) of respondents are disagree, 61(41.78%) of respondents are strongly disagree and remaining 11(7.5%), 7(4.79%) and 6(4.1%) of respondents are neutral, agree and strongly agree respectively. Further, the median value result is 1.0. This reveals that the company's training strategy, plan and policy is not in harmony with its personnel policies.

From the table 4.7, related to the question that the company has a specific budget for training programs, 80(54.79%) of respondents are agree, 23(15.78%) of respondents are disagree, 23(15.78%) of respondents are strongly agree and the remaining 14(9.58%), and 6(4.1%) of respondents are neutral and strongly disagree respectively. Further, the median value result is 4.0. This infers that the company has a specific budget for training.

From the table 4.7, in regard to the issue that company's training budget is sufficient to achieve training objectives and plans, 68(46.57%) of respondents are disagree, 33(22.6%) of respondents are strongly disagree and the remaining 25(17.1%), 14(9.58%) and 6(4.1%) of respondents are agree, neutral and strongly agree respectively. Further, the median value result is 2.0. This indicates that the company's training budget is insufficient to achieve training objectives and plans.

The table 4.7, also illustrates 68(46.57%) of respondents are disagree, 42(28.76%) of respondents are strongly disagree and remaining 22(15.06%), 9(6.16%) and 5(3.4%) of respondents are agree, neutral and strongly agree respectively for the question the company emphasizes cost evaluation to assess the effectiveness of training. Further, the median value result is 2.0. This shows that the company not emphasis cost evaluation to assess the effectiveness of training.

Related to allocation of sufficient budget, the managers replied that the company allocates its training budget annually. However, there is a mismatch between the amount of allocated budget and required amount of cost for training.

Table 4.7 Training Effectiveness

Item		Strongly disagree	disagree	neutral	Agree	Strongly agree	median
Training in Etfruit is integrated with the overall companies strategies	Freq.	94	32	4	13	3	1.0
	%	64.38	21.9	2.7	8.9	2.05	
The company has clearly defined strategy	Freq.	51	59	9	25	2	2.0

relating to training	%	34.9	40.4	6.16	17.1	1.36	
The company has a clear ongoing plan for training	Freq.	22	103	9	11	1	2.0
	%	15.05	70.5	6.16	7.5	0.68	
Top management committed to supports and provides all the facilitation to training activities	Freq.	31	93	9	10	3	2.0
	%	21.2	63.69	6.16	6.8	2.05	
Training strategy, plan and policies are in harmony with the company's personnel policies (e.g recruitment, selection, promotion and compensations)	Freq.	61	61	11	7	6	1.0
	%	41.78	41.78	7.5	4.79	4.1	
The company has a specific budget for training	Freq.	6	23	14	80	23	4.0
	%	4.1	15.75	9.58	54.79	15.75	
Training budget is sufficient to achieve training objectives and plans	Freq.	33	68	14	25	6	2.0
	%	22.6	46.57	9.58	17.1	4.1	
The company emphasis cost evaluation to assess the effectiveness of training	Freq.	42	68	9	22	5	2.0
	%	28.76	46.57	6.16	15.06	3.4	

Sour: Own survey, 2017   Freq- frequency   %- Percent

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter contains summary of major findings and makes conclusion that are drawn from the findings of the study, which were presented, discussed and interpreted in chapter four. In addition, the chapter includes the recommendations part that are forwarded to handle the challenges of training practice in the company.

5.2 Summary of Major Findings

The main objective of the study was to assess the practice of employee training in Etfruit. To achieve the objective, both primary and secondary data were used. Based on the information gathered through questionnaire and interview conducted in Etfruit the researcher comes up with the following findings:

✓ Majority of respondents have agreed that the company does not have training policy (80.8%), the training policy is not supportive corporate policy (76%), the company-training program does not align with strategic plan (77.4%), the training policy is not developing via the participation of employee and has not attractive policy applicable to all employees (86.9%). Furthermore, the department managers' (interviewee) states that there is no written training policy.

✓ Most of the respondents agreed that the company does not conduct organizational level training need analysis (78.0%), job need analysis (78.7%), personal need analysis (85.8%) and demographic need analysis (78%). On the other hand, TNA does not conduct when employees were; newly recruited employees (78%), need training on new technology and new working method (76.8%), upgrade to fill new position (78%), and request to train (78%). However, training is conducted when the department requests without conducting training need analysis (86.9%). The interviewee response reflects the company didn't conduct formal need assessment.

- ✓ The respondents' reflection and interviewees result shows that the organization does not set training objective as base of trainees' knowledge, skill and attitude (69%). And do not set training needs as priorities (73%).

- ✓ Regarding to trainees' selection most of the respondents agreed that the company does not have clear selection system (89.7%), the company does not select trainees based on training need assessment result (83.6%). On the other hand, trainees were selected based on close relationship they have with their superior's manager (69.9%). However, most of the department managers during their interview the company do not have clear trainee selection system.

- ✓ Most of the respondents and interviewees agreed that off-the-job training technique is practiced (65.7%), but (67.1%) on-the-job and (75.3%) out sourcing training techniques are not being practiced.

- ✓ Most of the respondents and interviewee agreed that the company has not a system to evaluate training program (81.4%). Furthermore, the organization does not have formal training evaluation methods like interview (87%), questionnaire (80.1%), pre and post training test (88.3%), and performance appraisal report result (86.9%).

- ✓ Most of respondents agreed that the company's training program is not integrated with company strategies (86.3%), there is no a clear strategies related to training(75.3%), the company lacks ongoing training plan(76%), top managements are not committed to support training activities(84.8%), the strategies, plans and policy is not in harmony with personnel policy(83.5%), training budget is insufficient(69.1%), and the company does not assess its training expenditure (75.3%). But, they agree the company has a specific budget (70.5%).

- ✓ Respondent reflections and interviewee results of the department manager shows absence of staff policy(78.7%), inadequate budgetary allocation(82.9%), ambiguity of trainees selection for training(82.1%), insufficient support to training by management(81.5%), absence of long term plan for developing human resource(84.9%), poor coordination among departments with training division(82.7%), poor quality training programs(85.6%), lack of on-the-job training(79.8%), poor training need analysis(80.8%), mismatch between the provided training and the organization's primary objective(83.5%), lack of employees motivation(77.4%), mismatch between training

programs with its business plan(77.5%), and complexity of evaluating training outcomes(64.3%) are major problems of the company.

5.3 Conclusions

Based on the research findings, the following conclusions made

- The finding shows that Etfruit does not have a written training policy. This shows that a strategic plan, objectives and activities of training are not supported by training policy. Therefore, in the absence of training policy and guidance the company may lose qualified and skilled workers, productivity and overall organizational achievements.
- The study illustrates that the company does not conduct formal need assessment. Training needs of the company depends on manager's view rather than organizational need analysis, job need analysis, personal need analysis and demographic need analysis shows.
- As the finding indicates, Etfruit has not a clear system to select trainees. The Selection of trainees are highly subjective which depends mainly on top and close managers view about employees rather than need assessment result and employee performance report shows.
- The finding shows that Etfruit does not set training objective and priorities. Hence, it provides training without any identification of training needs based on organizational objective. Therefore, it is difficult to handle the gap between where an organization's employee capabilities and where it needs to be.
- Etfruit practice off-the-job training, helps to when employees need to focus on specific interpersonal competencies need to be mastered, but not on-the-job and out sourcing training. So, it loses high transferability of training, low cost and easy to apply learned job skill to actual work.
- Etfruit did not emphasis on before, during and after training program evaluation. Which mean it does not evaluate (measure) the reaction, learning, behavior, result and return on investment that afford upon training through questionnaire, interview and test.
- The finding result shows that there are challenges in the training practices of Etfruit, which includes; the absence of a written training policy, absence of formal need

assessment, poor training process and coordination, poor integration of training programs and corporate company strategies, and lack of attention for prioritizing needs.

5.4 Recommendation

Based on the main findings and conclusions of the study, the following recommendations were forwarded in order to improve training program in Etfruit.

- ✓ Training policies are the expression of the training activities of the organization and it provides guidelines for training and make sure a company training resources are allocated to predetermine requirements. Therefore, Etfruit need to have comprehensive and well-articulated training policies that could guide its implementation.
- ✓ TNA is a search for solutions to performance problems. It helps to assess the short and long-term strategy and strategic business objectives of the company, to identify the specific skills, knowledge, behavior needed in present or future jobs, to identify the gap between a person's current capabilities and those identified as necessary or desirable, and to determine the training needs of identified employees of the company. Therefore, the company needs to conduct organizational need analysis, job need analysis, personal need analysis and demographic need analysis in particular and formal training need assessment in general.
- ✓ Setting training priorities have multiple purposes which helps to improve the performance of the organization and to produce visible results more quickly. Therefore, the company has to adjust their training need based on organizational objectives.
- ✓ Selecting the right trainees is important to the success of the program as well as improves the motivation and productivity of workers. As a result, the organization has to set a clear system to select trainees based on training need analysis result properly and fairly.
- ✓ On-the-job training contributes positively on trainees and organizations because trainees learn by observing experienced employees and by working with the

actual material, personnel, or machinery. This helps trainees to receive immediate feedback about performance and transfer of training. Furthermore, it is less costly to the organization, easy to apply and more flexible. So, Etfruit has to highly concentrate on providing on-the-job training

✓ Etfruit only relies on off-the-job training by external providers rather than internal providers. To have good results from training programs, organizational commitment to training have to link closely with suitable effective training methods and training delivery mechanisms. Consequently, in order to have effective methods and implementation, the organization should use both internal and external training methods in accordance with the situation and benefits of organization.

✓ Training evaluation is a critical part of training process which helps to know whether the training program has accomplished its objectives. Thus, Etfruit has to evaluate its training effectiveness before and after the training programs.

✓ Evaluation must be objected and targeted as an important outcome, including organizational, personal and job improvement rather than only dependent on trainees' opinions about the training session at the end of the training programs. Thus. Performance appraisal results of trainees and organizational performances can serve as additional training evaluation tools.

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APPENDEX

Research Questionnaire

Dear Respondents

The purpose of this questionnaire is to collect data from employees of Etfruit for conducting Masters of Business Administration (MBA) thesis on the title "**Assessment of Employees Training practices" in Ethiopian Fruit and Vegetable Marketing Share Company**; and I would like to request your participation in my study. Your participation in my research will lead to academic outputs that will advance knowledge and understanding of training practices. I kindly request you to spent your precious time to fill this questionnaire as frank as and reasonable as possible.

Your participation in this survey is entirely voluntary and all information will be treated as confidential. Therefore, you all are not expected to write your name. Give a true picture of your feelings about and existing reality in the questions.

The research will be conducted under the attentions of the St. Mary's university school of graduate studies and will comply with the St. Mary's university ethical requirements.

Please be honest and make the researcher successful.

Thank you in advance, for your co-operation!

YILMA   MUCHE ASEFA

Instruction

1. Please indicate your answer for general information by ticking **(√)** in the blank space.
2. Please indicate your answer by ticking **(√)** on the appropriate box for the rest of the questions.
3. Please select only one among the options given in the Linkert scales

Section I: please read each questions carefully and thick (√) for anyone option you think best suits or that shows your level of agreement or to what extent you agree with the following statements. Response scale: [(1)=Strongly Disagree, (2)=Disagree, (3)=Neutral, (4)=Agree and (5)=strongly agree.

1	Training policy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.1	Etfruit has a written training policy					
1.2	Training policy is a supportive of corporate organizational policies					
1.3	Training programs are aligned with the strategic plans of the organization					
1.4	The training policy is developed with the participation of employees					
1.5	The organization has attracting policy applicable to all employees					
2	**Training need assessment**					
2.3	The training need assessment **of Etfruit does involves**					
2.3.1	The assessment of short and long term strategies and strategic business objectives (organizational level need analysis)					
2.3.2	The analysis of specific skill, knowledge and behavior needed in a present or future job(job need analysis)					
2.3.3	The analysis of the gap between a person's current capability and those identified as necessary or desirable(personal need analysis)					
2.3.4	Determine the training need of specific populations of workers(demographic need analysis)					

2.4	When TNA conduct in your organization?					
2.4.1	when employees are newly recruited?					
2.4.2	When employees need training on new technologies, equipment and new working methods.					
2.4.3	when employees are upgraded to fill new positions					
2.4.4	when the department request it					
2.4.5	when the employees request it					
3	**Training objectives and priorities**					
3.1	Etfruit has set training objectives					
3.2	The organization priorities training needs based on its objective					
3.3	The company set training objective to develop trainees' knowledge, skill and attitude.					
4	**Selection of trainees**					
4.1	Etfruit has a clear system to select trainees					
4.2	The company select trainees based on need analysis result					
4.3	The company select the right trainees to each training program					
4.4	Select trainee based on the best approach of close managers					
5	**Training delivery methods/approaches**					
	the following forms of training are used by Etfruit					
5.1	On –the- job -training (employees learn their jobs under direct supervision on the work)					
5.2	Off –the- job –training (employees learn out of the normal work circumstance)					
5.3	Outsourcing of training (the organization provide training activities to					

	external training firms and consultants)					
6	**Evaluation of training effectiveness**					
6.1	Etfruit has system that is used to evaluate training program					
6.2	Etfruit evaluate its training by					
6.2.1	Asking employees to fill a questionnaire at the end of the program					
6.2.2	Interviewing the trainees at the end of each training program					
6.2.3	Testing the trainees before and after the training program (per and post)					
6.2.4	Performance appraisal reports					
7	**Training effectiveness**					
7.1	Training in Etfruit is integrated with the overall companies strategies					
7.2	The company has clearly defined strategy relating to training					
7.3	Training strategy is derived from and related to the overall company strategy					
7.4	The company has a clear ongoing plan for training					
7.5	Top management committed to supports and provides all the facilitation to training activities					
7.6	Training strategy, plan and policies are in harmony with the company's personnel policies (e.g recruitment, selection, promotion and compensations)					
7.7	The company has a specific budget for training					
7.8	Training budget is sufficient to achieve training objectives and plans					
7.9	The company emphasis cost evaluation to assess the effectiveness of training					

Interview

Semi-Structured interview question to managers

This is an interview designed to gather information on training practices of Ethiopian fruit and vegetable marketing share company. The management bodies of the company will be the interviewees. Genuine and complete responses by each interviewee are highly help- full to make the findings of the study reliable.

Thank you

Part I: personal information

Sex_____   Position_____

Qualification_____   years of service_____

Part **II**: the interview

1. Does Etfruit has attracting training policy? Is the policy documented?
2. Do you conduct a formal training need assessment in Etfruit?
3. Does the company provide training priorities among assessed organization need of training?
4. What is your base for selecting appropriate trainees for appropriate training?
5. What type of training delivering method /techniques used in Etfruit?
6. Does the company allocate sufficient budget to carry out training program effectively?
7. Does the company have a system of evaluating training program? What types of training evaluating method the company used?