



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

**ASSESSMENT OF TRAINING PROGRAM EFFECTIVENESS:
THE CASE OF ETHIOPIAN CONSTRUCTION
DESIGN AND SUPERVISION
WORKS CORPORATION**

**BY
GELANA DABA AMENTE**

**JULY, 2019
ADDIS ABABA, ETHIOPIA**

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All Happenings Have Its Time!

Acronyms/Abbreviations

ASTD: American Society for Training and Development.

CIRO: Context evaluation, Input evaluation, Reaction evaluation, and Outcome.

ECDSWC: Ethiopian Construction Design and Supervision Works Corporation

KSA: Knowledge, Skills and Attitudes

SPSS: Software Package for Social Sciences

TEE: Training Effectiveness Evaluation

TNA: Training Need Analysis

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Abstract

Training is the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness. The purpose of this study is, therefore, to assess training program effectiveness of Ethiopian Construction Design and supervision Works Corporation. The study tried to assess how the training policy aligned with Corporation's strategic business objectives, training practice of the corporation with more emphasis given to training program evaluation based on Kirkpatrick's Four Levels Training Programs Evaluation Model that measures the reaction of trainees at the trainings, competencies gained in learning process, behavioral change occurred on the actual job as a result of training and the outcome result at organizational level as a whole. Descriptive type of research design with a mixed approach was employed. Purposive method was used. To select specific sampled employees Proportionate stratified sampling technique was applied. Among the total targeted population of 654 the sample size of the study taken as 141 employees who had taken at least one formal short term training in the recent past three years. The study used both primary and secondary data. Primary data were collected through questionnaire and interviews. The questionnaires were close ended with some short open ended format as to exploit additional information from the respondents. The secondary data such as training policy and training documents of the corporation have been used. The quantitative data has been organized and tabulated by using descriptive statics (SPSS version 20). Qualitative data obtained using interviews from the managers have been triangulated together with quantitative data. The study shows that the corporation's training policy alignment with its strategic business objectives were implemented in a moderate way. On the other hand, the corporation's training practices such as training need analyses, training design, training delivery scored low aggregate mean value. Among the four training program evaluation criteria, the reaction of trainees at the trainings reported moderately whereas the learning, behavior and result evaluation revealed that trainings were not effective to address the overall goals and objectives of the Corporation. Among others, the researcher recommends that the Corporation better to apply the four levels of the above stated model on regular basis instead of only evaluate the immediate reaction of trainees. The paper ends by offering suggestions to the corporation's management to be properly reviewed and manage its training program.

Keywords: *Training, Strategic business objective, Training policy, Training practices, Training program effectiveness.*

CHAPTER ONE INTRODUCTION

The introduction part of the paper comprised of different sections: the background of the study, the statements of problem, research questions, objectives of the study, significance of the study, delimitation/scope of the research, and operational definition given to the contexts in the study of Assessment of Training Program Effectiveness in Ethiopian Construction Design and Supervision Works Corporation.

1.1 Background of the Study

Training has increased the best use of human resource capital in today's environment where jobs become complex and changing continuously. According to Aguinis and Kraiger (2009) training could be described as systematic approach to learning and development to improve individual, team and organizational effectiveness. Therefore to have the best use of human resource, training must be provided to the employees.

Organizations have understood the importance of training and the significant role it plays in enhancing the job performance, and employee's efficiency. It also provides the organization with the ability to survive, especially with the hard competition nowadays. It forms one of the methods to save the organization's investments. In support to this Shree (2017) states effective training program is not limited to the organization, but also to employees to acquaint the expertise needed to meet the modern advancement for enhancement of organizational performance

Terrana, Dowdell, Edwards, Tahsin, Cacciaccaro & Cameron (2016) underline that Training can be served as an immediate treatment to the organizational requirements and a fast performance enhancer that have strong effect on the existing performance level. Evaluating the result of training on workplace performance and its contribution to organizational outcomes should be made on continuous bases.

Different scholars have done lot of work in the area of evaluating training programs effectiveness among which Kirkpatrick (1994) did some pioneering work in this field and introduced the well-known "four level training program evaluation model", which is still widely used (McMurrer, Buren & Woodwell, 2007).

The Ethiopian Construction Design and Supervision Works Corporation (ECDSWC), is a multi-disciplined engineering firm provides professional services in water and energy, transport, building and urban planning and related disciplines. The Corporation was founded by amalgamation of three former Public Enterprises, viz. Water Works Design and Supervision Enterprise, Construction Design Share Company and Transport Construction Design Share Company those were predominantly providing engineering consultancy services in water, building and transport sectors, respectively.

The Corporation has organized its organizational Structure with six business units that comprise four sectors and two centers having a total of human capital 1,897 employees. The Research, Laboratory and Training Center is one of these business units under which Research and Training process was organized as a separate section to facilitate issues of Research and Trainings.

The Corporation has a vision “To become knowledge based, dependable, and innovative world-class engineering consulting firm by 2025”. One of its missions is attempt to develop and maintain sets of knowledge, expertise and skill base and own state-of-the-art-technologies that are need to provide solutions to the challenges of the nation’s complex projects by enhancing professional capabilities through advanced training. To date the corporation has been executing 147 projects in Ethiopia and engaged on engineering and consultancy services projects in Africa namely, Tanzania and Nigeria.

The Corporation’s strategic plan (2016) has identified four strategic themes –“pillars of excellence” and associated results which decompose its mission and vision into operational components and sixteen Objectives of which used to enhance quality, delivery time and meet standards, increase operational efficiency, increase customers satisfaction, enhance staff skills and knowledge etc.

On the other hand, training policy of the Corporation focused on current and the future Corporation’s needs of research and trainings. The training policy of the organization set the training programs. Among others Article 1.2.2 of the corporation’s training Policy states that, trainings will be provided as to solve the immediate problems and as well to fit with the intermediate goals of the Corporation that enhance the competencies of its employees.

Hence, this study aimed to Assess Training Program Effectiveness in the Corporation, starting from general overview of its training practice, the researcher strived mainly to apply the Kirkpatrick's four level evaluation model to come up with valuable result, and thus the study will help the Corporation to distinguish how well Training Programs Effectiveness due with it. The study will also attempt to help in solving training problems and implementation of training Programs successfully in the future.

1.2 Statement of the Problem

The Ethiopian Construction Design and Supervision Works Corporation (ECDSWC), have a mission to provide efficient and effective professional services that ensure the highest satisfaction of stakeholders and customers using highly motivated work forces.

To achieve these, in the past three years of 2015/16-2017/18 the Corporation has undertaken a lot of short term trainings to update employees skills to meet its intended objectives. In support of this Tyson and York (2000) states that training is a systematic process to enhance employee's skill, knowledge and attitudes necessary to perform effectively on job that meet organizational goals. Theories and literatures have confirmed that effective design, implementation, and evaluation at every step will increase the effectiveness of the training and its transfer on to the job. Skilled employees reduce costs, provide quality service and satisfy customers.

On the other hand absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives and lack of evaluation were some of the major problems that most organizations facing. These problems later on leads the organizations to lack of optimum man-task relationship, decrease in productivity, increase in designing and operational error and decrease in employee morale and confidence (Tamirat,2007). The Corporation has emphasized on the importance of human capital through various initiatives like establishing a separate Research and Training Process within its one business unit and carried out various training Programs using internal & external trainings.

However, the preliminary assessment in the form of interview with 20 randomly selected staffs of the Corporation with different position and professions who participated at least on one formal short term training revealed that:

- Trainings were offered to employees arbitrarily without considering the gap.
- The criterion for selection of trainees, trainers and institutions were unclear.
- Content irrelevancies related to some training were occurred.
- The evaluations were not continuously carried out and insufficient to substantiate clearly as how to underway effective training Programs.
- There is no systematic follow up at each step as to how the training process underway and achieve its organization goal.

Consequently, the researcher was inspired to conduct this study so as to assess the effectiveness of training Programs undertaken so far in the Corporation. The researcher became interested to identify and assess whether trainings were effectively undertaken and attributed to attain the organizational goal and objective by raising basic research questions as follows.

1.3 Basic Research Questions

The paper intended to respond the following basic research questions.

- ❖ How training policy of the Corporation aligned with its strategic objectives?
- ❖ How training programs were practiced by the Corporation?
- ❖ How trainees perceived the training program carried out by the Corporation?
- ❖ What competencies were improved as a result of the trainings?
- ❖ How effectively knowledge, skill and attitudes have transferred to actual operation?
- ❖ What outcomes/results the Corporation has achieved as a result of training Program?

1.4 Objective of the Study

The study comprised of the general objective and specific objectives that emanated from basic research questions.

1.4.1 General Objective

The general objective of the study was to assess training program effectiveness in Ethiopian Construction Design and Supervision Works Corporation (ECDSWC).

1.4.2 Specific Objectives

- To assess how training policy of the Corporation is aligned with its strategic objective.
- To examine how training program practiced in the Corporation.
- To assess feelings of trainees about the training program carried out by the Corporation.
- To analyze competencies improved as a result of trainings.
- To examine how effectively acquired skills transferred to actual operation.
- To evaluate outcomes attained by the Corporation as a result of training Program.

1.5 Definition of Terms

In this research paper entitled Assessment of Training Program Effectiveness the following words or phrases have their own operational meanings.

Training: The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Armstrong, 2006).

Short term training: Trainings given for less than 3 months are categorized as short term training (Corporation's Training Manual as Revised, 2018).

Manager: Positions of Team Leaders and above are considered as Management Staffs (Corporation's Management Administrative Manual, 2016).

Policy: principle, rules guidelines formulated or adopted by organization to reach its short and long term goal (Stephen and Mary, 2014).

Training transfer- The degree to which trainees effectively apply the knowledge, skills, and attitudes to actual job (Baldwin and Ford, 1988).

Training effectiveness- The benefits that the company received from training (Gordon,1992).

Competencies: Knowledge, skill and attitude are competencies to be acquired by the trainees used to perform the actual job (Jackson and Schuler, 2000).

Training Evaluation: The process of collecting the outcomes needed to determine whether training is effective or not (Noe, 2010)

1.6 Significance of the Study

The outcome of the study would be benefited the Corporation's under study by proposing the ways better to enhance its performance through introduction actions for those issues affecting trainings effectiveness of the Corporation. It also insights ways to tackle problems at hand for the Corporation and also used as a supportive document to similar business organizations. Furthermore, the paper would help as a resource document and as a stepping stone for those researchers who have initiation to make further study on the area afterwards.

1.7 Scope of the Study

To make the data under study reliable the researcher delimited to the nearest years 2015/16 to 2017/18 training data of the Corporation. Moreover, even though there were companies alike the one under study, this research delimited to Ethiopian Construction Design and supervision Works Corporation. Those staffs working in project sites out of Addis Ababa were excluded due to its remoteness to access data because of limited time and budget constraints.

The research's main scope of the study was focused on evaluation of training program effectiveness. But, to reach at evaluation stage of training program, the researcher assumed to start by assessing training practices to gain overall ideas of the respondents with a view to get the holistic picture of the training program.

1.8 Limitation of the Study

The limitations were that, the researcher has limited to headquarter staffs of the corporation. Budget constraints also limit the researcher to gather additional data.

1.9 Organization of the Study

The final report of the study has organized into five chapters. The first chapter covers background of the study, statement of the problem, objective of the study, definition of terms, significance of the study and delimitation/scope of the study. The second chapter devoted to present literature review consists of theoretical and models of the specific topic study, Research Design and Methodology follows as third chapter with due emphasis. The fourth chapter deal with research Data Analysis and Interpretation and finally chapter five presents the Research study Findings, Conclusion and Recommendations.

CHAPTER TWO REVIEW OF RELATED LITERATURE

This chapter reviews literature related to training programs effectiveness under three sub headings such as: theoretical review, empirical review and conceptual framework.

2.1 Theoretical Review

Under this sub heading: concept of training, Purpose of Training, Benefits of Training, Systematic approach to training, Training process, and Evaluation of Training Program with due emphasis on Kirkpatrick's Training Evaluation Model would be discussed.

2.1.1 Concept of Training

Training today has become an integral part of any company's operations. As competition is increasing and technology accelerating there is a shortage of adequately educated and trained man power to cope with.

Training is a process of assisting employees to acquire knowledge, skills, techniques, attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organizational objectives. In regards to this Chruden and Shermun (1976) states that the rapid changes in Technology have created knowledge gap which increased the importance of training.

In so doing, one has to look at the organizations objectives to see if there are needs for training identification, design and implementation of the whole process. According to Armstrong (2006) training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task on the job.

According to Jackson and Schuler (2000) Training refers to the act of improving competencies needed today or in the future. Training is concerned with providing an individual with the opportunity to learn what employees need in order to do their job more effectively.

Training will be effective when certain conditions were met: Accordingly, Buy-in from the Management; without a commitment from top Management, training will be nothing more than an imitation. All layers of the company must believe that training is a process and not a singular

learning event. To Management side introduction of support is more than just assigning the budget of training. Top corporate leaders must embrace training enthusiastically in corporate communications, business plans and individual performance goals. Training should fit with the company's strategic plan and be aligned with corporate goals and objectives (Kelly, 2011). Needs analysis, designing a training program should begin with an accurate need assessment of what one do well and what needs improvement through documenting current performance and compare that against what could be.

2.1.2 Purpose of Training

The value of training program to an organization may take several forms. It may be stated in terms of reeducation or decrease in accidents rates, consumer complaints and employee grievances, labor disputes, decrease rejects and reworks or work back logs. Value may also be stated in terms of improvements or increase in production, sales, employee morale, and number of promotable men, product, quality work methods or quality of supervision. Jain and Saakshi (2005) pointed out that the purpose of training is to achieve a change in the behavior of those trained and to enable them to do their jobs effectively.

In general, the purpose of training could be summarized as it used to raise improved productivity at all organizational level, prevention of obsolescence, preparing of employees for higher level tasks and to assist workers to perform at the optimum level in current jobs.

2.1.3 Benefits of Training

Training leads to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve: High morale, lower cost of production, lower turnover, change Management, Provide recognition and give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression.

The benefit of effective training is not limited to the organization, but also to employees to acquaint the expertise needed to meet the modern advancement for enhancement of organizational performance.

2.1.4 Systematic Approach to Training programs

Systematic training is the most effective and tested tool for performance enhancement and upgrading of knowledge and skills. It is considered as a significant part of any organizational strategic directions. Systematic training is a part of an integrated system in which performance is measured against criteria i.e. best practices benchmarks that are tied to strategic objectives. Systematic training programs help to meet the core areas of the organizations. In this regard Goitom (2012) state that training program should be prepared so as to meet the needs of jobs, job holders and the Organization.

Systematic training makes the employees versatile and flexible in operations of the organizational works. It brings efficiency in the employees who contribute to the growth of the organization. This growth gives the employee stability which helps the organization. The objective of systematic approaches to training can be summarized as: Improving quality of work force prevents obsolescence, bridging the gap between planning and implementation to achieve certain targets within certain time limit and quality.

2.1.5 Training Process

To accomplish the purpose of the planned training, organizations should pass different steps in the process of trainings. Hence, the model below traces the steps necessarily to be followed in the training process that most organizations practiced (Bratton and Gold, 1999). 1) Training Need Identification 2) Training Design 3) Training Delivery 4) Evaluation of training Programs

2.1.5.1 Training Need Identification

According to Goldstein and Ford (2007), the TNA phase provides all the critical input for both the design of the training environment and the evaluation of the actual training program. They further suggest that a thorough TNA helps to establish content validity of training programs, as “the training program should reflect the domain of KSAs represented on the job that the analyst has determined should be learned in the training program.

Training needs analysis is the integral part of any organization’s human resource development policy. It is a tool utilized to identify what kinds of trainings or activities to be provided to employees to improve their work productivity.

A training need exists when there is a gap between what is required to an employee to perform their work competently and what they accurately know. Therefore the main purpose of conducting needs identification is to prevent a quick fix approach (Kaufman, Rojas and Mayer, 1993). In order to emphasis the importance of training need analyses, we can focus on the following areas:

- a) Pinpoint if training will make a difference in productivity.
- b) Decide what specific training each employee needs and what will improve their job
- c) Differentiate between the need for training and organizational issues and bring about a match between individual aspirations and organizational goals.

Training needs analysis can be assessed by analyzing at three major levels:

i) Organizational Analysis

The organization analysis is the process of analyzing the appropriateness of training programs in line with the organization business strategies and considers the context of the organization and when the training can be applied (Noe, Hollenbeck, Gerhart & Wright, 2008). It analyze the need of the organization KSA's that are required for the present and future jobs. Analyzing the organization current status helps to identify what it does, how it does it and its member's abilities to do tasks (Mathis and Jackson, 2011). Moreover, the resources the organization possesses including the time, resource and expertise need to be considered when conducting organizational analysis.

ii) Person Analysis

The person analysis identifies which employees are in need of these programs, their readiness and the skill, knowledge and attitude that is required (Noe *et al.*, 2008). The person that is doing the job should be analyzed to determine the skill and knowledge the employees are requiring. Other scholars also emphases in that, individual or personal analysis requires the focuses on individual and how they perform their job. Individual analyses evaluate employees' current competence level with the standard or anticipated need of the organization. The difference between these two may require training program.

iii) Task Analysis

Task analysis includes reviewing the job involved with employees' skill and knowledge. It provides a detailed study about the job and the required skill of the job employees are performing. The characteristics of the job and the person involved should be the concern of this.

Job description and Job specification is vital during the assessment as well as the environment and condition the employees are performing will not be overlooked. In relation to this Noe *et al.*, (2008) emphasizes on that, the result from the three analysis can be used as an input for designing the training programs that's why need analysis become essential to be done frequently as to the organization to be aware of training needs considerably.

The Objective of the training program should relate directly to the needs determined by the assessment process outlined. In this regard Noe *et al.*, (2008) states that, training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Training objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic objectives of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals help to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

There are two ways in which training influences performance. First, it improves the skills of the people for specific job requirement and secondly adds to the job satisfaction. In support of this McIvor (1997) says investment in training increases productivity and it influences organizational commitment, participant knowledge and organizational based self-esteem. It also, increases employees' loyalty to the organization and enables them to develop and rise within the organization with full confidence.

2.1.5.2 Training Design

Training Design 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. Selecting the right trainees and methods are important to the success of the training program effectiveness.

There are various methods which are used in the training process designing such as: On- the- job training, off- the- job training, lectures and Conferences, technical and Professional training Programs, Management and supervisory training schemes, coaching, job Rotation. On-the-job training is conducted on the actual job to develop the skills of Managerial and non-Managerial employees (Monday, 2009).

According to Alipour (2009), training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off- the- job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Deciding among methods usually depends on the type of training, selected trainees, and the objectives of the training program of the company.

Training Programs is most likely to be effective when it incorporate the employee motivation, recognizes the individual differences and makes proper schedule of the learning process. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their trainees.

2.1.5.3 Training Delivery

Having planned the training program properly, it is important to follow through to make sure the goals were 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 effectiveness of the training program. An effective training program administrator should follow each steps of the training schedule and take appropriate measures as deemed necessary.

An administrator should develop an effective training program to ensure that the intended training meets its objectives and used the firm to keep qualified employees who are productive, motivated& happy workers (Gordon, 1992).

2.1.5.4 Evaluation of Training Program Effectiveness

Once a company implements trainings, it must evaluate the program's effectiveness using predetermined evaluation criterion in developing and setting objectives. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late, as obviously known, timely evaluation will prevent the training from inclination of its goals

According to Hamblin (1974), evaluation of training is any attempt to obtain information (feedback) on the effects of training program and to assess the value of training for improving further training. There are two types of evaluation of trainings: Formative and Summative evaluations:

- 1) **Formative Evaluation:** A formative evaluation is usually conducted in the early stages of a Program and addresses questions about implementation and ongoing planning. Formative evaluations are useful for various purposes:
 - a) They may help find problems early, while they can still be corrected.
 - b) They provide an opportunity to collect basic data for future summative (or "impact") evaluations.
- 2) **Summative Evaluation:** Summative evaluation used to assess Program outcomes or results. Similar to formative evaluation, some information used in summative evaluations was collected early in the Program (e.g., basic data, test scores). Some advantages of summative evaluations include:
 - a) It provides evidence for a cause-and-effect relationship and assess long-term effects
 - b) It provides data on change across time.

The objective of training program evaluation mainly includes: Find out where the desired expectations (goals) were not being met, make the training environment more supportive of learning, revise and redefine the course to make it more effective., identify and reduce workplace constraints that inhibits transfer of leanings, prove that training is investment and not cost and to get commitment and support of training from the top management.

2.1.6 Theories of Evaluation of Training:

Goldstein (1986) defines evaluation of training programs as the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities.

Another scholar Hamblin (1974) states, evaluation of training as any attempt to obtain information on the effects of training program to assess the value of the training in light of that information. He described evaluation as a training aid and identified FIVE levels of evaluation: 1) Reaction level 2) Learning level 3) Job behavior level 4) Organization and 5) Ultimate value levels.

- 1) **Reaction Level**–The trainees’ reaction to training are important, particularly to the trainees. However from the training managers perspective they are not as important as whether learning and job behavior effects have taken place. Each trainee’s reactions, attitudes etc. are complex and are a result of many factors such as training content and methods, the training context, location etc. These reactions will vary throughout the training, some of which are transitory in the nature. Therefore, it has to be given special consideration as what aspects of reactions are important. A questionnaire, using rating scales is preferable method and is supplemented by interview and informal discussion.
- 2) **Learning Level**–The most important aspect is whether the trainees learned the required skills through the training for which it was intended. It is important to be aware of the distinction between learning and the performance. Only the performance can be measured and learning can be inferred through the observable performance. That is why the care has to be taken to find out that the performance is reflection of the learning.
- 3) **Job Behavior Level**- Skill and knowledge acquisition has to be translated into appropriate changes in the job behavior. The objective of this level is maximum transfer of training and ability to perform task and largely depends on the task analysis which is basis for designing of training program.
- 4) **Organization Level**- Hamblin at this level distinguishes the immediate effect on the organization. The immediate effect includes improvement in quality and quantity of production or services, safety, damage to equipments, absenteeism, labor turnover, and attitude to work, job satisfaction, and improvement to work methods.

- 5) Ultimate Level- It focuses mainly in terms of financial improvement. This may be the cost effectiveness study, but gathering all the data for cost and the effectiveness is difficult because of different assumptions made to collect data.

Other scholars Warr , Bird and Rackham (1970) have suggested four levels which the first letter of each level forms an acronym CIRO that is: 1) Context evaluation, 2) Input evaluation, 3) Reaction evaluation, and 4) Outcome evaluation.

Reaction evaluation has the same meaning in both Kirkpatrick and CIRO. Outcome evaluation is further subdivided into 3 levels, corresponding to Kirkpatrick’s last three levels. Context evaluation is obtaining information on the operational aspects. This will be used to decide training needs and objectives. Objectives are set at three levels i.e. immediate, intermediate and ultimate. Immediate is concerned with Knowledge, Skill and Attitude (KSAs) desired at the end of training; intermediate is related to changes in job performance, and ultimate are the desired changes in the organization.

Based on various literature reviews on training evaluation and definition of evaluation, the Kirkpatrick Model was the most frequently reported model of training program evaluation applied to all types of trainings in which the researcher of this study specifically interested to make use of it as follows.

2.1.6.1 The Kirkpatrick’s Four-Level Training Programs Evaluation

The best known evaluation methodology for judging training Programs is Donald Kirkpatrick's Four Level Evaluation Model. While Kirkpatrick has written a number of books on the subject, his best known work was the 1994 edition of Evaluating Training Programs. The four-levels of evaluation of training programs.

- 1) Reaction - how trainees react to the training environment.
- 2) Learning - the extent to which the learners gain knowledge and skills.
- 3) Behavior - capability to perform the learned skills in transferring on actual job.
- 4) Results - includes such items as monetary, efficiency and effectiveness, moral at the Organizational level.

2.1.6.1.1 Level One Training Evaluation - Reaction

This level measures the learner's perception (reaction) of the course. Trainees are often keenly aware of what they need to know to accomplish a task. If the training Program fails to satisfy their needs, a determination should be made as to whether it is the fault of the Program design or delivery.

This level is not indicative of the training's performance potential as it does not measure what new skills the learners have acquired. This has caused some evaluators to down play its value. However, the interest, attention and motivation of the participants are often critical to the success of any training process. People often learn better when they react positively to the learning environment. Kirkpatrick denote that, reaction may best be considered as how well the trainees liked a particular training Program. If a learning package is built of sound purpose and design, then it should support the learners in bridging a performance gap. Hence, they should be motivated to learn.

2.1.6.1.2 Level Two Training Evaluation- Learning

This is the extent to which participants change attitudes, improve knowledge, and increase skill as a result of participating in the training process. The learning evaluation requires some type of post-testing to ascertain what skills were learned during the training. In addition, the post-testing is only valid when combined with pre-testing, so that one can differentiate between what they already knew prior to training and what they actually learned during the training Program. Evaluating the learning that has taken place focuses on such questions as:

What knowledge was acquired?

What skills were developed or enhanced?

What attitudes were changed?

2.1.6.1.3 Level Three Training Evaluation – Behavioral Change

This evaluation involves testing the trainees' capabilities to perform learned skills while on the job, rather than in the training centers. Evaluations can be performed formally (testing) or informally (observation). It determines if the correct performance occurring by answering the question did people uses their newly acquired leanings on their actual job?

Kirkpatrick named this level as behavior. However, behavior is the action that is performed, while the final result of the behavior is the performance. If we were only worried about the behavioral aspect, then this could be done in the training environment. However, the consequence of the behavior is what we were applied after delivery.

It is important to measure performance as the primary purpose of training is to improve results by having the trainees learn new skills and knowledge and then actually applying on to the job. Learning new skills and knowledge is nothing to an organization unless the participants actually transfer it on their actual work activities. Since level-three measurements must take place after the learners have returned to their jobs, the actual Level three measurements will involve someone closely involved with the learner, such as Managers.

Although it takes a greater effort to collect this data than it does to collect data during training, its value is important more to the organization. Performance is preferred method of assuring that the learning transferred on to the actual present job.

2.1.6.1.4 Level Four Training Evaluation - Results

This is the final results that occur. It measures the training Program's effectiveness, that is, what result has the training achieved? These results can include such items as monetary, efficiency, moral, teamwork, Productivity, etc. at the corporate level of the organization. As we move from level one to level four, the evaluation process becomes more difficult and time-consuming. However; the higher levels provide information that is of increasingly significant value. In support of this kirickpatrick (1994) states measuring results that affect the organization is often considerably more difficult, thus it is conducted less frequently, although it yields the most valuable information.

The first three-levels of Kirkpatrick's evaluation — Reaction, Learning, and Behavior were largely soft measurements more informational in nature; however, decision makers of the organization's managers prefer the result level evaluation of training programs as it provides the highest value of information to the organization, while reaction tells the least information. Thus we readily do the easy ones (levels one and two) and obtain a little information about our training efforts, while bypassing the more difficult ones (three and four) that would provide the most valuable information for the organization.

All these measures are recommended for full and meaningful evaluation of trainings in organizations, although their application broadly increases in complexity, and usually costly, through the levels from level 1-4. Kirkpatrick in his 1994 book –Evaluating Training Programs: the Four Levels suggests that the effort and overheads required to evaluate at successively higher levels requires a growing amount of effort and resource, so it is perhaps easier and cheaper to evaluate at Level 1 but this is unlikely to be the case at Level 4. This is the argument (made by Kirkpatrick himself) for evaluating some 95% of training at Level 1 but perhaps only 5-10% of training at Level 4.

The Kirkpatrick model was the most well-known framework for classification of areas of evaluation. This was confirmed in 1997 when the American Society for Training and Development (ASTD) assessed the nationwide prevalence of the importance of measurement and evaluation to Human Resources Department (HRD) executives by surveying a panel of 300 HRD executives from variety types of U.S. organizations. Survey results indicated that over half (67%) of HRD executives used the Kirkpatrick model. The most frequently reported challenge was determining the impact of the training (ASTD, 1997). McMurrer, Buren, & Woodwell, (2007) have surveyed the American Society for Training and Development (ASTD) as a benchmarking form to determine what percentage each of Kirkpatrick's four levels is used in organizations:

Level 1: 95% Level 2: 37% Level 3: 13% Level 4: 3%

Kirkpatrick recognized a big difference between knowing principles & techniques, and using those principles and techniques on the job. The fourth measurement level, results, is the expected outcomes of the most training Programs such as reduced costs, reduced turnover and absenteeism, reduced grievances, improved profits or morale, and increased quality and quantity of production.

Evaluation of training program effectiveness is most critical phase. It aims at assessing the quality of training imparted and based on the findings the future changes in the training Programs would also be foreseen.

Mehta (1970) points out that the training effectiveness is dependent on two considerations. Firstly, trainers have to be fully responsible for training activities. If the employees do not show the result, the trainer shall be accountable. Secondly, training by itself is not an answer to the

problem. Training effectiveness depends on the kind of atmosphere and culture prevalent in the organization.

Many scholars suggested their views how to undertake effective trainings. Mani (1996), to maximize and improve the effectiveness of training programs he suggested the following steps to be followed:

- Training need identification: Employee gets the training in the area where they needs.
- Planning and organizing the Program: Factors such as location, venue and duration were significant.
- The training module, supports needed from relevant bodies must be discussed with either internal or external parties to suit with the trainees' capacity.

In general we infer from the theories that, training is about changing the people's capabilities. The process of setting objectives defines what changes we intend to make, and make possible the assessment of those changes. Determining whether or not the training has been effective and worthwhile is difficult, but number of methods have been developed to make this exercise possibly and to find out evaluation strategies. The strategies and usefulness of training evaluation was demonstrated in the studies made by many authors. The Kirkpatrick Model was assessed as a valuable framework design with four levels of measure to evaluate the effectiveness of training Programs.

2.6 Empirical Review

Empirical finding contributes more to the effectiveness of the investigation under the study by showing the gap what the researcher strives to investigate.

Minwagaw (2015) has undertaken the study in the Ethiopian Metal Industry Development Institute to assess employees training and development practice in the company.

The objectives of the research was to assess whether the training and development programs have a link with the institute's objective, and to assess whether the institute apply the basic training and development procedures as well as whether the institute used the trainees and trainer selection criteria in its training delivery practices.

The research design of the researcher was descriptive with mixed method of qualitative and quantitative data analyses and used both primary and secondary sources of data. Moreover, he has been used convenience sampling technique.

The finding of the study discovered that the linkage of training and development programs with the institute's objective was loosen, as a result it become difficult to made significant transformation at organizational level. Trainings were offered on randomly than based on the assessed employee's gap. The organization training policy didn't used on consistent base.

The researcher forward his conclusion in that, respondents develop negative perception for effectiveness of training practiced in the institute because of: Selection of non -customized trainings to the institute, inefficiency in soliciting employees' gaps and ineffective training evaluation were the main among others. The researcher recommends the following important points that: put in action applicable trainee selection policies and procedures and enhance capacity of training experts as to help the organization undertake training program effectively.

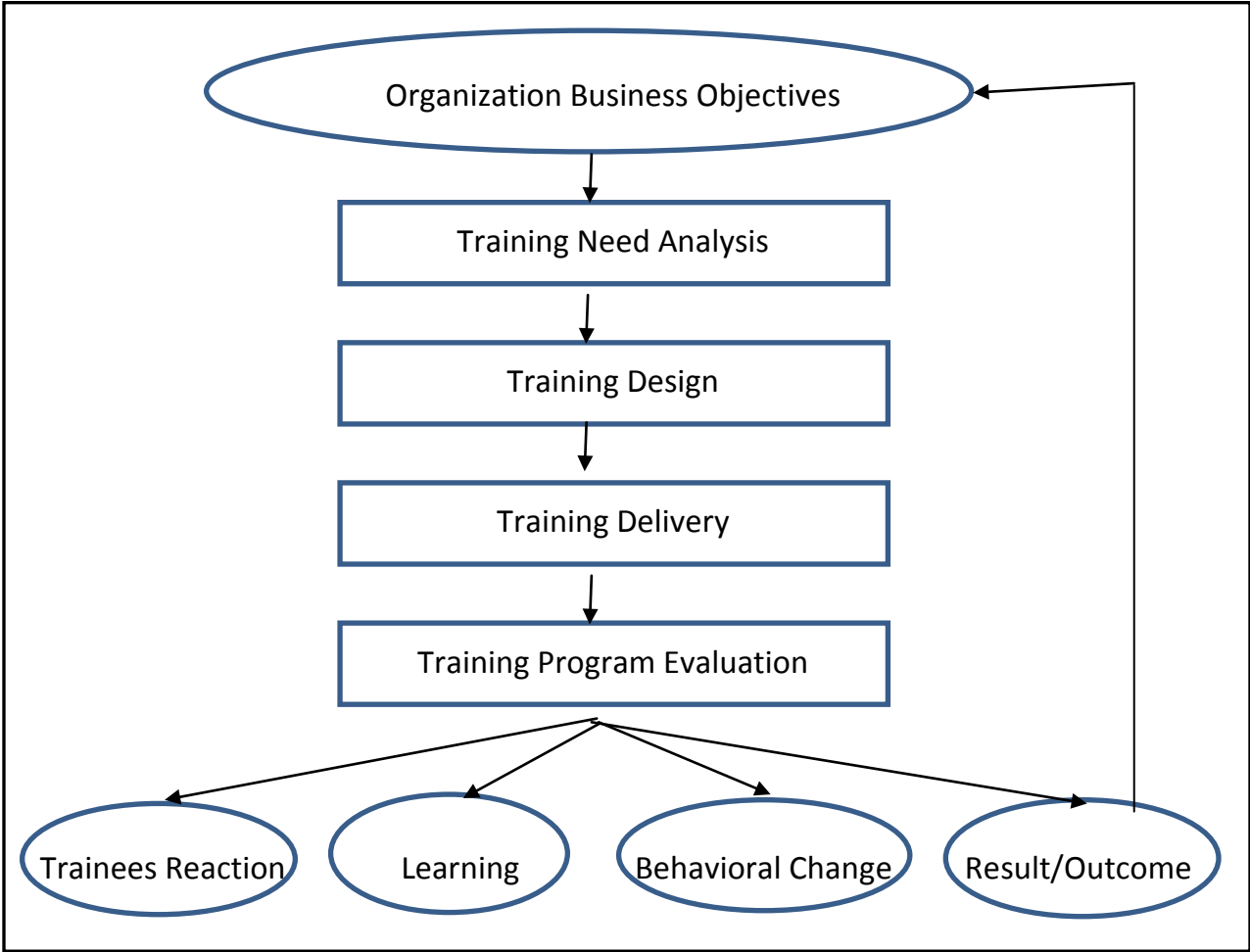
The strength of this research was that: it is well supported with the findings and literatures of different scholars, selection and usage of the right methodology of descriptive research type. However, it also affected with shortcoming as it used insufficient sample size that may leads to dilemma to give same conclusion on the larger population of the institute and it lacks stipulating some strengths of the institute if any as an organization.

Moreover, on the view of the researcher of this study, as evaluation of training program used as an input for improvement of other next similar program, it's better to emphasize on Kirkpatrick's (1994) evaluation model as it systematically evaluate the success of the trainings in which the researcher of this study strives to fill this gap and apply persistently to the Ethiopian Construction Design and Supervision Works Corporation (ECDSWC).

2.7 Conceptual Framework

Based on the literature related to the topic and the basic research questions the following conceptual frame work has been designed.

Figure 1: Training Program Evaluation Model



Source: Adapted from Kirkpatrick’s Training Evaluation Model (1994) and modified.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

Under this chapter research design and approach, target population, sampling technique, sample size, data sources and data collection instruments, data analysis techniques, validity test and ethical consideration issues were briefly presented.

3.1 Research Design and Approach

According to Saunders, Lewis and Thomhill (2009) a research design is a general plan of how the research question that has been identified would be replied. It is a master plan in which the researcher specifies the source of data to be used. The main objective of this research was to assess the effectiveness of training Program in ECDSWC. To achieve this objective, descriptive type of research design approach has been applied. Both quantitative and qualitative (mixed approached) has been used to attain better result from the study. By using a mixed approach one can able to capitalize the strength of both qualitative and quantitative and eliminate biases that exist in single research method.

Questionnaires distributed to employees and summarized quantitatively, whereas interview be conducted to gather information on the subject matter from the management of the Corporation to come across with management's view on how the Corporation dealt with issues of training program and analyzed qualitatively. Training documents of the Corporation have been reviewed. By doing so, the researcher used to ascertain whether the Corporation's training policies in lined with its intended objectives and also checked whether the methods and processes of training were being dully followed that generate effective results at organizational level.

3.2 Target Population, Sampling Techniques and Sample Size

Under this section targeted group from the larger population, sampling techniques and sample size to be include in the study has been presented.

3.2.1 Target Population

The study refers to Assess Training Program Effectiveness in Ethiopian Construction Design and Supervision Works Corporation (ECDSWC). Because of different constraints and

remoteness of project from Addis Ababa, site project workers were excluded and employees of ECDSWC at head office have been taken as a population. The sample framework of this study was payroll registration of the Corporation and data of trainings. As of March 25, 2019 the Corporations hold a total of 654 staffs at head office out of which 218 participated on different trainings within the past three years of the research period. Accordingly target population of the research has been taken as 218 employees of the Corporation.

3.2.2 Sampling Techniques

The researcher used non-probability sampling method of purposive sampling techniques. Under non-probability sampling the organizer of the inquiry purposefully choose particular units of the universe for constituting a sample on the basis of the small mass selected out of the larger population would be typical or representative (Kothari, 2004). To reach at specific sampled participants the researcher applied proportionate stratified random sampling.

The researcher has chosen members of the sample, those employees who were participated at least on one and more formal trainings and those who can relatively better explain their experience on trainings.

3.2.3 Sample Size

From the source population of ECDSWC the appropriate sample for questionnaire administration were determined by Yamane's (1967) formula of sampling technique. Accordingly, population size has been determined at 95% confidence level with is 5% standard error (e), the sample size to be calculated by using formula: $n = N/1+N(e)^2$

Where:

e = marginal standard error, 5%

N = Target population of the sample (218)

n = sample size

$n = 218 / 1 + 218 (0.05)^2 = 141$

Sampling % = $n * 100 / N = 141 / 218 = 64.68\%$

Accordingly, 218 employees from corporate level and its six sectors have been chosen on proportionate stratified random sampling techniques to deal with sample size for the research.

Table 1: Sample Size

S/N	Sectors of the Corporation	No. of targeted staffs	Sample size considered
1	Corporation's Corporate office	6	4
2	Water and Energy Design and Supervision Works Sector	60	39
3	Transport Design and Supervision Works Sector	41	26
4	Building & Urban Design and Supervision Works Sector	61	40
5	Geotechnical Investigation, Geotechnical Engineering and Underground Works Design and Supervision Sector	15	10
6	Research, Training and Laboratory Center	19	12
7	Surveying Engineering, Geospatial and Civil Informatics Center	16	10
	Total	218	141

Source: Own Survey, 2019

3.3 Sources of Data

The researcher has been used both primary and secondary sources of data. The primary data has been collected from employees and management staffs of the Corporation. The secondary data were collected through review of related literature and the Corporation's available documents. The secondary data sources were used to complement the primary data related to trainings in the Corporation.

3.4 Instrument of Data Collection

Here, the primary sources of data have been collected through questionnaire and semi- structured interview made to management staffs. On the other hand, the secondary data obtained from consulting relevant documents such as books, articles, scholar writings, Corporation's Strategic plan, Management Administrative Manual, Corporation's recruitment, promotion and transfer manual and Training Execution manuals have been used.

3.4.1 Questionnaire

Questionnaire was distributed to the respondents and filled by them. The 5 points Likert scale method was preferred to make ease for respondents and thereby enhance their cooperation. The questionnaires were developed and evaluated on a 1-5 Likert scale, where 5 to indicate strongly agree up to 1 refers to strongly disagree.

3.4.2 Interview

Interview enables the interviewer to establish rapport with respondents. It allowed interviewer to observe and listen, permit complex questions to be asked and allows investigating interviewee's emotions, feelings, attitudes and opinions. To get additional information for the desired result, the researcher has interviewed using semi-structured interview both Sector's Resource Managers and Technical Processes Executives in a way that to triangulate with those responses collected through the questionnaires from the respondent employees..

3.5 Procedures of Data Collection

The reliability and validity of research instrument has been evaluated by experts who have knowledge on the training Program planning and implementation whom latter become part of the respondents and by the researcher advisor, and then questionnaires were distributed to the respondents. The researcher personally collected and arranged the completed questionnaires and sorted as to be used for data analysis. In support to this Saunders, et al. (2009) emphasize that, self- administered questionnaires were provide reliable data. Finally, the collected data were organized and tabulated by using statistical software Program (SPSS Version 20). Semi structured interviews were also scheduled to gather information and distinguish management staffs view on the training program of the Corporation.

3.6 Pilot Testing

Before distributing the questionnaires a pilot test was conducted to some staffs. It was conducted with the objective of ensuring employees understanding of the questionnaire as well as to become aware of that there were no problems with wording and measurement. Accordingly, vague and complex questions were excluded and revised to ensure the sample populations understand the questionnaire better.

3.6.1 Validity

Validity refers to the extent to which a test measures what we actually wish to measure. The sample questionnaire was pre-tested with 15 experts of the Resources Management service staffs to test the face validity of the instrument and also to check the clarity, lengthy, word ambiguity, structure and their suggestion were also incorporated before the final distribution of the questionnaires.

3.6.2 Reliability

Reliability is concerned with the degree of consistence of the instrument. For any measurement to be valid, it must first demonstrate reliability. Reliability has to do with the accuracy and precision of a measurement procedure. If the measurement is reliable then there is a lesser probability that the result is randomly and measurement error. In order to be reliable, the Cronbach’s alpha should exceed .70 (Nunnally, 1978).

The cronbach’s alpha ranges from 0 to 1 George and Mallery (2003) provides the following rules of thumb: “≥ .9 Excellent, ≥ .8 Good, ≥ .70 Acceptable, ≥ .6 Questionable, ≥ .5 Poor, and < .5 unacceptable” (P.231)

Accordingly the results were presented in table 2 below that shows the result of each variable and the aggregate value.

Table 2: Reliability statistics

Reliability Statistics		
Items	Cronbach's Alpha	N of Items
Alignment of training policy to strategic objectives	.873	2
The Training practice of the corporation	.827	4
Evaluation of training program- Reaction	.777	4
Evaluation of training program- Learning	.793	4
Evaluation of training program- Behavior	.806	4
Evaluation of training program- Result	.765	4

Source: SPSS questionnaires pilot test result, 2019

Reliability Statistics	
Cronbach's Alpha	N of Items
.933	22

3.7 Method of Data Analysis

Data obtained from respondents were analyzed according to the objective of the study. To make certain that logically complete and consistency of responses, data editing and coding were carried out by the researcher. Then, data were organized and analyzed quantitatively and qualitatively. For quantitative data, Likert Scales were weighed according to the level of agreements. These data were coded, organized and tabulated by using descriptive statistics techniques with the help of Software Package for Social Science (SPSS 2000 version) software and presented through frequency, percentile, mean and aggregate mean values, while the demographic analysis presented using frequency distribution and percentages.

Finally, the results were summarized, tabulated and analyzed appropriately. Meanwhile, responses from the interview were reported in line with the questions forwarded to the interviewees and summarized together with the quantitative data. Accordingly, the summarized data analyzed in brief in line with the theoretical frame work to arrive at a useful conclusions and recommendations.

3.8 Ethical Considerations

The researcher retained scientific objectivity throughout the research time. Every respondents involved in the study has been entitled to the right of privacy and dignity of treatment. Information obtained held in strict confidentiality by the researcher. All assistances, collaboration of others and all sources from where information drawn were acknowledged as well as texts and materials used in this study have been duly referenced with APA style.

The following ethical considerations were foundation of this research. Such as; Fairness, respect the integrity of individuals, informed willingness on the part of the respondents about the subject matter of the research, as to be used only for academic purpose.

CHAPTER FOUR DATA ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data collected from respondents through questionnaires and interviews with managers. It presents demographic variables of respondents and, then followed by issues concerning training programs of the Corporation.

4.1. Response Rate of Respondents

As per the sample size of the study, questionnaires were distributed to sampled employees and have been collected as shown below in the table.

Table 3: Response Rate of Distributed Questionnaires

Response Rate of the Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Response rate of the respondents	Male	89	63.1	66.9	66.9
	Female	44	31.2	33.1	100.0
	Total	133	94.3	100.0	
	Missing	8	5.7		
Total		141	100.0		

Source: Questionnaire Survey Data, 2019

A total of 141 questionnaires were distributed and 133 (94.3 %) of the respondents were kind enough to fill and returned the questionnaires and the rest 8(5.7%) failed to return the questionnaires. This number of return rate (94.3 %) could help as a representative of the population under study to reach at valuable results. Hence, in analyzing data collected from the respondents, valid percent of SPSS result will be used.

4.2 Demographic Characteristics of Respondents

This part is concerned with summarizing the demographic data of the respondents. The analysis intended to provide information of the respondents gender, age, educational background, years of services in the Corporation and frequencies of short term trainings on which the respondents participated on, were presented using tables, percentage and graphs.

Table 4: Demographic Variables of Respondents

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	89	63.1	66.9	66.9
	Female	44	31.2	33.1	100.0
	Total	133	94.3	100.0	
Age groups	<30	19	13.5	14.3	14.3
	30-40	42	29.8	31.6	45.9
	>40	72	51.1	54.1	100.0
	Total	133	94.3	100.0	
Education level	Masters	45	31.9	33.8	33.8
	Degree	63	44.7	47.4	81.2
	Diploma	20	14.2	15.0	96.2
	Certificate	5	3.5	3.8	100.0
	Total	133	94.3	100.0	
Years of experiences	<2 years	14	9.9	10.5	10.5
	2-5 years	24	17.0	18.0	28.6
	>5 years	95	67.4	71.4	100.0
	Total	133	94.3	100.0	

Source: Questionnaire Survey Data, 2019

As depicted in the above table, among the total respondents 89(66.9%) were male and 44(33.1%) were female. Age category of respondents show 19(14.3%), 42(31.6%) and 72(54.1%) were aged with the range of less than 30, 30-40 and greater than 40 years respectively. This indicates the sampled population of age greater than 40 has been included in the study.

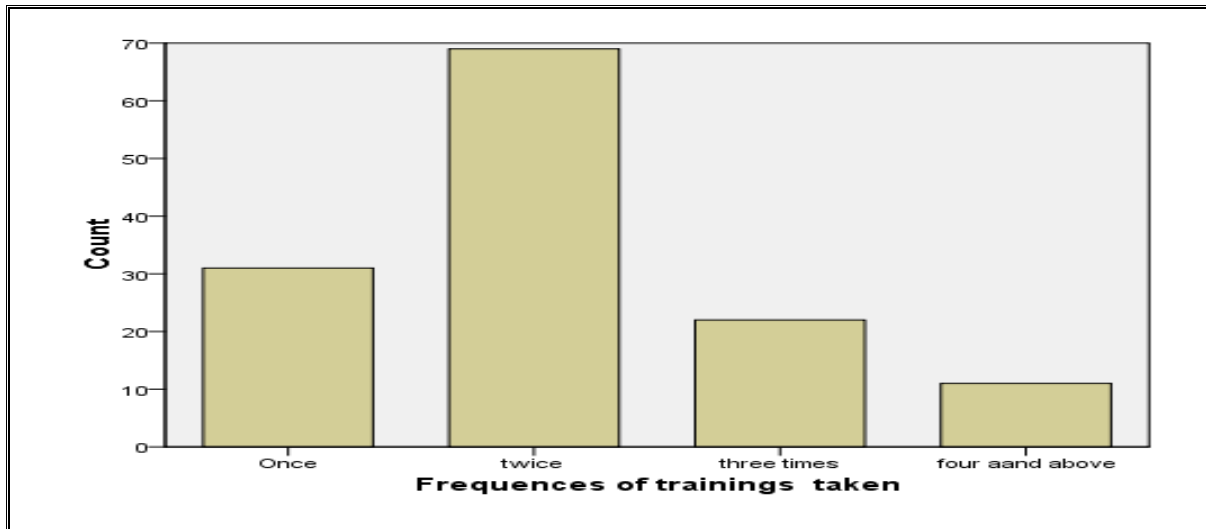
Regarding respondent's educational background 45(33.8%) were Master holders, 63(47.4%) were first Degree holders, 20(15%) were Diploma and 5(3.8%) of the respondents were Certificate level. This implies that the majority of the respondents were Masters and Degree holders that significantly help the researcher to gather rational information concerning the subject matter of the study.

The service years of the respondents were 14(10.5%), 24(18%) and 95(71.4%) with less than 2 years, 2-5 years, and greater than 5 & above years of services respectively. From the data one could understand that 71.4% of the sample population experienced for more than five years and above which indicate that majority of the respondents have know-how about the work they have

performed and could identify their gap well to execute their job, and assumed that by using the questionnaire they provide their valuable ideas about the trainings undertaken in the Corporation.

Furthermore, frequencies of respondents participated on a training assumed to be used to capitalize the respondents' response validity and presented in a figure below.

Figure 2: Frequencies of Respondents Participation on the Trainings



Source: Questionnaire Survey Data, 2019

Accordingly, 31(23.3%) were got only one chance to be trained, 69(51.9%), 22(16.5%), and 11(8.3%) of the respondents participated on the trainings twice, three and four times respectively. As shown in the figure, only the aggregate of 33(24.8%) of the respondents has been participated on the trainings more than three times within the past three years that implies less training program performance in the corporation. With regards to the need of frequently trainings to employees Chruden and Shermun (1976) states, the dynamic environmental and technological changes have created knowledge gap which increased need and the importance of trainings to meet organizational goal.

In general, as the majority of demographic variables of respondents with higher experiences, age groups and educational background revealed in the higher percentage, the researcher has believed that their responses could leads to valuable findings and conclusions.

4.3 Targeted Questions Related to the Subject Matter of the Study

In this section different statistical data analysis tools such as frequency, percent mean and aggregate mean were used to analyze the collected data. The summary of descriptive statistics of all variables that were evaluated based on a 5- point Likert scale (“1” being “Strongly disagree” to “5” Being “Strongly agree”) will be presented.

According to Zaidatol & Bagheri (2009) standards, for 5- point Likert Scale the Mean Score Values interpreted as depicted in the table below:

Table 5: Comparison Base for Mean Score Values of Five Point Likert Scale Instruments

S/No	Mean Score values	Description
1	≤ 3.39	Low
2	3.40 - 3.79	Moderate
3	≥ 3.80	High

Source: Zaidatol & Bagheri (2009)

4.3.1 Alignment of Training Policy with Strategic Objectives

Employees’ awareness about Corporation’s strategic objective and its training policy play a vital role to effectively use their talent towards achieving organizational goal. Here under the response of respondent employees regarding the issues has been discussed and analyzed as follows:

Table 6: Alignment of Training Policy with Strategic Objectives

Statement		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
The Corporation’s strategic objective and its training policy were clear and communicated to its employees.	SD	11	7.8	8.3	8.3	3.52	3.47
	DA	24	17.0	18.0	26.3		
	N	15	10.6	11.3	37.6		
	A	51	36.2	38.3	75.9		
	SA	32	22.7	24.1	100.0		
	Total	133	94.3	100.0			

The training programs were conducted with consideration to meet corporation's strategic objectives.	SD	16	11.3	12.0	12.0	3.43	
	DA	20	14.2	15.0	27.1		
	N	18	12.8	13.5	40.6		
	A	49	34.8	36.8	77.4		
	SA	30	21.3	22.6	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				

Source: Questionnaire Survey Data, 2019

As shown above table 6, the respondents' awareness about organizational strategic objective and its training policy has been gathered through the questionnaire. Accordingly, 11(8.3%), 24(18.0%), 15(11.3%), 51(38.3%), 32(24.1%) of the respondents were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively that scored at mean value of 3.52 which is moderate (Zaidatol & Bageheri, 2009).

This moderate mean value implies that even though the higher or majority percent of the respondents aware of the strategic objectives of the corporation and its training policy, the sum of 37.6% of the respondents have become blurred whether training policy and strategic objectives of the corporation had alignments. From this one could infer that, employees of the corporation differ in the sources of information available at the corporate level that in turn influence on its productivity.

The respondents asked their opinion whether the training programs were conducted with consideration to meet Corporation's Strategic Objectives. Accordingly 16(12.0%), 20(15.0%), 18(13.5%), 49(36.8%), and 30(22.6%) were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively that scored at mean value of 3.43 which is considered moderate. Even though the higher percent 49 (36.8%) among the respondents replied in agree, others become uncertain of that the trainings undertaken were met strategic business objectives of the Corporation.

To this effect Kelly (2011) state that training should fit with the company's strategic plan and be aligned with corporate goals and its objectives.

In general, according to the data collected from the respondents to assess the extent to which training policy of the Corporation aligned with its strategic objectives were reported as moderate with aggregate mean score value of 3.47 Zaidatol & Bagheri (2009). It implies that written materials such as training policy and the strategic objectives were available, but deficient in communicating to all employees.

On the other hand, interviews were made to managers whether training policy of the Corporation's aligned with its strategic objectives. Accordingly, all interviewed managers were responded that, strategic objectives and training policy were well aligned. But, they forward their doubt in that, lack of clarity creation equally with all employees of the Corporation.

As seen from both the respondents and interviewed managers the corporation needs to communicate the large population of the employees as to gear for same organizational goals. In this regard Noe et al. (2008) state that awareness creation to the company's employees about strategic goals and objectives increase the probability of success for the organization.

4.3.2 Training Practice of the Corporation

The corporation recently organized as one of its business unit called Research, Laboratory and Training Center that mainly intended to focus in research and trainings for corporation staffs capacity buildings as well as initiated to deliver for externals in construction and designing related trainings that now on progression in recruitment of talented employees for the purpose. But, till now the corporation's employees sent for training to other training firms/ off-the-job trainings/.

The researcher has investigated through the training practices of the Corporation in order to increase the legitimacy of the research under study, assessment of training programs effectiveness. From its investigation, the researcher found that, trainings have been given on randomly base which of its results didn't yet have been measured. Here under table 7 summarizes based on data collected from the respondents.

Table 7: Training Practice

statements		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
TNA	The training program were directly based on performance gap identified by training need analysis.	SD	12	8.5	9.0	9.0	2.61
		DA	58	41.1	43.6	52.6	
		N	37	26.2	27.8	80.5	
		A	22	15.6	16.5	97.0	
		SA	4	2.8	3.0	100.0	
		Total	133	94.3	100.0		
		Missing	8	5.7			
	Total	141	100.0				
Objective	For training programs objectives were set for trainings by the firm.	SD	16	11.3	12.0	12.0	3.41
		DA	24	17.0	18.0	30.1	
		N	20	14.2	15.0	45.1	
		A	45	31.9	33.8	78.9	
		SA	28	19.9	21.1	100.0	
		Total	133	94.3	100.0		
		Missing	8	5.7			
	Total	141	100.0				
Design	Trainings were designed with adequate training materials intended to benefit trainees practically applied on their job.	SD	17	12.1	12.8	12.8	2.98
		DA	42	29.8	31.6	44.4	
		N	22	15.6	16.5	60.9	
		A	30	21.3	22.6	83.5	
		SA	22	15.6	16.5	100.0	
		Total	133	94.3	100.0		
		Missing	8	5.7			
	Total	141	100.0				
Delivery	The training delivery techniques and methods of the training were enhancing the skills of trainees.	SD	29	20.6	21.8	21.8	2.71
		DA	41	29.1	30.8	52.6	
		N	17	12.1	12.8	65.4	
		A	31	22.0	23.3	88.7	
		SA	15	10.6	11.3	100.0	
		Total	133	94.3	100.0		
		Missing	8	5.7			
	Total	141	100.0				

Source: Questionnaire Survey Data, 2019

The researcher has sought the respondents reply whether training programs were directly based on performance gap identified through training need analysis. Accordingly 12(9.0%), 58(43.6%), 37(27.8%), 22(16.5%) and 4(3.0%) were replied in strongly disagree, disagree, neutral, agree

and strongly agree respectively that score at mean value of 2.61 which is considered as low. In this case the majority of the respondents 58 (43.6%) were replied in disagrees. From this one can draw that, trainings delivered by the Corporation were not directly based on gap assessment and prioritized as to fit to its objectives. It implies that trainings given without prior undertaken need analysis may lose its value, but cost to the organization. In support to this assertion, Goldstein and Ford (2007) underlined that training need analysis phase provides all the critical input for both the design of the training environment and the evaluation of the actual training programs.

As indicated in table 7, the respondents were required to share their opinion about their awareness whether training Programs were set clear objectives by the training firms. Accordingly, 16(12.0%), 24(18.0%), 20(15.0%), 45(33.8%) and 28(21.1%) were gave their response in strongly disagree, disagree, neutral, agree and strongly agree respectively and scored at mean value of 3.41 which is considered as moderate. Trainings should be delivered to meet the intended goal of the organization through enhancing employees' capacity. To this end, Michael M.Harris (2008) underlined that training objectives were set to close the gap and success of training should be measured in terms of the objectives set. At this point, the objectives set for trainings by training firms' scored moderate. Hence needs to align with the corporations training objectives. It implies that the corporation needs prior evaluation of training firms training objectives as to fit with its need, the contents of trainings and discuss ahead as to it benefits employees on returned to the job.

Now, the researcher sought additional respondents' opinion whether trainings were designed with adequate training material intended to benefit trainees practically applied on their job. Accordingly, 17(12.8%), 42(31.6%), 22(16.5%), 30(22.6%) and 22(16.5%) were replied with strongly disagree, disagree, neutral, agree and strongly agree respectively with score mean value of 2.98. The larger number of respondents 42(31.6%) replied in disagree. It is crucial step and very necessary for the organization to design the training carefully as poor training design is nothing but the damage of time and money (Armstrong, 2000).

The above table 7 also point out that respondents' opinion on whether the training delivery techniques and methods of the training firms were enhanced the skills of trainees. Accordingly, 29(21.8%), 41(30.8%), 17(12.8%), 31(23.3%) and 15(11.3%) were responded in strongly disagree, disagree, neutral, agree and strongly agree respectively with records of mean score value of 2.71 which is low. Training delivery method and techniques has to be designed in such a

way that helps the trainees to acquire the intended knowledge, skills and attitudinal change that in lined with trainees capabilities and its organizational objectives. With this regard Alipour (2009) states that among the cognitive and behavioral techniques, the behavioral methods /on-the-job training/ allow trainees to practice behavior in real or simulated fashion which is best for skill development and attitude change. But training delivery practice of the corporation was mostly off-the-job and outsourced trainings that mostly depend on the cognitive method or the concepts. From these points of view the corporation as a designing company requires to focus in-the-house training as it shows practical situations.

In summary of this training practice category, the overall aggregate mean value of the Corporation's scored as 2.93 which is low Zaidatol & Bageheri (2009). From this one can infer that the lesser qualities of training practice would produce the minimum results for the organization.

To triangulate the responses, sampled managers were asked whether they aware about the training practice. Accordingly, most of them agreed that every year training need assessment have been collected with training sections of each sectors. But four of the managers forwarded their view that sometimes trainees sent for trainings on randomly bases in order not to miss the chance.

From this disparate opinions the researcher deduce that, training need analyses has not been undertaken scientifically that embraced the three levels of organizational, individual and task levels in order to select and assign trainees for specific trainings that helps to fill the gap, as a result training practice of the Corporation become inadequate and ineffective.

4.3.3: Evaluation of Training Programs Effectiveness

The Evaluation of training Programs were concerned with the determination of change in trainees' behavior and the change needed in the organizational advancements (Tyson and York, 2000).Organizations may select different models to assess and evaluate the effectiveness of training programs.

This section as the main areas of the research, strives to assess training programs effectiveness by applying the renowned Kirkpatrick's Training Programs Evaluation Model (Reaction, Learning, Behavior and Result) that been recognized by many scholars. Accordingly, collected data from employees will be discussed and analyzed in subsequent tables as follows.

Table 8: Reaction as Criterion to Evaluate Training Programs Effectiveness

Statements		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
The training program settings were appropriate to attend the training.	SD	9	6.4	6.8	6.8	3.77	3.41
	DA	12	8.5	9.0	15.8		
	N	16	11.3	12.0	27.8		
	A	59	41.8	44.4	72.2		
	SA	37	26.2	27.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The objective of the training program was dully communicated at trainings.	SD	7	5.0	5.3	5.3	3.71	
	DA	21	14.9	15.8	21.1		
	N	15	10.6	11.3	32.3		
	A	51	36.2	38.3	70.7		
	SA	39	27.7	29.3	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The trainers/facilitators have subject matter expertise and training skills.	SD	10	7.1	7.5	7.5	3.10	
	DA	47	33.3	35.3	42.9		
	N	21	14.9	15.8	58.6		
	A	30	21.3	22.6	81.2		
	SA	25	17.7	18.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
Modules & different training materials were readily available on time.	SD	13	9.2	9.8	9.8	3.06	
	DA	45	31.9	33.8	43.6		
	N	19	13.5	14.3	57.9		
	A	33	23.4	24.8	82.7		
	SA	23	16.3	17.3	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				

Source: Questionnaire Survey Data, 2019

Evaluation of reaction level of trainees deals with the respondents reactions toward satisfaction of overall training environments. Here, respondents were asked their opinion whether training

Program settings were appropriate and 9(6.8%), 12(9.0%), 16(12.0%), 59(44.4%) and 37(27.8%) replied in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean score value of 3.77 which is moderate. From this one can distinguish that as the higher percent of the respondents 59(44.4%) replied in agrees that training institutions overall settings were enabled to handle trainings but still the sum of 27.8% of the respondents replied in negative and as a result some adjustments has to be made.

The researcher also sought the opinion of respondents whether objectives of the training programs communicated to trainees on the spot of the trainings and were replied with 7(5.3%), 21(15.8%), 15(11.3%), 51(38.3%) and 39(29.3%) in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 3.71. Here, the higher percent shows objective of the trainings has been communicated by the training firms. From this assertion the researcher construe that objective of trainings set by the training firms to be consulted with that of the trainees organization's training need which helps to fill the gap.

Respondents were required to forward their view whether trainers/facilitators have subject matter expertise and training skills. Accordingly, 10(7.5%), 47(35.3%), 21(15.8%), 30(22.6%) and 25 (18.8%) of the respondents were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 3.10 which is low. The majority of respondents 47(35.3%) replied their opinion in disagree and the aggregate sum of 58.6% from strongly disagree to neutral forward their view in unfavorable way.

After the data fed into SPSS software and revealed with negative result, the researcher wants to know the reason behind it. Even though, one couldn't know who of the respondents filled those negative values, the researcher randomly asked from those respondents by forwarding questions orally in a way that "what may be the reason if negative results happened?" Among their replies, training firms sometimes assign trainers/facilitators whom deficient in practically applicable experience of training skill, others may become lack of in-depth subject matter knowledge, some of the trainers affected in their carelessness's to the trainees inquiry at the training and also assigning of same trainer for different types of trainings which need each its own subject matter expertise.

Responses also sought from the respondents whether Modules & different training materials were readily available on time for every training session. The respondents' response were 13(9.8%), 45(33.8%), 19(14.3%), 33(24.8%) and 23(17.3%) in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean values of 3.06. The researcher comes to know from the discussion made with respondents that the reason for this negative reply could arise because of different reasons such as delay of printing, unarranged and lack of up to datedness, corrupted materials in providing training materials and also it lacks practical applicability at the trainees' organization.

In general, the reaction level of training evaluation portrays the aggregate mean value of 3.41 which is moderate.

Managers also interviewed whether the training Program settings were appropriate to attend the course, the objective of the training programs were clearly communicated, subject matter expertise and training skills of trainers/facilitators, availability of quality modules & different training materials at the trainings.

Accordingly, they replied in positive to almost to all items, but two managers from the technical processes and three managers of resources management service heads conform with that of employee respondents with that, trainers/facilitators subject matter expertise and training skills, and availability of quality training materials with training firms were not as to the trainees expectations, as most of the times the same trainers were assigned for different subject matter trainings.

In summary, to make the training effective, the reaction part of training provision necessitates improvements. With regard to this Hamblin (1974) state that reactions of trainees vary from training to trainings and has to be given due attention as what aspects of reactions were important at every program sessions.

Table 9: Learning as Criterion to Evaluate Training Programs Effectiveness

Statements		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
My knowledge and skill has developed that used for my present job as a result of the learning from the trainings.	SD	19	13.5	14.3	14.3	2.98	3.05
	DA	42	29.8	31.6	45.9		
	N	15	10.6	11.3	57.1		
	A	36	25.5	27.1	84.2		
	SA	21	14.9	15.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
My attitude toward the job has changed as a result of trainings, which I acquired at training center.	SD	7	5.0	5.3	5.3	3.32	
	DA	39	27.7	29.3	34.6		
	N	22	15.6	16.5	51.1		
	A	34	24.1	25.6	76.7		
	SA	31	22.0	23.3	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
I have built confidence and commitment from the training Programs at time of learning.	SD	20	14.2	15.0	15.0	2.96	
	DA	40	28.4	30.1	45.1		
	N	19	13.5	14.3	59.4		
	A	33	23.4	24.8	84.2		
	SA	21	14.9	15.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
I have learned from the training that has improved quality of my work.	SD	18	12.8	13.5	13.5	2.94	
	DA	44	31.2	33.1	46.6		
	N	19	13.5	14.3	60.9		
	A	32	22.7	24.1	85.0		
	SA	20	14.2	15.0	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				

Source: Questionnaire Survey Data, 2019

As shown in the above table 9, the researcher sought the respondents opinion whether knowledge & skill has developed in line to the job as a result of trainings. Accordingly, 19(14.3%), 42(31.6%), 15(11.3%), 36(27.1%) and 21(15.8%) were replied in strongly disagree, disagree,

neutral, agree and strongly agree respectively that scored at mean value of 2.98 which is low. Here, the higher percent 42(31.6%) of the respondents replied their disagreement with issue that affect trainees as they were not gain job related knowledge and skills.

To this end Hamblin, A. C.(1974) state that the most important aspects of learning in the training program is whether the trainees learned the required skills and knowledge used at job through the training for which it was intended to achieve and measures the trainee's KSAs that occur during or after training. In addition to data collected the researcher tried to dig the root cause for this response from the respondents through discussion, and the point was sometimes content irrelevance to the subject matter and focusing only to the theoretical parts made the training difficult to use and apply on the present job after the elapse of the training sessions.

Again, the respondents asked their opinion whether their attitude toward the job has changed as a result of trainings and replied with 7(5.3%), 39(29.3%), 22(16.5%), 34(25.6) and 31(23.3) in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 3.32 which is low. To made attitudinal change, the skills and knowledge of the trainees towards the job has to be enhanced which were responded in disagree above.

Additional responses were sought whether confidence and commitment built from the training Programs at the time of learning and 20(15.0%), 40(30.1%), 19(14.3%), 33(24.8%) and 21(15.8%) were responded in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean score value of 2.96.It implies that trainees confidence and commitment emanates from the knowledge and skill gained in trainings, but considered unconstructive as it lacks inbuilt.

The researcher also seek another opinion of the respondents whether issues learned from the training help them improves quality of their work. The responses were 18(13.5%), 44(33.1%), 19(14.3%), 32(24.1%) and 20(15.0%) in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean score value of 2.94. It implies that the quality of work depends on skill acquired which is replied in negative by the respondents.

In general, the overall data collected for learning as criterion to assess training programs effectiveness scored at aggregate mean value of 3.05 which is low Zaidatol & Bageheri (2009). It implies that, employees learnt knowledge, skills, attitude, confidence and commitment as a result of the trainings were not as to the expectations of trainees to adapt it in their performances that in turn weaken the Corporation endeavors.

The researcher, as usual raised for those managers the second level of the Kirkpatrick's training program evaluation model called 'Learning level' consists of questions like:

Did knowledge & skills have developed in line with that of the present job, whether attitude has changed and quality of work improved as a result of learning from the trainings? At this level, all managers respond to learning in positive as whatever kinds of learning benefits oneself. But in line with that of the trainees present job, four of them tends to be neutral based on the fact that there was no evaluation yet carried out that helps to explain whether knowledge & skills have developed or attitudinal changes occurred to employees as a result of trainings or not.

Table 10: Behavior as Criterion to Evaluate Training Programs Effectiveness

Statements		Freq uency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
The training programs helped to adopt new working methods and techniques based on acquired skills and knowledge from the trainings.	SD	16	11.3	12.0	12.0	2.70	
	DA	57	40.4	42.9	54.9		
	N	23	16.3	17.3	72.2		
	A	25	17.7	18.8	91.0		
	SA	12	8.5	9.0	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The competencies I have obtained through training help me in performing my present job effectively.	SD	16	11.3	12.0	12.0	2.89	
	DA	47	33.3	35.3	47.4		
	N	23	16.3	17.3	64.7		
	A	30	21.3	22.6	87.2		
	SA	17	12.1	12.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The training materials were practically applicable and useful to accomplish my job.	SD	23	16.3	17.3	17.3	2.86	2.86
	DA	44	31.2	33.1	50.4		
	N	18	12.8	13.5	63.9		
	A	25	17.7	18.8	82.7		
	SA	23	16.3	17.3	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The trainings have positively influenced on my behavioral change related to the job.	SD	18	12.8	13.5	13.5	2.99	
	DA	39	27.7	29.3	42.9		
	N	26	18.4	19.5	62.4		
	A	26	18.4	19.5	82.0		
	SA	24	17.0	18.0	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				

Source: Questionnaire Survey Data, 2019

As it can be seen from the above table 10, respondents were sought for their replies whether the training programs helped them to adapt new working methods and techniques on their job based

on acquired skills and knowledge from the trainings. Accordingly, 16(12.0%), 57(42.9%), 23(17.3%), 25(18.8%) and 12(9.0%) were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively scored at mean value of 2.70 which is low. The majority 57(42.9%) of the respondents replied in disagree. From this assertion one can understand that the trainings couldn't produce and help transfer new skills on to their present job that in turn hurt the organization efforts.

Additional replies has been sought from the respondents whether competencies they have obtained through training help them in performing their present job effectively, and replied with 16(12.0%), 47(35.3%), 23(17.3%), 30(22.6%) and 17(12.8%) in strongly disagree, disagree, neutral, agree and strongly agree respectively and scored at mean value of 2.89. Here, competencies include knowledge skill and attitudes were uncomfortably responded by the trainees that have adverse effect on both employees and the organization.

The researcher required responses from the respondents whether training materials were practically applicable and useful to accomplish their present job. Accordingly, 23(17.3%), 44(33.1%), 18(13.5%), 25(18.8%) and 23(17.3%) were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively recorded with mean value of 2.86.

In addition to data collected the researcher tried to dig the root cause for this response from the respondents through discussion, and the point was training firms mainly focus on concepts and theoretical parts which is difficult to be used to apply on the present job but could be used as further in put in the lifelong times.

The researcher again looked-for respondents response whether trainings have positively influenced on their behavioral change related to the job and responded with 18(13.5%), 39(29.3%), 26(19.5%), 26(19.5%) and 24(18.0%) in strongly disagree, disagree, neutral, agree and strongly agree respectively and scored at mean value of 2.99 which is low. The majority of respondents have replied in disagree.

From this one could deduce that unless trainings positively influence the behavior of trainees it produces null to the organization.

In summary of the respondents' response, all assessors of behavior instruments stated in the questionnaire came up with disagree with aggregate mean value of 2.86 which is very low. It implies that trainings given by the corporation rarely influence behavior of trainees.

As noted earlier, managers of the Corporation's lend their hands to respond to interviews and replied their response to the third training evaluation model called 'Behavior', consists of questions alike that of employees such as: Whether training programs helped to adopt new working methods and techniques based on acquired skills and knowledge from the trainings, were competencies obtained through training help in performing their present job effectively, and whether training materials were practically applicable used in changing behavior of the trainees. Accordingly, managers again give their opinion that, as behavioral change depends on KSAs, and if this properly measured one could clearly state about behavioral changes of trainees occurred as a result of trainings.

The researcher deduce from the above responses that, trainings given by the corporation hardly influence behavior of trainees that hurt both employees and the organization. In line with this, Jain and Saakshi (2005) pointed out that the purpose of training is to achieve a change in the behavior of those trained employees and to enable them to do their jobs effectively, unless it's all round wastage.

Table 11: Result as Criterion to Evaluate Training Programs Effectiveness

Statements		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Aggregate mean
The training program improved service delivery of the corporation.	SD	8	5.7	6.0	6.0	2.86	2.82
	DA	52	36.9	39.1	45.1		
	N	36	25.5	27.1	72.2		
	A	24	17.0	18.0	90.2		
	SA	13	9.2	9.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
Corporation's qualities of work and customer satisfaction have been increased as a result of trainings.	SD	24	17.0	18.0	18.0	2.59	
	DA	49	34.8	36.8	54.9		
	N	31	22.0	23.3	78.2		
	A	15	10.6	11.3	89.5		
	SA	14	9.9	10.5	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
The training has enhanced my morale and attitude toward the job that directly attributed to the corporation's goals.	SD	14	9.9	10.5	10.5	3.01	
	DA	45	31.9	33.8	44.4		
	N	18	12.8	13.5	57.9		
	A	38	27.0	28.6	86.5		
	SA	18	12.8	13.5	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				
I've effectively applied competencies learned during training on my job that explicitly benefits to the corporation.	SD	19	13.5	14.3	14.3	2.82	
	DA	43	30.5	32.3	46.6		
	N	27	19.1	20.3	66.9		
	A	31	22.0	23.3	90.2		
	SA	13	9.2	9.8	100.0		
	Total	133	94.3	100.0			
	Missing	8	5.7				
Total		141	100.0				

Source: Questionnaire Survey Data, 2019

As we move from level one to level four of the Kirckpatrick's model of training programs evaluation, the evaluation process become more difficult and time-consuming. However; this higher levels provide crucial information that is of increasingly significant value. Perhaps the most frequently type of measurement is Level-one reaction as it is the easiest to measure, yet it provides the least valuable information. In this regard, kirickpatrick (1996) states measuring

results needs budget and time that often considerably more difficult than other evaluation criteria, thus it is conducted less frequently, although it yields the most valuable information.

Having the above notes about the evaluation of training outcome, the researcher sought opinion of the respondents whether the training programs improved service delivery of the Corporation. Accordingly, 8(6.0%), 52(39.1%), 36(27.1%), 24(18.0%) and 13(9.8%) replied in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 2.86. The majority of the respondents 52(39.1%) were replied their response in disagree. This implies that, the targeted outcome and goals were accomplished because other engagements rather than delivered trainings, but cost. Moreover, the aggregate sum of the respondents' from strongly disagree, disagree and neutral added to SPSS's Cumulative Percent of 72.2% shows the threat that the Corporation owes and needs critically consideration as this level of evaluation gives high values.

The respondents again asked their opinion whether Corporation's qualities of work and customer satisfaction have been increased as a result of trainings. Accordingly, 24(18.0%), 49(36.8%), 31(23.3%), 15(11.3%) and 14(10.5%) were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean score value of 2.59. This higher percent of disagreement with respondents' response shows the risk that the Corporation has to resolve by revising the customary ways of doing training provisions. In line to this the assessment of customer satisfaction survey undertaken at the corporation level in 2017/18 using different evaluation criteria in which provision of training become as one of the ingredients reported as 60%. Here, the researcher deduce that if trainings were designed in a way that aimed to change behavior of the employees the degree of customer satisfaction to be incremental than the stated percentile.

As shown in the above table 11, the researcher wanted to know the respondents' opinion whether the training has enhanced their morale and attitude toward the job that directly contributes to the Corporation's goal. Accordingly, 14(10.5%), 45(33.8%), 18(13.5%), 38(28.6%) and 18 (13.5%) were replied in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 3.01. The more percent 45(33.8%) of the respondents replied in disagree. Among sub questions under the result evaluation this criterion got some how the higher mean value as a result of the moral issue the trainee gained when sent for any trainings for which he/she obtains

training certificate that increase 1 point (per each training certificate) for promotion purposes in the corporation as per Article 3.7.1 of the Corporation's Recruitment, Promotion and Transfer manual (2017).

As usual, the researcher asked the respondents opinion whether they effectively applied competencies acquired during training on their job that explicitly benefits to the Corporation. Accordingly, 19(14.3%), 43(32.3%), 27(20.3%), 31(23.3%) and 13(9.8%) were responded in strongly disagree, disagree, neutral, agree and strongly agree respectively with mean value of 2.82. The majority of respondents were replied in disagree and correspondingly, the aggregate sum of the respondents from strongly disagree, disagree and neutral counted to cumulative Percent of (66.9%) exposed that execution of training Programs deviates from being assumed as investment than cost to the organization.

As seen from the table, the result evaluation category revealed the overall aggregate mean value of 2.82 which is very low as per Zaidatol & Bageheri (2009) that implies continuous and crucial improvement to be carried out to overcome those shortcomings.

Managers asked based on the fourth level of Kirckpatrick's model of training Program evaluation called 'Result' by raising questions whether training program improved service delivery and customer satisfaction, enhanced morale and attitude as a result of trainings that explicitly benefits to the Corporation. They replied this part on generalization assumptions as training improves the qualities of work. However, they propose that unless pre-training and post training evaluation measured and the effect identified, one can't explicitly explain about the up-to-datedness of employees' knowledge, skills and attitudes as a result of trainings and also changes at the corporation level.

In general based on the above data and responses of the respondents, the researcher contend that execution of training Program deviates from being assumed as positive return on investment than cost to the organization.

In addition to the primary data, the researcher looked into Corporation's documents and come up with that training and development staffs were used to evaluate training Programs, while the evaluation focused mostly on the reaction and rarely include learning level of the above stated model by disregarding the most important, the behavior change of employees and the result

outcome of the training at the Corporate level. Accordingly, the secondary data collected about the reaction of trainees participated on different trainings were evaluated as moderate by the researcher.

Moreover, based on the data gathered from both employee respondents through open ended questions attached to the end part of close ended questionnaires and responses from interviewed managers, the strengths and weakness of the Corporation in relation to training Programs were listed and summarized here under.

Strengths

- ✓ Allocation of budget for the training programs.
- ✓ Established Research, Laboratory and Training Center.

Weakness

- Most frequently trainees were selected randomly not focused on gap analysis, as a result same employees repeatedly selected for different trainings.
- Lack of well-designed training program evaluation mechanisms.
- Absence of scientifically undertaken gap analysis practice in the Corporation.
- Employees whom have high work load were not sent for the trainings.
- Lack of knowledgeable and experienced expertise to conduct training program evaluation and impact assessments.

CHAPTER FIVE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of major findings, conclusions and recommendations for the problems or gaps identified in the research topic Assessment of Training Program Effectiveness of Ethiopian Construction Design and Supervision Works Corporation will be presented.

5.1 Summary of Major Findings

Based on the analysis of collected data the following major findings have been presented.

- ✧ The study shows that the Corporation's training policy was moderately aligned with its organizational business objectives. It implies that most of the respondents have awareness about the issues, but lacks enforcement as per the stipulated policy.
- ✧ Training practice of the Corporation such as training need assessment, training design and training delivery were scored low aggregate mean value which is negative. Among others the reasons the trainings were awarded randomly rather than based on employees' gap was one of the major defects.
- ✧ The study indicates that trainees' perception at the training was moderate. However, assignment of improper trainers/facilitators and lack of timely availability and applicable training materials at the training firms were mentioned in dissatisfaction.
- ✧ At learning level of training programs evaluation, the study shows that the respondents' response aggregate mean value was low. Among others, content irrelevance and assigning of same trainers to carry out different trainings in which each kinds of training necessitates its own subject matter expertise and knowledge wise as well as training skills capability.
- ✧ The significance of training is its transferability to on the job. However, the study portray that the majority of respondents' response were forwarded in negative as most trainings lacks practical applicability and produce poor transferability of training on to the actual job.
- ✧ The finding also demonstrate that, the outcome expected from the trainings become diminished and were recorded as negative in the respondents response that adversely affect the overall accomplishments of the Corporation.

5.2 Conclusions

Based on the findings of the study the following conclusions have been drawn:

- The Corporation's training policy was moderately aligned with its organizational business objectives. It needs enforcement as per the stipulated policy.
- Training practice of the Corporation was evaluated ineffective. Among others, training procedures were not followed consistently in the corporation in an organized way; as a result trainings were awarded randomly rather than based on employees' gap. Even though there is a training policy, but mostly it didn't applied on training practices. There was no critically evaluation of trainings before awarded to decide whether the training is value adding or not to the corporation.
- Perception of trainees' at the trainings was seen at moderate. Preparation of training settings responded in a positive way, but assignment of trainers/facilitators and provision of applicable training materials at the training firms have been reported negatively that necessitates improvements.
- Finding of the study pin out that content irrelevance to the trainings and assigning of same trainers to carry out different trainings and trainers less experience to practical attachments with the training they instructing has been discovered as deficient that needs adjustments.
- Most trainings lacks practical applicability and produce poor transferability of training on to the actual job that produce insignificant value with behavioral changes. As Hamblin (1974) states, the significance of training is its transferability to on the actual job.
- The outcome/results expected from the trainings become weakened that poorly affect the overall accomplishments of the Corporation. The result conditions of the trainees that cumulatively seen at the corporate level in fulfilling service delivery and customers' satisfaction tend to be low.

In general, Corporation's training execution and training program evaluation level witnessed almost below the average, especially, on those very beneficial training evaluation levels of behavioral and the result evaluation levels (not following the right training program evaluation model) and problems in identifying the right trainee and the real performance gap were the major areas of the problems to be cited, Hence, to overcome those problems the researcher forward the following suggestion and recommendations.

5.3 Recommendations

Based on the findings and conclusions, the following suggestions have been forwarded and call for the attention of other researchers for additional in-depth research on the topic in the future.

- ✓ Employees' awareness of the organization's training policy and its strategic objective has an immense contribution to effectively use their skill and knowledge towards achieving the intended goal. Therefore, the Corporation better to focus on rendering awareness about the issue to the large population of its employees. Moreover, the corporation highly needs to reinforce that, training programs to be prepared and executed in line with the training policy, and only based on the gap assessments.
- ✓ A continuous training need analysis enables to know the problematic area and employee's skill gaps. Therefore, the Corporation better to review and conduct procedural ways of training need analysis at the organizational level, task level and at individual level by involving employees in identifying their training needs and use different appropriate techniques such as recorded performance evaluation reports, questionnaires, interviews, and observations to address the individual as well as organizational problems. Moreover, trainee selection policies and procedures has to be applied consistently in placed.
- ✓ The Corporation better to follow a clear and transparent trainees and trainer selection procedures to select the right candidate for the right training at the right time and follow its practicality consistently. In addition to this, criteria for evaluation of trainings before awarded to decide whether the training is value adding or not has to be prepared at the corporate level.
- ✓ Most of trainings delivered for the corporation employees were outsourced /Off-the-job/ trainings that has been yield benefits of below average. Hence, the Corporation being not fully ignoring off-the job training methods, as its main focus areas were designing and supervision of huge projects, better to adapt on in-house trainings , experience sharing with seniors and knowledge transfer trainings based on practically executed projects. Moreover, whenever both off –the- job and on- the- job trainings implemented, per- test and post- test has to be in placed in order used for future reference to set valuable objectives and used as a base for measuring the result or impact assessment.

- ✓ As information gathered from the respondents shows that, the Corporation didn't yet has been given due attention for the training programs behavior (performance) and result evaluation. According to Donald Kirkpatrick (1994), the model consists of the four training evaluation levels (i.e. Reaction, Learning, Behavior change and Results) are highly important for measuring the training programs effectiveness especially the behavior and the result parts. Hence, the Corporation better to apply the model on regular basis instead of only assessing the immediate reaction of trainees.
- ✓ Moreover, as much as possible, the Corporation better to have some involvements on the reviews of the contents of trainings and training materials delivered with training firms to help employees later used the materials as a reference on their actual job through which learnt transferred to the practical accomplishments.
- ✓ Finally, capacity of training experts needs to be updated periodically as to help them evaluate training programs effectiveness on continuous bases to assist the corporation's effort that in turn benefits the corporation in deciding on additional trainings.

5.4 Limitation and Implications to Further Research

From the sampled target population some questionnaires were not responded at all and other respondents also lag in time to respond the questionnaires timely as to be used immediately for the intended purpose. Budget and time constraints also one of the limitations to gather additional data from the Corporation's project offices out of Addis Ababa and from other similar Corporations experience that to be included in the study, but the researcher of this thesis confined only with data of single Corporation of the case company. Hence, considering all the above limitations, I forward for further additional research to come up with the most and valuable generalization on the subject matter of the topic under study.

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APPENDICES

Appendix I: Questionnaires to be completed by Employees:

**SAINT MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS OF BUSINESS ADMINISTRATION
QUESTIONNAIRE TO BE FILLED BY STAFFS**

Dear Respected Respondents,

The purpose of this study is to assess the Effectiveness of Training Programs in Ethiopian Construction Design and Supervision Works Corporation. This questionnaire is meant to secure relevant data on short term training Programs undertaken by the Corporation to its staffs. It's believed that your invaluable support in responding to the questions raised is paramount importance to the success of the study. Besides, your responses will be kept strictly confidential and used only for academic purpose.

This questionnaire contains two parts: Part one consists demographic of the respondents and part two entails opinion related to training Programs. Please note that writing your name is not required and filled on voluntary base.

Thanks in advance for your time.

Part I – Demographic of the Respondent

Instruction: Please Put Your Tick Mark On Your Response []

1. Gender: Male [] Female []
2. Age Range: Less than 30 [] 31-40 [] Above 40 []
3. Educational level: Masters degree [], First Degree [], Diploma [], Certificate & others []
4. How long have you work with the Corporation and its sectors?
Less than 2 years [] 2 to 5 years [] More than 5 years []
5. How many times did you participate on formal trainings with in the last three years?
Only Once [] Two times [] Three times [] Four times and more []

For more information: Gelana Daba , Mob. 0912058634

Part II Opinion Related to Training Programs

Please read each statement carefully and show the level of your agreement on the statements by inserting tick (✓) in the boxes against each rating scale. The rating scale represents your level of agreement as follows: 5=Strongly agree (SA), 4= agree (A), 3=Neutral (N), 2= disagree (DA), 1=Strongly disagree (SD).

2.1 Alignment of Training Policy with Strategic Objectives

Statements	Level of agreement				
	SA (5)	A (4)	N (3)	DA (2)	SD (1)
The Corporation's strategic objective and its training policy were clear and communicated.					
The training programs were conducted with consideration to meet Corporation's Strategic Objectives.					

2.2 Training practice of the Corporation

Item	Statements	Level of agreement				
		SA (5)	A (4)	N (3)	DA (2)	SD (1)
TNA	The training Programs were directly based on performance gap identified by training need analysis.					
Objective	For each training Programs clear and achievable objectives were set.					
Design	Trainings were designed with adequate facilities and training material intended to benefit trainees practically applied on their present job.					
Delivery	The training delivery techniques were aimed to enhance the skills of trainees to achieve training objectives.					

2.3 Evaluation of Training Program Effectiveness

2.3.1 Reaction of Trainees to the Training Programs:

Statements	Level of agreement				
	SA (5)	A (4)	N (3)	DA (2)	SD (1)
The training Program settings were appropriate to attend the course.					
The objective of the training program was clearly communicated.					
The trainers/facilitators have subject matter expertise and training skills.					
Modules & different training materials were readily available on time and used practically.					

2.3.2 Learning: Knowledge, Skill and Attitude acquired at training center.

Statements	Level of agreement				
	SA (5)	A (4)	N (3)	DA (2)	SD (1)
My knowledge and skill has developed that used for my present job as a result of the learning from the trainings.					
My attitude toward the job has changed as a result of acquired trainings.					
I have built confidence and commitment from the training Programs at the time of learning.					
I have learned from the training that qualifies and improved quality of my work.					

2.3.3 Behavioral change on the actual job.

Statements	Level of agreement				
	SA (5)	A (4)	N (3)	DA (2)	SD (1)
The training programs helped me to adopt new working methods and techniques based on acquired skills and knowledge from the trainings.					
The competencies I have obtained through training help me in performing my present job effectively.					
The training materials were practically applicable and useful to accomplish my job.					
The trainings have positively influenced on my behavioral change related to the job.					

2.3.4 Result: Outcome gained as a consequence of Training Program.

Statements	Level of agreement				
	SA (5)	A (4)	N (3)	DA (2)	SD (1)
The training program improved service delivery of the Corporation.					
Corporation’s qualities of work and customer satisfaction have been increased as a result of trainings.					
The training has enhanced my morale and attitude toward the job that directly attributed to the Corporation’s goal.					
I’ve effectively applied competencies learned during the training on my job that explicitly benefits to the Corporation.					

Please may you comment and write any feelings of yours about the training Programs effectiveness and activities of the Corporation.

Strengths: -----

Weaknesses:-----

Improvements Needed:-----

You can use additional paper and attach it, if necessary.

Appendix II: semi-structured Interview Questions

St. Mary's University
School Of Graduate Studies
Department Of Business Administration
Unstructured Interview Questions

Dear Respected Managers,

This interview is designed to collect information on thesis topic “Assessment of training programs effectiveness at ECDSWC. Furthermore, it valuably contribute towards the fulfillments the researcher’s Master’s Degree in Business Administration /MBA/. In this regard, your valuable support in responding to the questions raised is of paramount importance to the successfulness of the study. Hence, I kindly request you in all regards to give this an interview at your best level of knowledge. The accuracy of the information you provide determines the ultimate reliability of the study. I kindly assure you that our issues of discussion will be kept strictly confidential and will only be used for academic purpose.

I would like to thank you in advance for your kind cooperation and precious time.

Thank You,

Gelana Daba: Mob. 091205 8634

Interview questions

- 1 To what extent the organization training programs are linked with the organization Strategic Objectives?
2. How effective and efficient is training program carried out at the Corporation?
3. What factors to be considered in conducting a training need analysis effectively undertaken?
4. How well informed are the trainees about the training objective?
5. How does the corporation design the training programs?
6. Is there a clear trainee and trainer selection criteria? If so, what are the major criteria?
7. Which training methods are mostly applied in the corporation? Why?
8. Do you believe that trainees properly apply what they have learned on their actual job?
9. Does company own evaluation mechanism to assess training program effectiveness?
10. What is your suggestion to improve the current situation with regards to training program evaluation in your organization?

Appendix III: Preliminary Survey Interview Questions


- 1) Is adequate training given in the organization in line with the objective of ECDSWC?
- 2) How many times you have been participating in formal short term trainings?
- 3) Are given trainings meet their purpose effectively, specifically to yourself skill and for the company?
- 4) Please mention reasons /factors/ contribute for ineffectiveness of training in the organization in general.
- 5) As your assumption, what major issues contribute for the training to become effective in the case company?
- 6) Could you mention some points whether Management of the company deals with training issues during each annual planning, monthly and quarterly evaluation attentively as to the level used to pass remedial actions?
- 7) How do you mention the satisfaction gained being trained those specific trainings assigned to you? Was it productive or not. Why?
- 8) Please, may you add any ideas in which trainings had been positively or negatively influenced goal and objective of the company?

Note :

The above questions were distributed and replied collected from:

- 4 Resources Management Services
- 4Engineering process EOs
- 6 HRD team Leaders
- 3 Senior Experts from support processes
- 3 Senior Experts from Engineering processes

Appendix IV: Training Need Assessment Form


	Company Name: □□□□□□ □□□□□□□□□□ □□□□□ □□□□□□ □□□□ □□□□□□□□		
Ethiopian Construction Design & Supervision Works Corporation			
ስልጠና ፍላጎት ዳሰሳ/ Training Need Assessment	Document No: OF/ECDSWC/0943	Issue No. 1	Page No. 1 of 1

Sector/ Center _____

Process/Sub process/Unit _____

S/ N	Job Positions/Title (Target Group)	Observed Competency Requirements/Gap	Identified Training Need (Please specify training title/ course)			Identified Awareness Need
			On-the Job Training	Number of Participants	Convenient Training Months	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Appendix V: Trainees Feedback Collection Form

	Company Name: _____ □□□□□□ □□□□□□□□□□ □□□□□ □□□□□□ □□□□ □□□□□□□□
Ethiopian Construction Design & Supervision Works Corporation	
የሰልጣኞች ግብረ-መልስ/ Trainee Feedback	Document No: OF/ECDSWC/0948 Issue No: 1 Page No: _____

(ይህ መጠይቅ የሰልጠናውን ውጤታማነትን ለመገምገምና ቀጣይነት ያለው መሻሻልን ለመፍጠር ይረዳ ዘንድ የሰልጠና ተሳታፊዎችን ግላዊ አስተያየት ለመቀበል የተቀረፀ ነው። ስለዚህ ከዚህ በታች በተዘረዘሩት መጠይቆች አንጻር ያልዎትን አስተያየት በግልጽነትና ታማኝነት እንዲሰጡን እንጠይቃለን።)

This feedback form is designed to get personal feedback from training participant's in order to evaluate the effectiveness of the training and enable continual improvement on training delivery. Therefore, you are kindly requested to give frank and honest response to the following questionnaires.

NAME OF TRAINER: _____

TRAINING TITLE: _____

TRAINING /COURSE DURATION: _____

1. አሰልጣኙን የሚመለከት/CONCERNING THE TRAINER(S)

ማስታወሻ/Note: ምርጫዎን በ (√)ያመልክቱ/ Indicate Your Choice with (√) Mark

የመገምገሚያ መስፈርት/ Evaluation Criteria	ጥሩ/ Good	በጣም ጥሩ/ Very Good	ደካማ/ Poor	በጣም ደካማ/ Very Poor
1.1 አሰልጣኙ በስልጠና ርእሱ ያለው ክህሎት/ Trainer's Knowledge of the subject matter				
1.2 የማቅረብ ብቃት/ Presentation of the subject matter in the language of instruction				
1.3 የሰልጠና መርጃና ተጨባጭ ምሳሌዎችን የመጠቀም ብቃት/ Appropriate use of available and relevant instructional materials				

1.4 ለርዕሱ የተሰጠ ጊዜ/ Given time for each topic				
1.5 የስልጠና ሰነድ ይዘትና ግልጽነት/ Clarification of the training material				

2. ሥልጠናውን የሚመለከት/CONCERNING THE TRAINING/COURSE

2.1. ስልጠናው ምን ያህል ፍላጎትዎን አርክቷል?/To what extent did the training meet your expectation?ከፍተኛ/High አጥጋቢ./Satisfactory)

ዝቅተኛ/Low

2.2. የስልጠናውን ጠንካራ ጎን ይግለፁ:: /Identify any positive aspects of the training_____

2.3. የስልጠናውን ደካማ ጎን ይግለፁ:: /Identify any negative aspects of the training_____

2.4 ስልጠናው ምን ተጨማሪ ርዕስ እንዲያካትት ይፈልጋሉ?/What additional topics do you want to be included in the training?

2.5 ተጨማሪ አስተያየት ካለዎት ይግለፁ:: /Additional comments, if any,

እና መሰግናለን/Thank you!

DECLARATION

I, the undersigned, declare that this thesis report is my original work. All sources of materials used for thesis have been duly acknowledged. I further confirm that the thesis has not been submitted for examination elsewhere or for an award of any other degree.

Name

Signature

St. Mary's University, Addis Ababa

July, 2019

ENDORSEMENT

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

Shoa Jemal (Asst. Prof.)
Advisor

Signature

St. Mary's University, Addis Ababa

July, 2019