



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

**PRACTICES AND CHALLENGES OF EMPLOYEES' TRAINING PROGRAM AT
MINISTRY OF INNOVATION TECHNOLOGY/MINT/.**

BY: GETANEH YILMA ENGIDA

**JANUARY 2020
ADDIS ABABA, ETHIOPIA**

**PRACTICES AND CHALLENGES OF EMPLOYEES' TRAINING PROGRAM AT
MINISTRY OF INNOVATION TECHNOLOGY/MINT/.**

BY: GETANEH YILMA ENGIDA

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSTY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION.**

JANUARY 2020

ADDIS ABABA, ETHIOPIA

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

**PRACTICES AND CHALLENGES OF EMPLOYEES' TRAINING PROGRAM AT
MINISTRY OF INNOVATION TECHNOLOGY/MINT/.**

BY: GETANEH YILMA ENGIDA

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate studies

signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

DECLARATION

I, GetanehYilma Engida, hereby declare that this thesis work entitled, “Practices and challenges of employees’ training program at MINT” is submitted to St. Mary’s University, School of Business in Partial Fulfillment of The Requirement For The Degree Of Master’s In Business Administration is my original work, and has not been printed, published and submitted as a research work, thesis, or Publication in any form by any university in Ethiopia or abroad. Further I confirm that all the source of materials used for this study have been appropriately cited and acknowledged.

Signature _____

Date _____

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Business for examination with my approval as an advisor at the College.

Terefe Feyera (PHD)

Advisor

Signature and Date

DEDICATION

I dedicate this work to my family who are my joy whenever difficulty sets in and to my dearest Dad Yilma who took care of my financial problem, so I would be able to attend lectures without any worries and to my mother Tsehay Tessema for the encouragement and to my sibling Tagel Mitku for his support. May the Good Lord Richly Bless You All.

ACKNOWLEDGEMENT

I am grateful to God for seeing me through the MBA course. I dedicate this work to God Almighty. His Grace and Mercy has brought me this far. My deepest appreciation and thanks go to my advisor, Dr. Terefe Feyera for his guidance and constructive criticisms that helped me to improve this work from the beginning to the end.

I also want to thank the Human Resource Manager and staff of ministry of information and communication especially my colleagues in my department for their help and contribution towards the success of this work.

LIST OF ACRONYMS

MINT	MINISTRY OF INNOVATION TECHNOLOGY
NAD	NEITHER AGREE NOR DISAGREE

TABLE OF CONTENTS

DECLARATION.....	iii
DEDICATION.....	i
ACKNOWLEDGEMENT.....	ii
LIST OF ACRONYMS.....	iii
LIST OF TABLES.....	vi
Abstract.....	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Background of the organization.....	2
1.3 Statement of the problem.....	3
1.4 Objectives of the study.....	4
1.5 Research questions.....	4
1.6 Significance of study.....	4
1.7 Scope of the study.....	4
1.8 Operational definition of key terms.....	5
1.9 Organization of the study.....	5
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Strategic human resource development.....	7
2.3 Overview and definitions of training.....	7
2.4 Career development.....	8
2.5 Education.....	9
2.6 Employee performance.....	9
2.7 Training process.....	10
2.7.1 Training and development objectives.....	10
2.7.2 Determining training needs.....	10
2.7.3 Training objectives and plans.....	11
2.7.4 Designing training and developing program.....	11
2.7.5 Methods and techniques of training.....	12
2.7.6 Carrying out the training.....	12
2.8 Evaluation of training program.....	16
2.9 Benefits of training.....	17
CHAPTER THREE: METHODOLOGY.....	19
3.1 Introduction.....	19
3.2 Study Design.....	19

3.3 Study approach	19
3.4 Targeted population, Sample size and Sampling technique.....	19
3.4.1 Target population.....	19
3.4.2 Sample size.....	20
3.4.3 Sampling techniques	21
3.5 Source of data.....	21
3.6 Administration of the instruments	21
3.7 Data analysis.....	21
3.8 Validity and Reliability.....	22
3.8.1 Validity.....	22
3.9 Ethical consideration	22
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS	23
4.1 Response Rate.....	23
4.2 Response to questionnaires	24
4.3 Response to interviews.....	28
4.3.1 Selection for training	29
4.3.2 Relationship between training and employee performance	29
4.4 Challenges of the training programmes of MINT.....	29
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION.....	31
5.1 Summary of major findings	31
5.2 Conclusions.....	33
5.3 Recommendations	33
5.4 Suggestion for future research.....	34
References.....	36
Appendix A: Questionnaires	i

LIST OF TABLES

TABLE 1:RESPONSE RATE.....	24
TABLE 2: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS	24
TABLE 3 TRAINING PROGRAMS AND NATURE AT MINT.....	26
TABLE 4 EMPLOYEES ATTITUDE REGARDING TRAINING AT MINT.....	27

Abstract

The purpose of this study was to assess practices and challenges of employees' training program at ministry of innovation technology/MINT/. The study was guided by the following research questions; what are the training programs of MINT? What is the level of challenges employees faces regarding training at MINT? What is the level of employees' motivation at MINT? The scope of this study was focused on the 117 sampled employees who are willing to fill the questionnaire. It could better if all employees included in the research. But because of time and resource constraints the researcher chooses only the 117 employees. purposive sampling was used to select staff for the study. A questionnaire was used to collect primary data from employees of MINT. A personal interview was held with the human resource manager as well as the training manager of MINT. Data analysis was done using frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. The collected data was presented in the form of table to ensure easy understanding of the analysis. The study assessed Practices and challenges of training at MINT. The result showed that MINT has both on the job and off the job training programs and employees are well informed about the training and development programs. Every employee, no matter their educational background or level within the ministry had benefited from a training program. However, the findings revealed that training practice and methods at MINT are not handled systematically and comprehensively. For the organization to be able to meet the challenges of change as well as productivity there is the need to introduce other forms of training and development programs that can equally equip employees to perform better and achieve the desired result for the organization and themselves as well. it was recommended among other things, that the method involved in training should be duly followed to equip staff to perform better on the job.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The concept of training predates history; it is as old as man himself. Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his job well. Training and Development is a very important aspect of human resources management which must be embarked upon either proactively or reactively to meet any change brought about in the course of time. The rationale behind it is to web the job and the job-holder together to achieve the organizational objectives.

In an ever-growing competitive world, where organizations are always at competition with one another in terms of goods and services, there should be a link between the organizations business strategy and the training and development that it undertakes (Wilson, 1999). Therefore, an organization which combines its strategy and training and development is regarded as having a good business sense. Recruiting, retaining, training and developing the right and talented people give an organization a competitive edge over its competitors: this is what human resource management is about. It is therefore a great strategic concern to the organization how it manages it's people in order to develop their commitment and produce the best out of them for its benefit.

Wilson, (1999), states that "a range of organizational changes has contributed to providing circumstances making the development of Human Resource Management (HRM) both pertinent and possible". The provision of quality goods and services to customers of an organization has necessitated that the employees give out their best and that the organization can rely on their commitment. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs.

The quality of the human resource of an organization is essential to its success. Thus, every organization must seek to improve the quality of its workforce. One way of achieving this is through training. The importance of training can only be appreciated with a clear understanding of its direct impact on employee performance. An improvement in employee performance also leads to an improvement in the organization's performance.

The core strength of any organization comes from its employees. To develop and strength them, leads to a solid foundation for the organization's future, therefore a manager must continue to develop himself and also have a commitment to help his employees develop their full potential. The employees depend on the managers, and the organization depends on all of them for its success. Many researchers believe that, for organizations to maintain a competitive advantage they must focus on enhancing performance through a process of continual learning.

For these reasons' organizations are now focusing more on improved productivity from optimal human resource utilization and thus, investment in training and development with the ultimate goal to improve human productivity at both the macro and micro levels. Thus, employee training is becoming a necessity to every organizations; training enables them to carry out their roles and responsibilities efficiently and also learn new things, which will prepare them to take up higher responsibilities in the future. The amount and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance, new markets or new processes.

In the IT industry, human resources, skills and expertise are crucial assets that drive productivity and performance. This is because, as a technology and service industry, the service provided by MINT is delivered through its personnel. MINT personnel (human resource) stand for the service. The study therefore seeks to investigate the effect of training on staff performance at MINT.

1.2 Background of the organization

Ministry of innovation technology (MINT) is a governmental organization established per proclamation number 1097/2011 by merging together the former ministry of science and technology (MOST) and ministry of communication and information technology (MCIT) By the new prime minister Abiy Ahmed. Within this ministry there are five institutions the ministry coordinates. These are: -

- 1) Ethiopian Radiation Protection Authority
- 2) Ethiopian Space Science and Technology Institute
- 3) Ethiopian Biotechnology Institute
- 4) Institute of Technology and Innovation
- 5) Geospatial Information Institute

By merging the ministry of science and technology (most) and ministry of communication and information technology (MCIT) the so-called ministry of innovation and technology (MINT) is established. The major authority of science and technology minister (MOST) is based on the country's development direction expanding innovation work by preparing research and development programs and approving those programs and following its implementation and progress. Similarly, ministry of communication and information technology (MCIT) is established for effectively and efficiently implementing communication and information technology development policy. It was found important to merge these two ministries with the same and interdependent goal. This will create new capacity to effectively address its role in economic development by strengthening the sector of innovation and technology and developing a consistent policy and strategy.

1.3 Statement of the problem

Training is a learning process that fills the skill gap between job and job holder. In order to make an employee effective the employees should take the right kind of training at the right time in enough amount. Every organization needs to have well trained and experienced employees to perform their duties efficiently. MINT has training programs for its employees. The objective of the program is to improve both individual and organizational performance.

In the annual meeting of the organization held in July 2018 in which the researcher participated showed that every employee no matter their educational background or level within the ministry had benefited from a training program. But the employees complained about the issue of not taking the right kind of training based on their needs. which shows the training management system is not handled systematically and comprehensively. MINT provides a lot of training programs to its employees. However, the programs focus on a few areas of training methods. The organization also does not use the job rotation method to train staff to be well equipped with various functions in the organization, thus, most employees have remained on one schedule for years without any job rotation. Considering the competitive nature of the IT industry, there is the need to practice effective training management system to equip staff with the needed skills to be able to function effectively and efficiently.

Therefore, the study assesses Practice and challenges of Employees' training Program at MINT.

1.4 Objectives of the study

The general objective of the study is to assess Practices and challenges of training at MINT. But specifically, it has the following objectives;

1. To assess training needs at MINT
2. To assess existing training programs in MINT
3. To assess challenges employees, face regarding training programs at MINT
4. To assess employees' motivation after training sessions.

1.5 Research questions

This study was therefore designed to answer the following questions.

1. What are training needs at MINT?
2. How effective are the training programs of MINT?
3. What is the level of challenges employees faces regarding training programs at MINT?
4. What is the level of employee's motivation regarding training programs at MINT?

1.6 Significance of study

The IT industry in ETHIOPIA has seen phenomenal growth, with new entrants in the IT scene since 2007. Thus, the IT industry has become fierce; This work will help:

- explore the best training methods and processes available to optimize employee performance.
- it will also help identify the lapses in the training management systems used by MINT.
- its findings will provide data for further research in training not only at MINT but also in another IT company in Ethiopia.

Employees are investment centers and not cost centers and they are tools through which organizations can achieve their goals and targets. This will therefore enable the company derive optimum results from its employees by improving upon training management systems.

1.7 Scope of the study

This study assesses Practices and challenges of training program limited to MINT headquarter. Theoretically training is not the only factor that affects employee's performance. There are many other factors which affect employee's performance for instance employee's personal problem, organizational culture the uncomfortableness of the organization location for transportation, the distance of employee's residential area from the employees work place.... etc. not taken under

consideration that it may unnecessarily broaden the scope. The study samples and takes 117 employees of MINT it could be better to use all 275 employees as a sample or using census sampling. But to cope up with time and resource constraints the study includes only 117 employees who are willing to fill the questioner.

1.8 Operational definition of key terms

Training: can be defined as a systematic development of the knowledge, skills and behavior required by employees to do adequately on conducted task or job. (Shaheen, Naqvi & Khan, 2013)

Motivation: Viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner&Kinicki, 2006)

Employees performance: This is the measure of output in relation to the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Saeed&Asghar, 2012).

1.9 Organization of the study

This study is organized into five chapters. The first chapter introduces and outlines the background to the study. It states the research problem and gives the objectives of undertaking the study. It also gives the scope and expected limitation to the study. Chapter two reviews the current literature of the study. Chapter three discusses the methodology of the study. It discusses the methods that were employed for analyzing the survey results gathered during the study. Chapter four, deals with the results as well as the data analysis of the findings. Chapter five is the summary, conclusions and recommendations of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the theoretical context in which the research is situated. Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his or her job well. An aspect of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. According to (Krietner, 1995), it's been shown that employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of worker output. The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do.

2.2 Strategic human resource development

Strategic Human Resource development cited in (Armstrong, 2002), is the identification of needed skills and active management of learning for the long-range future, in relation to explicit corporate and business strategy. A later definition was provided by Walton (1999) as cited by Armstrong, (2002), as follows: Strategic Human Resource Development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competencies they require to undertake current and future tasks required by the organization. It is clear that the fundamental aim of Strategic Human Resource Development is to enhance human resource capability of the organization, proactive management of people and it requires thinking ahead, and planning ways for a company to better meet the needs of its employees, and for the employees to better meet the needs of the company.

2.3 Overview and definitions of training

Training and development play an important role in the effectiveness of organizations and to the experiences of people at work. Training has implications for productivity, health and safety at work and personal development, therefore all organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development.

According to Cole, (2002), training is a learning activity which is directed towards the

acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, investment in training and development is regarded as good management practice to maintain appropriate expertise on the job now and in the future. Training is therefore necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Again, Training according to (Dessler, 2008) is “the process of teaching or giving new employees the basic skills, they need to perform their jobs”. Training is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviours that can be transferred back to the workplace.

Training indicates good management and failure to do so become a loss for the manager, telling and showing your employees what to do and how to do it guarantees success and high productivity identifies goals and objectives as well as the skills and knowledge needed to achieve them. According to McGhee (1996) learning takes place when the behaviour of people changes based on the results from experiences. Therefore, one evaluates if learning has effectively taken place by comparing and contrasting a person’s behaviour before on a schedule and after, therefore there should be a behavioural change when training takes place effectively. The definition also presupposes that training can be offered as skill development for individuals and groups and this involves learning of content as a means for enhancing skill development and improving workplace behaviours.

Training is intertwined with development; they are both used to define continual enhancement of employees in order to reach organizational goals.

2.4 Career development

Career Development is defined by (Kerka, 1998) as an organized approach used to achieve employee goals with the business needs of the organization. This shows that it is a process that strives to build the capacity to achieve and sustain a new desired state that benefits the organization. It therefore examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for

improving performance.

In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and performance, in other situations, there may be an identifiable issue or problem that needs to be addressed. From the analysis these two processes namely training and organizational development are often closely connected. Training can be used as a proactive means for developing skills and expertise and can also be an effective tool in addressing any skills or performance gaps among staff.

2.5 Education

According to (Martin, 2005), education, training and development assume that some form of learning takes place within the individual. In other words, the individual is affected in one way or other as a result of the training process. Thus, education implies change due to acquisition of new skills. It is important to first differentiate education from training. It is clear that education is mainly theory based. It teaches a person to think. It does not teach a person what to do in a Particular situation, but it gives the person tools to figure out what to do in any situation.

Training on the other hand is more specific. It attempts to give a person skill needed to perform in a particular situation or complete certain tasks. Training according to Dessler (2008) is “the process of teaching or giving new employees the basic skills, they need to perform their jobs”. This distinction makes it very important that training address the particular tasks that an employee must do. It must be closely tied into work situations and tasks.

2.6 Employee performance

According to (Krietner, 1995) in this book ‘The Good Manager’s Guide’, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared workforce understanding about what is to be achieved at an organizational level. It is about aligning the organizational objectives with the employee’s agreed measures, skills competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high-performance workforce. Employee’s performance means how well employees perform on the

job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have well performed when they have met the expectations and performed up to standard.

2.7 Training process

According to (Armstrong, 1996), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Therefore, training in an organization must have a systematic approach and here the organization does an assessment of its objectives and strategies. This is done by asking the following questions; what business are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering these related questions that the organization must assess the strengths and weaknesses of its human resources.

2.7.1 Training and development objectives

(Armstrong 1996) argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies. Once training needs are assessed, training and development objectives must be established. Without clearly set objectives, it is not possible to design a training and development program and, after it has been implemented there will be no way of measuring its effectiveness. Goals must be tangible, verifiable, and measurable.

2.7.2 Determining training needs

Training needs analysis answers the questions, who needs training? And what training should be given? There is therefore the need for any organization to first identify the training needs of the organization. The need for training should be identified in accordance with a well-organized procedure looking at the training needs from the organizational and employee perspective.

According to (Cole, 2002), if an organization has to justify its training expenditure, it must surely do so on the basis of organizational needs and based on the organizational analysis, the organization can assess the level of growth over a defined period of time and then determine the shortfalls and problems in order to help determine the required training programs. Also, in identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. This can be measured by analyzing the efficiency of the

individual employees against the required standards set by the organization through frequent performance appraisals.

The difference in the organization and employees' actual results expected as well as feedback from customers and shareholders of the organization all can help identify training needs. Training need arises where there is the need to improve or adapt or adjust to changes and solve problems in order to improve on both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

2.7.3 Training objectives and plans

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore, in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainer (Zaccarelli, 1997). The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the individuals involved in the training, the person that will administer the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed. The training lesson is developed to help the participants focus of the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively. Finally, it is very important that the trainer will be able to communicate and transfer the skills and knowledge effectively so that the needed impact is realized. Thus, the trainer should be well prepared to take on the task in order to achieve the desired results.

2.7.4 Designing training and developing program

Every training and development program must address certain vital issues. A training program is successful if the objectives are achieved. (Zaccarelli, 1997) outlines the process of planning training as follows; it should look at participants, trainers, methods and techniques to be used, level of training and also venue. Several people, including the following may conduct training and development program.

- Immediate supervisors
- Co-workers, as in buddy systems
- Outside consultants,

2.7.5 Methods and techniques of training

A multitude of methods of training is used to train employees. Decouza, David A. and Robbins, Stephen P. (1996) categorized training methods into two groups (i) on the job training and (ii) off-the job methods. there are a variety of training approaches that managers can use. These may include the following:

a. ON-JOB TRAINING – it is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available.

b. OFF-JOB TRAINING – this is a form of employee training at site away from the actual work environment. It often utilizes lectures, presentations, case studies, role playing and simulation. Looking at the various definitions by these researchers, it can be found out that both on the job and off the job training is very important in training employees.

2.7.6 Carrying out the training

Everyone involved in the training should be informed well in advance of the training session(s). It is equally important that the person(s) delivering the training whether on-job or off-job training are well versed in what has to be achieved and the most suitable techniques to adopt.

A **ON THE JOB TRAINING:** this form of training according to DeCouza et al (1996), includes the following;

i. ORENTATION TRAINING: this is a means of providing new employees with basic information about the employer and this training programme is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization’s social fabric. The Human Resource department generally orients newcomers to broad organizational

issues and fringe benefits and supervisors complete the orientation process by introducing new employees to coworkers and others involved in the job.

ii. APPRENTICE TRAINING: according to (Dessler, 2008), apprenticeship is “a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsman. This method of training is usually done in crafts, trades and in technical areas.

It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understand and identify problems as well as providing efficient and effective solutions for the problems.

iii. COACHING OR UNDERSTUDY METHOD: is the most common on-the-job training method. This is all about “having experienced worker trains the employee and the learns by observation or having the trainer showing the employee the basic procedures of what is done in the organization” (Dessler, 2005). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

iv. MENTORING: is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and mentoring provide an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee’s immediate boss or superior Laird, D, Naquin, S.S, Holton, E.F, (2003). Also, Johnson, G, Scholes, K and Whittington, R (2005) states that coaching and mentoring is used to “support self-development and they are important skills for individuals if their organization’s strategies are changing and developing constantly”.

v. JOB ROTATION: is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler, 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore, Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas normally for about seven to eight months.

This helps a lot especially in situations where an employee is being promoted or sitting in for an absent or sick colleague. Job rotation builds team work and attitude because you know what goes on in other departments and the problems faced in that department and it makes it easier to get assistance from other colleagues.

vi. SPECIAL ASSIGNMENT: on the other hand, gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge. Special assignment is essential especially when specialists need to know the practices that go on in other department in order to manage “hand-offs” without any difficulty as well as when middle or staff managers need insight on how other departments operate, Laird *et al*, (2003). This is normally seen with lower level executives. In some of the multinational organizations, employees are given the opportunity to work on an actual problem by moving them from one region to the other for a period of time normally five or six months and this enables the employee to exhibit his or her talent and skill and serves as a source of motivation to them since they believe their employers know they are able to execute any assignment given to them.

vii. DISTANCE AND INTERNET-BASED TRAINING: involves various forms of training which includes tele-training, videoconferencing and internet-based classes. (Landale, 2000), states that, with access to Web-based communication over company intranets or via the internet, training is now being made available to staff at their own workstations. With this specific program are designed for the employee to shape up his or her expertise in a chosen career.

The programs are designed in such a way that you can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities.

viii. LECTURES AND SEMINARS: are another way that most organizations train it staff and employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

OFF-THE – JOB TRAINING: According to DeCouza et al (1996), this form of training

includes;

i. VESTIBULE TRAINING: this training method attempt to duplicate on-the-job situation in company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

ii. LECTURE: lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

iii. DEMONSTRATIONS AND EXAMPLE: with this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

iv. CASE STUDY: the case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyze, they are asked to identify the problem and recommend tentative solution for it. In case study method the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions that may limit it.

In all of these literatures put up by the writers stated earlier, in my own reviews of those

literatures, I would say that, training is an important need one cannot do away with whether on-the-job or off-the-job. Considering the methods of training, in my view no matter the highest education one may attain in his or her life still would need on-the-job training. This is to say that one cannot do away with on-the-job training. This is therefore true in MINT's situation.

Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front-line worker stronger. Specialized skill training to employees not only increases safety and productivity but it also leads to higher job satisfaction and thus improves performance of the organization, enhanced company image which increases demand for its products. Employees are of the opinion that training in career development is important for their professional success. According to (Berta, 2001), well trained employees are happier with their jobs and are more likely to stay.

2.8 Evaluation of training program

According to Kirkpatrick, D.L, and Kirkpatrick, J.D (2006). Behavior change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. Kenney A.CPapendick, R.I, (1992), states that the first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what effect training has on the individual According to Beardwell, N. and Holden (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell et al, (1993) are as follows;

1. Interviewing: after the completion of a training program, the trainees can be interviewed. If the training event was an external event, the departmental manager can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.

2. Observation: the departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.

3. Questionnaires: comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.

4. Tests: Standard tests could be used to find out whether trainees have learnt anything during and after the training.

5. Calculating the effect: this is done in significant areas like employees' turnover, absenteeism and performance can be examined to see if there has been any improvement after training.

6. The cost benefit analysis: should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analyzed at the end of the course.

2.9 Benefits of training

As long as an organization exists, training forms an integral part of the day to day running of that organization and both new and existing employees need training in order to function well. Many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. Training does not only benefit the employee but the employer and the organization as a whole. Some of the benefits of training to the individual, employee and organization as a whole according to (Cole, 2002), are indicated below;

1. Training helps in the individuals' development and growth as well as creating positive attitudes and behaviors in them. Organizations instill in their employees the attitudes and behavior expected from them which in the long run boost the company's image.

2. The training given to employees keep staff highly motivated as new skills and knowledge gained helps reduce boredom and keeps the employees right on their toes as they know they are valuable enough for the employer to invest in their training. When the employee is motivated, there is increased morale, job satisfaction and less employee turnover. Organization also awards certificates to trainees for completion of the training program and also awards certificates to it the trainers for carrying out the training effectively and efficiently.

3. Training of employees gives the company a competitive edge over its competitors and to stay ahead of the competition in this continuously changing world as there is increase in innovation which is exhibited in their strategies and products. Employee gain confidence and find direction which reflect in the way they work and relate to customers.

4. Training helps save the organization money as the training helps the employees to be more

efficient and effective, working diligently to increase the company's productivity resulting in financial gain. It also helps to increase the capacity to adopt new technologies.

5. Training gives a feeling of personal satisfaction and achievement, and broadens opportunities for career progression.

The current study therefore proposes to explore the extent of the various forms of training and its impact on the activities of MINT. It seeks to either confirm and or expand previous research findings. This would be accomplished by means of the integrative model as presented in the objectives and any antecedent features discovered from the literature.

At MINT training is mostly done through education, that is, the individual training him or herself and they also use on-the-job and off-the-job training. With the on-the-job training, they mostly use orientation, understudy method, mentoring and sometimes job rotation. MINT also has off-the-job training.

In conclusion, training is one area one cannot do away with since it gives one an upper edge over its competitors and therefore one must not ignore it. Having a well-structured training needs put in place MINT will be on Top in the IT Industry.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The previous chapter reviewed the relevant literature on Training. This chapter highlights the study area at MINT. It also discusses the description of the design of the study, specifications and procedures for conducting the research, the methods of analysis and the research constraints or problems.

Thus, the research methodology outlines the approach used to collect data from respondents such as target population, main variables from questionnaire administration as well as the limitations of the data collection used as basis for inference and interpretation, for explanation.

3.2 Study Design

Kothari (2004) stated that a study design is the conceptual arrangement within which the study conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Therefore, this study was adopted descriptive study design. Since it describes the existing fact regarding practices and challenges of training program at MINT.

3.3 Study approach

According to Kothari (2004), mixed study approach is defined as the combines of quantitative and qualitative study techniques, methods, approaches, concepts or language into a single study. The quantitative study involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid manner. Qualitative study approach is concerned with subjective assessment of attitudes, opinions and behavior. For this particular study both quantitative and qualitative study approaches were used.

Reasons for such choice are that it is typical to use qualitative results to assist in describing the findings of primary quantitative study. Survey questionnaires were used to collect quantitative data from respondents and to collect qualitative data the researcher used interview.

3.4 Targeted population, Sample size and Sampling technique

3.4.1 Target population

Hair et al. (2010), target population is said to be a specified group of people or object for which questions can be asked or observation made to develop required data structures and information. Target population refers to the larger population to which the researcher ultimately would like to

generalize the results of the study (Mugenda2003). The target population of the study was 275 permanent employees of MINT.

3.4.2 Sample size

Sampling method refers to the complete enumeration of a universe. A universe may have a place, a group of people or a specific locality through which we collect the data. Respondents of the study were drawn from different departments of MINT head quarter. A sample size of one hundred and seventeen (117) using published table with 7% level of precision and 93% confidence will have used of employees from the management staff and non-management staffs. Published tables provide the sample size for a given set of criteria. Although tables can provide a useful guide for determining the sample size.

Size of Population	Sample Size (n) for Precision (e) of:		
	±5%	±7%	±10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

NB: Sample Size for ±5%, ±7% and ±10% Precision Levels where Confidence Level Is 95% and P=.5.

By Using A Simplified Formula for Proportion

Yamane 1967:886 provides a simplified formula to calculate sample size

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

Where n is the sample size,
N is the population size,
e
is the level of precision.

By using the above formula, the same result would be found

3.4.3 Sampling techniques

For sampling the participants, the study used purposive sampling method. Purposive sampling (also known as judgment, selective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when “element selected for the sample are chosen by the judgement of the researcher. Researcher often believe that they can obtain a representative sample by using a sound judgement, which will result in saving time and money. the researcher wanted to take more from management employees since they are less in number and more knowledgeable than other employees regarding what is going on behind the scene.

3.5 Source of data

The source of the data was primary. Primary data was collected through questionnaire from all permanent employees of MINT head quarter, working on different departments and positions. In addition to the questionnaire an interview was conducted to get qualitative data to enable the researcher triangulate the data gathered through quantitative method.

3.6 Administration of the instruments

The instrument used for the collection of data for the purpose of this study was questionnaires and interviews. The questionnaires distributed for the respondents were closed ended. and open-ended questions which contained relevant questions for the purpose of this study used to interview the management staff. The data obtained from completed questionnaires and interview analyzed and used.

3.7 Data analysis

The study is of descriptive nature and it is carried out to ascertain how and in which way training programs affect the performance of employees of an organization using the data obtained from the questionnaire, interview and literature on the subject. In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher and identified mistakes and data gaps were rectified as soon as possible. Data analysis was also done using frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. The collected data was presented in the form of tables and charts to ensure easy understanding of the analyses.

3.8 Validity and Reliability

Reliability and validity address issues about the quality of the data and appropriation of the methods used in carrying out the study.

3.8.1 Validity

Validity refers to the extent to which an instrument measures what is supposed to measure. Data need not only to be reliable but also true and accurate. If a measurement is valid, it is also reliable (Joppe2000). The content of validity of the data collection instrument was determined through discussing the study instrument with the experts in the field of study especially the researcher supervisor. The valuable comments, corrections and suggestions given by the study experts assisted the validation of the instrument.

3.9 Ethical consideration

Each discipline should have its own ethical guidelines regarding the treatment of human participants on the study (Vanderstoep and Johnston 2009). Study ethics deal with how we treat those who participate in our studies and how we handle the data after we collect them. The researcher is keeping privacy (that left any personal questions), anonymity (protecting the identity of specific individuals from being known) and confidentiality or keeps the information confidential.

Accordingly, the questionnaire was distributed to voluntary participants and had a clear introduction and instruction parts regarding the purpose of the study.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter navigates through the presentation and analysis of data collected from the administration of the questionnaires. In all, one hundred and seventeen (117) questionnaires were administered to the staff of MINT and hundred (100) were completed and returned to the researcher. These findings were carefully analyzed and the responses well represented using statistical tools to give it a pictorial view of training and its effect on staff performance. Percentages corresponding to the figures were used in this analysis to show how important this information is to the researcher. In order to delve into the training management process effectively and for the purposes of academic research, the questionnaire was structured on

- Personal data of respondent
- Training programs that are carried out by the organization
- Employees level of agreement about the training program in the organization

The personal data sought to give little background of the respondent to assist the researcher to make informed judgment and also give an appropriate recommendation to the research findings. Out of a total number of two hundred and seventy-five (275) employees of MINT at Head office, 117 had been selected sample for the study based on purposive sampling. From which only hundred (100) responded to the questionnaires and returned to the researcher. The remaining seventeen (17) respondents had not completed the questionnaires at the time of collection. And, interviews were conducted with the head of human resource and the training manager of MINT. This analysis is therefore based on the hundred (100) respondents and the information obtained from the interviews.

4.1 Response Rate

The administered questionnaires were collected from the respondents. Out of the total 117 questionnaires distributed; 100 usable responses were collected; The response success rate of respondents was 85%.

Table 1:Response Rate

	Employees	Total
No of Questionnaire Distributed	117	117
No of Questionnaire Returned	100	100
Percentage of Response	85	85%

Source: Computed from Parent Survey, 2019

4.2 Response to questionnaires

Table 2: Demographic characteristics of the respondents

S. N	FACTOR	Type	FREQUENCY	%
1	Gender	Male	60	60
		Female	40	40
Total			100	100
2	Age (in years)	20 – 25	24	24
		26 – 35	40	40
		36 – 45	36	36
		46 - 55	10	10
Total			100	100
3	Service year	1 – 3	26	26
		3 – 5	32	32
		5 – 7	24	24
		7 – 9	11	11
		10 and over	7	7
Total			100	100
4	Educational qualification	Professional qualification	6	6
		Diploma	10	10
		Advanced Diploma	11	11
		First degree	55	55
		Master's degree	14	14
		PHD	4	4
Total			100	100

As shown in table 1 above, regarding gender 60% are males, 40% are females. This indicates majority of the respondents were male.

The ages between 20-25 years of respondents represented 24% of the age distribution of the sample size. While the distribution between ages 26-35 and 36-45 years formed the larger proportion of the respondents representing 40% and 26% respectively. The ages of 46-55 years represented 10% of the respondents. None of the respondents was found to be 56 years or older. All the respondents who participated are aware of training programs at MINT. The fact that all respondents who participated are aware of the existence of training programs within the institution reveals that these programs are made known. This is a necessary premier factor in the development of an effective program.

Table 1 also reveals that the work experience of the staff from 1 – 3 years is 26%. The rest are, 32% of respondents numbered between 3 – 5 years, 24% of them worked between 5 – 7 years, while 11% respondents worked between 7 – 9 years and from 10 years and above 7% of the respondents. The group with the most experienced respondent is the 3 – 5 years. The statistics show that respondents have some work experience and have also been with MINT for a considerable number of years. This indicates that respondents are therefore familiar with the operations of the MINT.

The above result from table 1 also shows that the educational background of the respondents in the study area. The statistics reveal that 10 of the respondents are holders of Diploma while 55% are First Degree holders. 14% are holders of Master's Degree, advanced Diploma holders are 11% and 6% of the respondents have certificates in professional programs and the remaining 4% have PHDs. Thus, the lowest educational certificate is the diploma. This shows that the respondents are well educated.

Table 3 Training programs and nature at MINT

S. N	Factor	Type	Frequency	%
1	Training programs	Foreign training	6	6
		Coaching, Mentoring	56	56
		Job Rotation	12	12
		Off the shelf	18	18
		Further Studies	8	8
Total			100	100
2	Nature of training at MINT	Planned and systematic	46	46
		Unplanned and systematic	32	32
		Unplanned and unsystematic	22	22
Total			100	100

Table 2 above showed the types of training program respondents have participated, only 6% of respondents have participated in foreign training programme, 56% have participated in coaching and mentoring training, 12% have participated in job rotation, 18% off-the-shelf training while 8% have participated in further studies training. This reveals that much concentration is placed on coaching and mentoring form of training.

Regarding the nature of training programmes, as shown in the above table 46% of the staff see training programs at MINT as planned and systematic while 32% sees it as unplanned and systematic, 22% also sees it as unplanned and unsystematic. However, training is a planned and systematic effort when managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals and desired levels of output.

Table 4 Employees attitude regarding training at MINT

No	Question		Level of Agreement			Total	Mean
			Agree	NAD	Disagree		
			1	2	3		
1	All employees have the opportunity to participate in training program at MINT	Count	100		-	100	
		%	100		-	100	
2	Employees are knowledgeable about how they selected for training at MINT	Count	40		60	100	
		%	40		60	100	
3	All employees are clear about the training objective at MINT	Count	30		70	100	
		%	30		70	100	
4	Employees at MINT are self-sponsored for further studies	Count	70		30	100	
		%	70		30	100	
5	Employees at MINT are motivated through training	Count	42		58	100	
		%	42		58	100	
6	For employees at MINT training offered the opportunity for personal development	Count	75		25	100	
		%	75		25	100	
7	Evaluation of training at MINT done regularly	Count	25	75	-	100	
		%	25	75	-	100	

Source: computed from respondents' survey, 2019

As shown in table 3 above, when respondents asked their level of agreement on all employees have the opportunity to participate in the training program at MINT, they all agree. This shows that all respondents have ever participated in training programs in one form or the other. At least all staff goes through induction training after joining the organization. Therefore, the result reveals that training issues are not new things to majority, of the employees.

As shown in the table above 60% of respondents do not know how they are selected for the training programs they participated in. only 40% know how they selected for training. This shows that even though staffs participate in training programmes, their conclusion for such programmes is not clear to them. The interview with the training manager indicated that selection for training is based on skill gaps.

The study from the table also revealed that 30% of the respondents stated that they were clear

about training objectives while 70% of the respondents were not clear with the objectives. This is due to the fact that respondents do not know how selection for training is done. It was gathered from the Head of Human Resource that, training is given to staff anytime there is a change in technology to help employees possess the knowledge, skills and abilities needed to handle the new processes. It was also gathered from Head of human resource manager that selection for training is based on skill gaps. Based on this, the objective for training may be to fill a skill gap or introduce a new technology to equip staff to perform their duties.

The above table also shows, 70% of the respondents indicated that they sponsored themselves for further studies such as university education or professional certificates anywhere. The 30% of respondents indicated that they cannot self-sponsor themselves for further studies.

When respondents were asked their level of agreement Employees at MINT are motivated through training, table 2 revealed that 42% of the respondents agreed while 58% of them are not. They had the view that even after training, or after upgrading themselves, no matter how well they perform it does not reflect on their career development. But according to (Cole 2002), employees who receive training have increased confidence and motivation. Therefore, employees who are well trained must have higher motivation and morale which is not the case at MINT. Employees turned not to be motivated even after going through training or upgrading themselves.

When respondents were asked their level of agreement for employees at MINT training offered them the opportunity for personal development the result on table 2 showed 75% respondents are not agreed while 25% agreed, this shows that training has not offered them the opportunity for personal development. Here, majority of respondents disagreed; this may be due to the fact that training is unplanned and unsystematic.

The result from the above table shows 25% of the respondents indicated that training evaluation is done regularly by MINT while 75% of respondents neither agreed nor disagreed. From the above analysis, it can be seen that, much focus is been placed on training evaluation. However, Training Evaluation is one of the important factors of training process. It helps determine the progression of employees after every training session. The evaluation helps a supervisor to determine whether training goals are being met. Therefore, evaluation is the way of measuring the effectiveness of a training program.

4.3 Response to interviews

According to the training manager, the types of training programs at MINT include technical

training programs, core training programmes, off-the-shelf training programmes, coaching and mentoring programmes as well as management training programmes. The selection for these training programmes is done by the human resource department in collaboration with line managers. The training manager also stated that the objectives for these training programs are to bridge training gaps as well as to empower staff to do their work effectively and efficiently.

According to the training manager, at the beginning of the year staffs are selected for such programmes and all the various departments of the organization benefited from such training programs. Also, top management staffs perform the other form of training and development program as and when the need arises and this is done internally and is executed by middle or senior level managers who are knowledgeable and skilled. Some aspects of the internal training programs are also outsourced to outside providers and consultants.

4.3.1 Selection for training

When the head of the human resource was asked about the criteria for selecting employees for training, his response indicated training is given to all new employees' few weeks after employment. he also stated that, training is given to staff anytime there is a change in technology to help employees possess the knowledge, skills and abilities needed to handle the new processes. It was also gathered from him that, selection for training is based on skill gaps and that is done by supervisors but coordinated by the Human Resource Department.

4.3.2 Relationship between training and employee performance

An interview with the Head of Human Resource Manager revealed that, in MINT, training is used to fill identified gaps in competence and so it helps to improve the competency of the beneficiary and so his or her performance on the job is improved. Thus, his response on the effect of training on employee performance can be summarized as resulting in improvement of skills, the acquisition of new knowledge increasing in efficiency and better performance.

4.4 Challenges of the training programmes of MINT

Generally, the study revealed that training at MINT faces some challenges. From the analysis the findings show that employees are highly educated but are not motivated and therefore face a challenge of not giving off his best and most of the employees are less than a year in the company which makes it worrying since such employees if not happy will only turn in their resignation letter. And, the other challenges are;

- The inability of MINT to practice training methods comprehensively is the cost

associated with it and high fees from training consultancies.

- Time to train, the Head of Human Resource stated that employees have busy schedules therefore training mostly possible at weekends, but this is worsened as some staff work on Saturday.
- The training manager also stated that attitude is also another challenge because some employees view training as intrusive. Therefore, without the right attitude of staff training becomes difficult and the objective is not achieved.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

The first four chapters of this study established the research objectives and the problems. Relevant literature was reviewed which enabled me to prepare the appropriate questionnaire for the study. The methods to be used have been clearly indicated. The information gathered from the questionnaire was carefully analyzed in the third chapter. This chapter however gives the summary, conclusion and recommendations of the entire study. The essence of the comparison and findings and conceptual frame work was to assess practices and challenges of training at MINT

5.1 Summary of major findings

From the study conducted it was found out that training of employees is one of the activities of the Human Resource Department of MINT, thus there is a manager at the training school who oversees all the training activities of MINT. Therefore, training is one of the core functions of the department. Training activities are typically planned and guided by the Head of Human Resource, approved and authorized by the Managing Director and then implemented under the supervision of the Head of Human Resource Manager. Data collected, presented and analyzed also indicated that the purpose of training and development activities at MINT is to enhance employees' skills to improve individual and organizational performance. It was also gathered from the study that the purpose of training and development at MINT is to achieve individual and organizational performance. Data was then presented and analyzed regarding the actual training programmes on the ground for training and development at MINT. It was gathered that, even though MINT has training programs such as technical training, core training, coaching and mentoring, foreign training, off-the-shelf as well as management training programmes, much attention has been placed on coaching and mentoring training programmes. The findings gathered reveal that MINT needs to do a lot more work in all these areas. Further, the results also revealed that even though respondents have gone through some form of training, it does not give them in-depth knowledge of the roles they are to perform. Neither is it evaluated to ensure whether the training has had the desired impact. The appraisal system which is to do some if not all evaluation is not seen as effective by employees.

On the effectiveness of training programs in MINT, it was gathered that the organization engages

in job and refresher training programs and trainers are selected as the situation demands. Also, training is given to staff anytime there is a change in technology to help employees possess the knowledge, skills and abilities needed to handle the new processes and also when there is a skill gap. Therefore, most of the staff who has ever participated in training do not know how they were selected for the training. This led many of the respondents to conclude that training in the organization is unplanned and unsystematic.

Also, on the question of the challenges of these training programs of the organization, it was once again gathered that attitude is the key. That most of the staff do not have the right attitude to training, some see it as intrusive while others see it as a formality and without the right attitude and a trainable heart training people becomes ineffective.

The study also reveals that sponsorships for further studies (career development) does not exist and even when staff upgrades themselves, it does not offer them with any opportunity for career growth, thus you can find people with lower qualifications occupying higher positions than those with higher qualifications and also equally good on the job. There is also no career progression projection at MINT and the study revealed that training programs do not help them in this area. Therefore, from one position one does not know the next position he or she would move to. This also makes job rotation which is another important part of training difficult at MINT.

Finally, the study attempted to establish a relationship between training and staff performance thus questions on motivation, opportunity to identify potentials for further development, attainment of higher skills for performance. The findings are that many of the respondents do not feel training has offered them opportunity to identify potentials for further development. Respondents do believe training have had some impact on their performance in some areas but further indicated not in all areas, therefore there is still room for improvement for training and development activities to positively impact on individual effectiveness and efficiency in the performance of their jobs.

The results also revealed that employees sponsor themselves to acquire new skills, knowledge and abilities through formal education programmes. These respondents indicated that the upgrades do not have any impact on their career growth. However, organizational goals can be realized through the human resource capital of the organization. It is therefore essential to note that it is the knowledge, skills and efficiency gained that will make the individual employees more effective.

5.2 Conclusions

Training has a great importance to the organization and as a result of this the training should be evaluated regularly and several times during the process as well. Effective and efficient training goals and objectives set by the organization for the training program should be duly followed and the organization should be able to evaluate its employees by comparing the skills acquired from their training to their performance on the job. In this case performance appraisal must handle effectively and comprehensively. From the findings of the analysis, MINT has staffs that have some work experience and have been with MINT for considerable number of years. Most of the staff do not know how they are selected for the training programs they participated in. Also, staff sees training programs at MINT as unplanned and unsystematic. Generally, the study concludes that the training methods at MINT does not help employees to perform to the desired standard. And did not motivate them to give off their best after training.

5.3 Recommendations

Depending on the conclusion of the finding in this study the following Points are recommended to MINT specifically Training and human resource department.

- It is recommended that Management of MINT should continue to provide the training programs its workers require to improve their skills as well as their capabilities. the employees should also be more committed to the training and give off their best after the training.
- Identification of training needs should be done more professionally and the Reason for selection made known to staff as most of the respondents were not aware of how selection for training is done.
- The training objective should be made clear to the employees. From the research findings, most of the respondents were not clear about the training process and objectives. The training process should focus around three most important areas: determining training need, designing training programmes and implementation and evaluation of the training programmes and this should be in conjunction with the head of departments as well as the human resource manager. This will help determine the skill gap that has to be filled and who really needs to be trained.
- MINT should evaluate the trainees after each training session. It is very important to evaluate training in order to assess its effectiveness in producing the learning outcomes

specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. This will put the training practices, methods and activities at MINT in line with the best practices regarding the planned and systematic nature of the training programmes as well as its process. MINT should use more informal approach like informal review sessions and forum and ask their employees if the method they are using to train is the best and how they think they could improve the training method since the employees would be the ones benefiting from the training. Also, training is on-going process and should not be ignored in the running of the organization productivity.

- It is against this fact that the researcher wishes to recommend that in instituting proper training and development program, MINT should initiate a policy for motivation. Motivation include both extrinsic and intrinsic such as recognition, appreciation, acceptance, opportunities for promotion and career development.

And finally, MINT should use staff training and education as a primary vehicle to improve staff engagement and satisfaction. Competent staff can evidence quality of service delivery and quality service is critical to client satisfaction. Client satisfaction drives organizational reputation and this supports strong occupancy levels and optimizes revenue streams. Staff that are well supported are likely to be retained staff retention minimizes recruitment costs.

5.4 Suggestion for future research

- The study was limited to one technology organization found in Addis Ababa, it only covered 275 employees of MINT. Given the key role that training plays a lot in the growth of any organization, the researcher recommended that future researches can be done by including other technology institution as part of their study and incorporating a larger sample and should focus variables not included in this study but may have effect on the performance of employees and the organization.

References

- Armstrong, M. (1996), *A Handbook on Personnel Management Practice*, 5th ed.
London: Kogan Publishers.
- Armstrong, M. (2002), *A Handbook on Personnel Management Practice*, 5th ed.
London: Kogan Publishers.
- Asare-Bediako, K (2002). *Professional Skills in Human Resource Management*, Ghana
Kasbed Ltd.
- Beardwell, N. and Holden, B. (1993), *Managing for Success*, 2nd ed. England:
Prentice Hall Publisher
- Berta Dina, 2001, “Dual perceptions of HRD, Issues for Policy: SME/s Other Constituencies, and the contested Definitions” of *Human Resource Development*, 5(75), pages 604-624
- Cole, G. A. (2002), *Personnel and Human Resource Management*, 5th ed. Continuum
London: York Publishers
- Decouza, David A. and Robbins, Stephen P. (1996) *Human Resource Practice*, 5th ed. New York:
john Wiley & Sons Inc.
- Dessler, G (2005). “Human Resource Management”, 10th ed. London: Pearson Education Limited
Pages 130 – 147
- Dessler, G (2008). “Human Resource Management”, 11th ed. London: Pearson Education Limited
Pages 130 -147
- Johnson, G, Scholes, K and Whittington, R (2005). “Exploring Corporate Strategy: Texts and Cases”, 7th ed. England: Prentice Hall. Pp 449
- Joppe,G.(2000). Testing reliability and validity of study instruments.*Journal of American Academy of Business Cambridge*, 4(1/2) pp.49-54.
- Kenney A.C Papendick R.I, (1992) *Management Made Easy*, 1st ed. South Carolina: Omron
- Kerka, S. (1998) *Career Development Gender, Race and class* Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University
- Kreitner, R. & Kinicki, A. (2006). *Organizational behaviour* 6th edition. McGraw-Hill Irwin

- Krietner, S. (1995), *The Good Manager's Guide*, 1st ed. London: Syngene Publishers
- Kirkpatrick, D.L, and Kirkpatrick, J.D (2006). "Evaluating Training Programs", 3rd ed. Berret: Koehler Publishers, Inc.
- Kothari, C. (2004). *Study Methodology: Methods and Techniques* (2nd Ed.). London, Pitman Publishers.
- Laird, D, Naquin, S.S, Holton, E.F (2003)." *Approaches to Training and Development*, 3rd ed. Cambridge: Persus Publishing
- Landale, G. (2000). "Gower Handbook of Training and Development", 3rd ed. England: Gower Publishing Limited. Pp 78 – 85
- Martin, J (2005) *Organizational Behaviour and Management*", 3th ed. Italy: Thompson learning. Pp 164
- McGhee (1996), *Nature of Learning*, 1st ed. Boston: McGraw-Hill Book company
- Mugenda, O. &Mugenda, A. (2003). *Study Methods. Quantitative & Qualitative Approaches*. Nairobi: ACTS Press.
- Rae, L (2000). *Effective Planning in Training and Development*, 1st ed. London: Kogan Page Publishers
- Vanderstoep, S.W. and Johnston, D.D. (2009). *Study Methods for Everyday life, Blending Qualitative and Quantitative Approaches*. United States of America: John Wiley and Sons, Inc.
- Saeed, M. M. & Asghar, M. A (2012). Examining the Relationship between Training, Motivation and Employees Job Performance – The Moderating Role of Person Job Fit. *Journal of Basic and Applied Scientific Research*, 2(12)12177-12183
- Shaheen, A., Naqvi, S. M. H. &Khan, M. A. (2013). Employees Training and Organizational Performance: Mediation by Employees Performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5 (4), 490-503.
- Walton, J. (1999). *Strategic human resource development*. Financial times, London
- Wilson, J.P (1999). "Human Resource Development: Learning and Training for Individuals and Organizations", 1st ed. London: Kogan Page Publishers.
- Zaccarelli, H. E. (1997) "Improving Employee Performance": Effective Training Strategies and

Techniques. London: Kogan Pp 19

Website accessed

<http://www.mint.gov.et/web/guest/mandate-and-responsibility>

Appendix A: Questionnaires

St. Mary's University

School of graduate studies for Master of Business Administration

QUESTIONNAIRES ON THE EFFECT OF TRAINING ON EMPLOYEE'S PERFORMANCE – A CASE STUDY OF MINT

This questionnaire is mainly intended for educational purposes and would not be used for any other purpose. The researchers are final year students of St. Mary University. This research work is one of the requirements for the award of a master's degree. I therefore assure you that your answers and comments would be treated confidentially.

INSTRUCTION: Please indicate your selection by checking the box (✓) to the Responses that are applicable.

Section:1 General information Questions

The following 4 questions are concerned with demographic data

Age Group:

20 – 25 years 26 – 35 years 36 – 45 years 46 – 55 years

Gender:

Male Female

Years of service:

1 – 3 3 – 5 5 – 7 7 – 9 10 and over

Level of Education:

Certificate Diploma Advanced diploma Degree

Masters PHD

Section:2 Question related to indicator of training program at MINT

What is the type of training program being undertaken?

In house Outsource Other

What is the nature of training programs being under taken?

Planned and Systematic Unplanned and Systematic Unplanned and Unsystematic

Which type of training are you attended?

Foreign training Coaching & mentoring Job rotation off the shelf further studies

Section: 3 level of agreement at certain points

Indicate your level of agreement in the following points

No		Level of agreement		
		Agree	Neither Agree Nor disagree (NAD)	Disagree
1	All employees have the opportunity to participate in training program at MINT			
2	Employees are knowledgeable about how they selected for training at MINT			
3	All employees are clear about the training objective at MINT			
4	Employees at MINT are self-sponsored for further studies			
5	Employees at MINT are motivated through training			
6	For employees at MINT training offered the opportunity for personal development			
7	Evaluation of training at mint done regularly			

Interview with Head of Human Resource and the Training Manager bordered on the following Questions

1. Are training programs job oriented?

2. Are trained employees more efficient and effective?

3. Do trained employees get more incentives?

4. Does training program give better idea of the career path?

5. Do training plans and policies respond quickly and effectively to changing business needs?

6. Has the organization benefited from training development in terms of performance of staff?

7. How are they selected for training?

8. What is the relationship between training and employee performance?

9. What is the Impact of training on the growth of MINT?

10. What are the challenges of the training programs of MNIT?
