



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

**ASSESSMENT OF TECHNICAL TRAINING PRACTICE IN
ETHIO TELECOM**

BY

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(SGS/0102/2011A)**

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ADDIS ABABA, ETHIOPIA

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PRACTICE IN ETHIO TELECOM**

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ADDIS ABABA, ETHIOPIA

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

**ASSESSMENT OF TECHNICAL TRAINING IN ETHIO TELECOM
NETWORK AND INFORMATION SYSTEM DIVISIONS**

**BY:
GIZACHEW ADDIS TESSEMA**

APPROVED BY BOARD OF EXAMINERS

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Abbreviations and Acronyms

2G	2 nd Generation
3G	3 rd Generation
4G	4 th Generation
CEDEFOP	Centre Européen pour le Développement de la Formation Professionnelle (French: European Centre for the Development of Vocational Training)
CEO	Chief Executive Officer
HO	Head Office
HQ	Head Quarter
HRD	Human Resource Division
IBTE	Imperial Board of Telecommunications
IS	Information System
LTE	Long-Term Evolution
PERT	Program Evaluation and Review Technique
SPSS	Statistical Package for Social Science
TD	Training Design
TNA	Training Need Assessment

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Abstract

Organizations need to practice effective training programs to create and retain competent employees that could support to achieve their goals. Training plays an important role to narrow performance gaps between the skill of employees and the task required. The main objective of this study was to assess the current technical training practices in ethio telecom IS and Network Divisions. The researcher had used descriptive research design and stratified sampling method to select the sample that are representative in three Addis Ababa Zones and the Head quarter. From these zones and the HQ, 226 employees had been taken as a sample. Both quantitative and qualitative data (Mixed method) were used for analysis. The researcher had used structured questionnaires and semi structured interviews to collect data from managers and non-managerial employees. Out of 226 questionnaires distributed, 221 were filled and collected. The data that was gathered through questionnaire and interview were analyzed by using a software package called SPSS Version 25. The major findings of the study were: mainly in the organization, there is an absence of systematic employee training needs assessment. Even though there are trainings in ethio telecom, they are not given on time. Most of Trainees are selected by supervisor recommendations so that inappropriate persons are sent to take trainings. The company mostly depends on off-the-job training delivery methods, namely lectures and coaching methods. There is poor training design in terms of training content and methods. There is discrepancy between the provided training and job skills demanded. The training evaluation procedures followed are ineffective. Generally, the outcome of the research confirmed that there technical training practice in ethio telecom has problems and weakness in training need analysis, trainee's selection, training design, delivery and evaluations due to managements low attentions in the training program. Possible recommendations are outlined at the end of this report. To mention some: Ethio telecom should conduct formal training program rather than simply led by random actions and the will of top managers. Ethio telecom should give the training at the right time in order to bring the desired outcome.

Key words: Technical training, Training practice

CHAPTER ONE:

INTRODUCTION

This study aimed at assessing technical training practices given to Ethio telecom Network and Information System divisions with due emphasis on practices of analyzing technical training needs, designing technical training program, developing technical training program, implementation, and evaluation of technical training effectiveness. This chapter specifically showed the introduction part which included background of the study, statement of the problem, objectives of study, significance of the study and scope of the study.

1.1 Background of the Study

In this globalization world, organizations are working in a dynamic environment that significantly influences their growth and expansion. To cope with this dynamic environment and technological advancement, organizations need to develop and train their employees as their survival depends on the quality of human resources of the organization.

Correlating training and development with the organization's strategic direction is crucial to assure that training contributes to business needs (Neo,2015). Training is one of the strategies of human resource management for any organization to achieve its objectives by enhancing employees' capacity. An organization can use training to overcome deficiencies in employees' performance and the skill required to do the work. Training is especially important in industries with rapidly changing technologies and working with the global organizations.

Training comprises of planned learning activities capable of enhancing individual performance through changes in knowledge, skills, or attitudes (Rothwell,2003). According to Beardwell and Holden (2001), training is a designed process that is used to enhance attitudes, knowledge, skills and behavior via the learning experience in order to bring successful performance in a specific task or range of tasks. Training is a learning process whereby people acquire the necessary skills and knowledge to enhance the accomplishment of organizational goals. Training refers to a planned effort facilitate the learning of job-related knowledge, skill and behavior by employee (Armstrong, 2006). Since learning

process is directly related to organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their daily job.

“The nature of the modern business environment makes training more important today than it ever has been” (Noe, 2016). Skills and knowledge are necessary in same way as technology. So, if an organization needs to survive these must be constantly kept up to date. Employees, regardless of their education and experience, need to be trained as far as they are in work.

Selecting a training system before determining training needs or ensuring employees’ readiness for training, increases the risk that the system chosen will not be the most successful one for attaining training needs (Noe,2016).

This is because training need analysis enables organizations to conduct cost effective training programs that solves performance problems such as absenteeism, turn over, recurrent wastage of resources, inability to meet deadlines, increased costs, motivates employees in their job.

Apart from it, having clearly stated objectives helps organizations to design appropriate training programs and measure its effectiveness. Evaluating training program is also one of the most important elements in training activities. Even If such trainings are of high importance in successfully achieving the organization goals, they might be inefficient unless they are carefully planned and fit with strategic plan of the organization. Therefore, training programs should go in line with employees’ and organization’s needs. It should also be made continuously in a planned manner.

Telecommunication sector is one of the major organizations that are highly influenced by technological changes. Technology is vital force in the modern form of business globalization (Lamba,2009). The evolution of telecom technology is growing fast. According to Ghosh (2017)

the 5G (Release 15), system is being developed and improved to deliver unparalleled connectivity to connect everybody and everything everywhere. To cop up with this dynamic telecom technology, appropriate employees must get adequate technical trainings. In addition to the researcher’s observation, there is a complaint from staffs in Ethio telecom about the selection of trainees to the appropriate training type.

1.2 Background of the Company

The launch of telecommunication service in Ethiopia was started in 1884. Ethiopian Telecommunications Corporation is the first public telecommunication service provider in Africa. In those years, the technological scheme contributed to the integration of the Ethiopian society when the extensive open wire line system was laid out linking the capital with all the important administrative cities of the country (Kalkidan, 2017).

After the end of the war against Italy, during which telecommunication network was destroyed, Ethiopia re-organized the Telephone, Telegraph and Postal services in 1941. In 1952 the Imperial Board of Telecommunications (IBTE) was established by proclamation No. 131/52 in 1952. The Board had full financial and administrative autonomy and in charge of the provisioning and expansion of telecommunications services in Ethiopia. The Imperial Board of Telecommunications of Ethiopia, which became the Ethiopian Telecommunications Authority in 1981, was placed in charge of both the operation and regulation of telecommunication services in the wake of the market reforms. The previous Ethiopian Telecommunication Corporation and the present Ethio telecom had been serving the telecom service in Ethiopia for the last 125 years in monopoly. In those periods, it has introduced to the country so many types of services and technologies which have direct and significant contribution for the growth and development of the country. Especially the growth of internet and mobile services brings a significant change in the country.

Ethio telecom had carried out two mega projects in the last 12 years in fixed line, transport and mobile networks. After the completion of the designing project, implementation has started the first phase in 2007 and the name of the company also changed from Ethiopian Telecommunication Corporation to Ethio-Telecom in 2010. The second phase of the project carried out in 2014 till 2018. According to the current structure of the company there are thirteen divisions which are responsible for different major tasks of the company. Network and Information system are among those thirteen divisions and are responsible for handling fixed line, mobile and transmission network planning, implementing, optimizing, and monitoring the security activities of the company. These two divisions are the backbones of the telecom sector in terms of income, changing the country's growth and creating job opportunities. Nowadays, ethio telecom has deployed second generation (2G), third generation (3G) and fourth generation (4G or Long-Term Evolution - LTE) networks in the

country. According to ethio telecom three years strategic planning (June 2019) even if 4G is deployed only in Addis Ababa currently, in 2020/2022, Ethio telecom is planning to expand regional main cities into LTE (4G).

According to training and development officials, the company provides 15,000 to 21,000 trainings starting from the last 4 years. It has a budget of 300 to 500 million Birr every year.

1.3 Statement of the Problem

Organizational effectiveness largely depends on the ability to acquire and efficient use of the existing work forces. This is because human resources are a strategic resource in which organization can achieve its competitive advantage. This can be achieved by designing appropriate training programs that respond to the changing environment. Specially for telecom organizations, professional (technical) trainings should be continuously assessed and provided to employees to cop up the dynamically changing technology.

Technical training consists of organized learning activities for improving individual performance through changes in knowledge, skills, or attitudes. In a broad sense, it includes experiences intended to meet essential job requirements, updated skills that prepare people for career movement of any kind, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge.

However, there are several practices and challenges on staff training program in ethio telecom. According to the researcher observation and experience in the company, some employees from network and IS divisions, there are complaints from them about the technical training processes and practices. Some of them are implementation of projects before getting training (employees did not have knowhow about the technology implemented), inconsistent training need assessment, poor training package selection, lack of aligning company strategy with that of the designed training, poor trainees' selection practice, and poor practice of training outcome evaluation (focusing only on reaction of trainees). Because of this the company is still dependent on vendor expertise support. But, the core framework of needs assessment consists of at least three level of analysis namely: Organizational analysis, task analysis and individual analysis is under question.

Hence, this study was conducted in order to investigate the actual training practice like, inaccurate training need analysis, lack of long-term plan for developing human resources, assigning inappropriate person to the training programs and difficulties to evaluate training outcomes are basic challenges of the company, and to forward the possible recommendations that would make effective implementation of the HRD program in the company. Therefore, this study will assess the technical training practices in detail in network and IS divisions in Ethio telecom.

1.4 Research Questions

In order to address the problems stated in the statement of the problem above, the study used the following questions and tried to analyze the responses against the expected theories which are accepted in the field of human resources technical training practice.

Accordingly, the key research questions to be investigated were:

- What are the criteria Ethio telecom uses in selecting trainees?
- What methods are used to identify training needs in Ethio telecom?
- How systematic and planned is the training practice in Ethio telecom?
- To what extent is Ethio telecom's training policy-driven? How comprehensive is the training?

1.5 Objective of the Study

1.5.1 General Objective

The general objective of this study was to examine the overall technical training practices in Network and IS divisions in thio telecom.

1.5.2 Specific Objective

The specific objectives of the study are to address the following core points:

- To examine trainees' selection criteria in Network and IS divisions in Ethio telecom.
- To find out how training needs are identified;
- To assess how systematic and planned the training is;
- To evaluate the extent to which the training is policy driven.

1.6 Significance of the Study

The study would provide possible suggestions for employee technical training practices of Ethio telecom.

In this study the employees and Ethio telecom would be the beneficiaries from the findings.

The major benefits of this study are the following:

- ✓ It will serve as a steppingstone for those who want to make further study on this topic.
- ✓ Informs Ethio telecom about the current practice of technical training program gaps and to take corrective actions.
- ✓ It will provide information for the organization on how to establish effective technical training program in order to improve employees' productivity for achievement of organizational objectives.
- ✓ Commitment/awareness of supervisors, managers, and employees on advantage of conducting effective technical training programs

Especially, Ethio telecom would be beneficiary by identifying its weaknesses and demanding the recommendation of the research which can insure how effective training programs would be implemented. Furthermore, it's helpful in paving ways to other researchers to go further in detail of this specific issue of the topic and can extend to other human resource practices.

1.7 Delimitation /Scope of the Study/

This research was intended to assess the technical training practice in Ethio telecom by excluding other related human resource activities of the company. The organization under the study had two divisions (Network and IS) and would focus on Addis Ababa workers only. The research would cover the viewpoints of management and non-management employees of the organization.

1.8 Limitations of the Study

Distributing questionnaires in hardcopy was challenging due to the company' regulation for fair of Covid-19 contamination. Lack of willingness to fill questionnaires online with docs.google.com was also some of the limitation that the study faced while collecting the data from the respondents.

1.9 Operational Definitions

Technical training (Professional training) -is the training given to employees that are working in network configuration, optimization, maintenance, troubleshooting, IS security, analysis, Fraud management and service support.

Network- is interworking of telecom equipment such as mobile (base transceivers, main switch), fixed line, fiber network, microwave, satellite, etc.

Information System- is interconnected components function as a unit to gather, process, store, and distribute information to help decision making, coordination, manage, analysis, and visualization in an organization (Kenneth, 2012).

Operational (Induction) training- is a training given to new employees joining Ethio telecom.

Management training- is a training given for managers and above officials.

Training Delivery (Implementation) - is the method of giving trainings in class, online, virtually or using intelligent tutoring systems (Noe,2010).

Training Design- a methodical and flexible approach for creating training programs in organizations (Noe,2010).

1.10 Organization of the Study

The study will be organized into five chapters. Chapter one introduces the study by giving the background information on the research problems, objectives, and scope of the study. Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference to how it applies to ethio telecom. Chapter three discusses the research methodology adopted for the study relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections and how results will be analyzed. Chapter four will present the finding on the training practices and challenges in ethio telecom. Chapter five will present the conclusions that will be drawn from the research findings and recommendations to enhance organizational effectiveness through training and, to ensure stable committed human resources.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with the general concepts and principles of employee technical training programs. The review raises basic issues in training like benefits of technical training and training need assessment, setting training program objectives, determining contents of technical training programs, selecting appropriate trainers and trainees, conducting technical training programs and finally evaluating technical training programs.

2.1 Introduction

There must be a constantly updating if an organization needs to survive and develop. New technologies must be adapted through continual employee training in business firms and other organizations. These days, organizations are spending a substantial amount of money for employees' training. Since employees are the most precious assets of organizations in the 21st century, its employee's knowledge and efficiency must be kept updated (Cribb, 2005). The effectiveness and achievement of an organization, hence, lies on the people who work within the organization. Therefore, for the employees to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge. In appreciation of this fact, organizations perform training programs for employees found in the different stages of the organizational pyramid (Isiaka, 2011). Training gives competitive benefit to a company by removing performance deficiencies; making employees stable; minimizing disasters, wastes and damages; and achieving future employee need (Hameed & Waheed, 2011).

According to Vemic (2007), training comprises of planned programs are undertaken to improve employee knowledge, skills, attitudes and behavioral too, so that the performance of the organization will be considerably improved. Unfortunately, too much emphasis is often placed on the techniques and methods of training to be used rather than first defining what the employee should learn in relation to desired job behaviors. Moreover, very few organizations place much emphasis on assessing the need and outcomes of training activities. Nowadays, the need of investing in training and development has been growing (Haslinda & Mahyuddin, 2009).

2.2 Definition and Concept of Training

According to Manpower Services Commission's (1981), training is defined as a designed process to change attitude, knowledge, or skill behavior through learning practice to achieve effective performance in an activity or variety of activities. Its purpose, in the work condition, is to develop the capabilities of the individual and to satisfy the current and future needs of the organization. Training can be defined as the methodical enhancement of the attitude, knowledge, skill and behavioral pattern, needed by an individual to perform a given task or job satisfactorily (Subha, 2011).

CEDEFOP (1996), The European Centre for the Development of Vocational Training, defines training as an activity or program of activities planned to teach the skills and knowledge necessary for a specific work. Training mostly takes place at working places, whereas education takes place at educational universities. Furthermore, training usually has an immediate application and is mostly completed in a shorter time period than education (Van, Cayer and Cark, 1993). According to Bernatek (2003), training helps to ensure that organizational members have the knowledge and skills required to perform jobs effectively, take on new roles, and adapt to changing situations. Fitzgerald (1992), training focuses mainly on teaching employees how to do their current activities and helping them obtain the knowledge and skills they need to be successful workers. Training tends to be practiced more commonly at lower levels of an organization (Jones and George, 2011). Training and development can play an important role in attracting and retaining workers (Wilson, 1999). Training can be a crucial tool to sustain and enhance the productivity of employees there by upgrading their skills that are relevant to meet a particular business, customer requirements and ever-changing industry benchmarks (NISC, 2008).

2.4 Benefits of Training

“Training is not a luxury; it is a necessity if companies are to participate in the global and electronic marketplaces by offering high-quality products and services” (Noe,2015). According to Rothwell (2003), training makes employees to use new technologies, perform in new work systems such as virtual teams, and communicate and cooperate with peers or customers who may be from various cultural environments. Organizations find it difficult to stay competitive in recent global economy. Importance of employee training development

program is growing for organizations those pursuing to receive an advantage among competitors. Employees are esteemed resource of the organization and success or failure of the organization relay on the performance of employees. Therefore, organizations are financing large amount on employee training and development programs. Furthermore, in training program it is supportive for companies to emphasis on knowledge, expertise, and ability of employees. The literature described here is a vigilant benefit of technical training program to organizations and employees.

2.4.1 Individual Benefits from Training Program

The achievement of any organization, in all segments is greatly dependent on its employees. Nevertheless, there are different other aspects that play a major part; an organization need to ensure efficient use of employees to be financially dominant and competitive in the market. So, to maintain this valuable human resource, organizations required to be aware about satisfaction and retention of employees, Career Competencies, as will be discussed below.

Career Competencies: Employee training program helps employees to survive in the future and improve their abilities to adapt new technologies, to appraise their career capabilities and to sustain their employment. Because of this situation, many employees have changed their attitude to get promotion inside their organizations to work and develop the organization (Feldman, 2000). Therefore, workers use organizational year plans for their future and constantly change their plans every two years as per the change of technology and information (Wilson, 2000).

Employee satisfaction: If Employees think that their organization is not caring about them, they will not have any sense about their organization (Garger, 1999). Companies which are keen to invest money on their employees, employees give values to work with those companies, even if that investment ultimately benefits the organization (Wilson,2000). Companies which are offering training programs for their employees are attaining high level of employee satisfaction and low staff turnover (Wagner, 2000). Training enhances organizations' reliability in that their employees realize that their organization is expending in their future career (Rosenwald, 2000).

Employee Performance: Training depends on behavior of employees and their performing skills which resulted in improved employee performance and productive changes (Satterfield & Hughes 2007). Advantages of training programs are also associated to technical skills of the employees. Training brings a positive effect in employees' performance. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees.

2.4.2 Organizational Benefits from Training and Program

Training can play an important role in assisting companies gain a competitive benefit and effectively deal with competitive challenge (Noe,2010). Organizations which are using employee training programs are getting positive results from the individuals.

Market Growth: Employee training is significant for any organization to stay alive and be competitive in the market. Even though it is costly for organizations to spend money on their employees, this investment is positive for them to hold the place in the market. American Society for Training and Development mentioned two motives that are important for employee's knowledge; first employees understand the importance of training and marketable by organization and, second CEOs of the firms recognize that how fast information is transferring in current business environment (Barber, 2004). Greengard (2000) described that organizations are required to adopt and keep such learning environment for the employees that develop the knowledge of organization and competitive ability. Nevertheless, employee training programs derived through a high price, but have a constructive impact on return-on-investment. Microsoft, and General Electric Company are large successful organizations, and these organizations appreciate training opportunities as an investment (Kleiman, 2000).

Organizational Performance: For an organizational effectiveness, training plays the main contributing factor (Schuler and MacMillan1984 cited in Bashir, 2013). Exploration on this topic suggests that investment in training program can be supported by the impact it creates to skilled individual and organizational effectiveness (Bartel, 2000). Human resource management practices impact on attitudes and work-related manners (Allen, Shore and Griffeth (2003)). To assess the effectiveness of training programs, it is advised to check

directly the relationship between training and organizational dedication. Further, it has been shown as certainly related to the effectiveness of the organization (Bartlett 2001).

Employee Retention: Researches explained that employee retention is a difficult notion and there is no specific way to maintain employees with the organization. Several organizations have shown that one of the characteristics that help to retain employee is to give them opportunities for enhancing their skills (Logan 2000). Therefore, there is a great relationship between employee training and employee retention (Rosenwald 2000).

Companies should understand that skilled employees are valuable assets and they must suffer the challenge for retaining them (Garger, 1999 cited in Bashir, 2013). Therefore, companies which are providing training programs to their employees are getting success in retaining them. Many employees, participate in employee training programs, are not ensured of a conventional agreement between programs and employee retention (Rosenwald 2000). Most of the managers found that positive education environment directed to higher retention rates (Dillich, 2000). Organizations that are giving employee training programs are getting achievement with retaining employees. An effective planning of training program can also improve retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees stay for long term (Chaminade, 2007 cited in Haslinda and Mahyuddin, (2009).

2.5 Systematic Training and Process

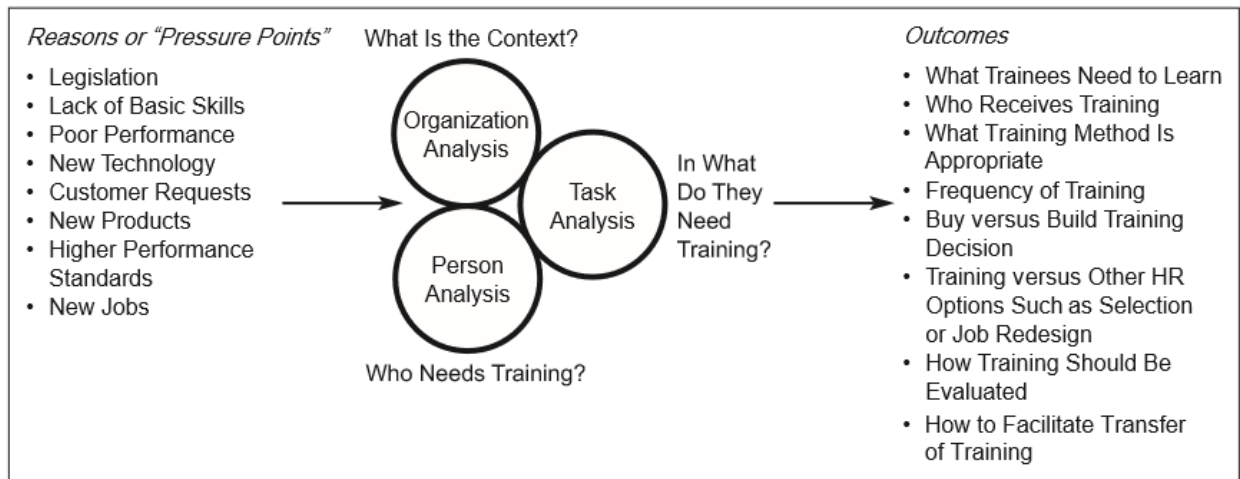
Training activities let organizations to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals (Salas, Tannenbaum, Kraiger and Smith-Jentsch, 2012). However, all training practices are not successful in achieving organizational objectives (Pineda, 2010). So as to be effective, it is better to adopt a methodical approach that benefits both employers and employees (Armstrong, 2006)

2.5.1 Analyzing Training Needs

The first step for any training development activity should be a training needs analysis performing a proper analysis of what needs to be trained, for whom, and in what type of organizational system (Salas et al., 2012). If someone is familiar to the business problems, technological growths, and further issues facing the organization, he or she will be able to

expect training needs (Noe, 2010). A Needs Analysis delivers a merged picture of who will be trained and an outline of the characteristics of training (Basarab, Root, 1992). The traditional tracheotomy for needs assessment includes organizational analysis, task analysis, and person analysis (McGhee & Thayer, 1961 in Latham, 2014).

Figure 2.1 Causes and Outcomes of Needs Assessment



Source: Raymond A. Noe, 2010

Organizational Analysis

The purpose of this analysis is to provide information as to where and when training is needed in an organization (McGhee & Thadyer, 1961 cited in Latham, 2014). In doing so, organizational analysis provides a theme to link training and organizational strategy. Two themes underlie in this area. First, training needs must be linked to corporate strategy. That is, training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. Second, organizations have an ethical responsibility for developing training programs that minimize the technical obsolescence of their employees (Sonnenfeld and Peiperl, 1988).

Task Analysis

Task analysis is the process of evaluating tasks to sense the fundamental competencies, knowledge, skills, or attitudes essential for people to complete the task successfully (Rothwell, 1996). According to Noe (2010), task analysis finds the significant tasks and knowledge, skills, and behaviors that need to be stressed in training for staffs to complete their tasks. Progressively rapid technological changes could modify task requirements, which

will influence knowledge, skill, and ability needs. Fast changes in job requirements increase the significance of cross job retraining (Latham, 2014).

Person Analysis

Person analysis emphasizes on selecting who should be trained and what training is needed by an individual. Gap analysis comprises identifying the gap between what people know and can do and what they ought to know and able to perform, so that the training required to eliminate the gap can be listed out (Armstrong, 2014). Besides deciding who needs training, person analysis can be used to assess whether workers have the prerequisite attitude, knowledge, and motivation to benefit from training (Feldman, 2000). Employees who have no basic skills or inspiration prior to training are less likely to achieve and may require self-preparation before entering to specific training program (Tannenbaum & Yukl, 1992). Self-assessed training needs small investment but creates significant differences for managers with diverse job levels, roles, and attitudes towards the utility of training (Ford and Noe, 1987). Line managers require higher needs of managerial skills than did middle managers.

2.5.1.1 Training Need Analysis Methods

The communal methods to investigate training needs according to Noe (2010) include the following:

1. Questionnaires: There are several ways with common principles of writing questionnaires. It is important to put clear objectives, work out how you are going to analyze the information before you write the questionnaire, allow free space for people's remarks, and make sure your questions are unambiguous and structured. By using a structured questionnaire, data can easily be analyzed for training need assessment purpose.
2. Focus groups: collection of people in an area impacted by a training problem or opportunity and ask for their feelings about what is happening. Spend no more than two to three hours to the meeting. Pose two or three questions.
3. Structured interviews: use structured interviews to ensure constancy in questioning all respondents. It is a written and ordered interview.
4. Performance interviews/appraisals: Effective performance interviews ought to result in individual growth plans from which individual and team training needs may be evaluated. The format or design of the development plan needs to be agreed between managers and team members, so that the needs assessment is perceived as helpful by both the parties.

5. Observation: Assessing training needs through on-job observation can provide correct information on the skill levels of individuals, their knowledge and their behavior in the workplace.

6. Critical incident analysis: This technique can be used to focus on a specific incident or situation. This can be done through structured individual interviews or by meeting together a focus group containing individuals present in the critical incident. The results can then be evaluated to find out why a specific team performed outstandingly well and to mature a set of success criteria.

7. The Delphi method: It is a structured communication technique, originally developed as a systematic and interactive, forecasting method which depend on a panel of experts. In the standard version, the experts answer questionnaires in two or more rounds. After each round, a facilitator provides an anonymous summary of the experts' forecasts from the previous round as well as the reasons they provide for their judgments. Thus, experts are encouraged to revise their earlier answers considering the replies of other members of their panel. It is believed that during this process the range of the answers will decrease, and the group will converge towards the "correct" answer. Finally, the process is stopped after a pre-defined stop criterion.

8. PERT (Program evaluation and review technique): The Program or Project Evaluation and Review Technique, commonly abbreviated as PERT, is a model for project management designed to analyze and represent the tasks involved in completing a given project. Brown (2002), It is commonly used in conjunction with the critical path method. PERT is a method to analyze the involved tasks in completing a given project, especially the time needed to complete each task, and identifying the minimum time needed to complete the total project.

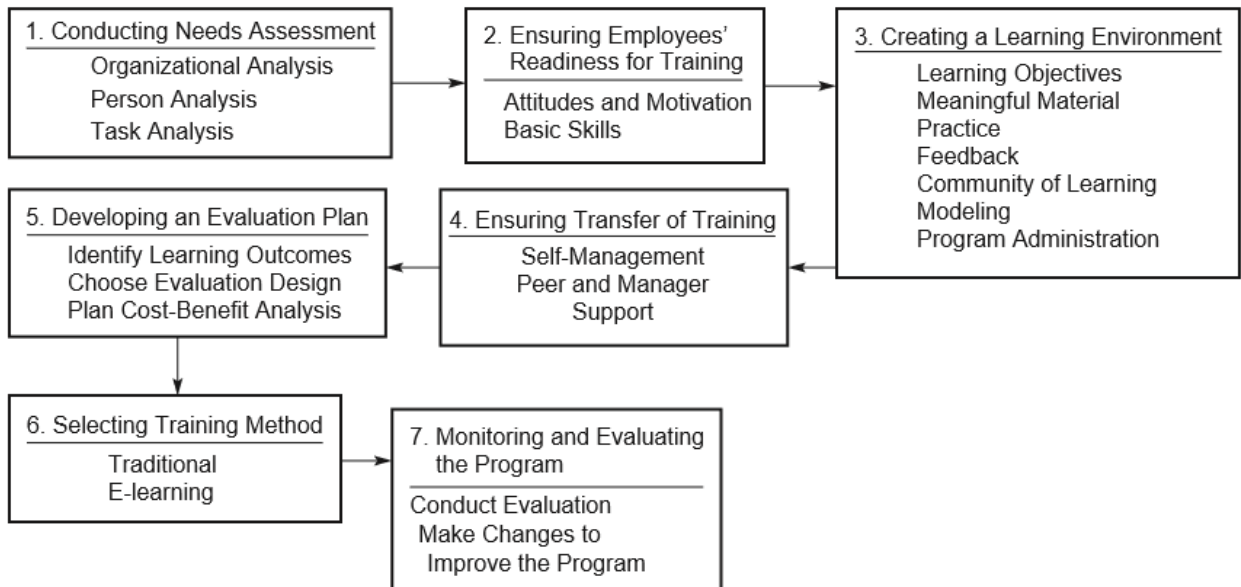
2.5.2 Designing Training Program

“Training design is effective only if it helps employees reach instructional or training goals and objectives” (Noe,2010). By methodically planning for, gathering, examining, and reporting evaluation results, sound company decisions can be made with respect to training design, development, delivery, and follow up of corporate training programs (Basarab, 1992). It is an enabling factor which covers the planning and creation of training and

development programs by considering training purposes, trainee characteristics, present knowledge about training processes, and practical considerations such as constraints and costs in relation to benefits. Training design refers to the property of the experience that is shaped for the trainee via the provision of information and category of practice available during training (Kozlowski & Salas, 2010). Trainees are more likely to interpret the training content to the work context when they notice that the training program was designed and provided in such a way that can maximize the trainees' capability to transfer the training to the job (Holton, 2005 cited in Velada, Caetano, Michael, & Lyons, 2007). Tannenbaum and Yukl (1992) stated the following procedures for design of training that would contribute expressively to training effectiveness:

1. The instructional events that comprise the training method should be consistent with the cognitive, physical, or psychomotor processes that lead to mastery
2. The learner should be induced to produce the capability actively
3. All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive
4. The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to valued outcomes
5. Training methods should be adapted to differences in trainee aptitudes and prior knowledge

Figure:2.2 Training Design Process



Source: from Raymond A. Noe, 2010

2.5.3 Developing Training Program

Once the duty, task, and needs analyses are finalized, the subsequent step is development of achievable training package (Wireman, 2013). During this stage, the trainer is expected to arrange the knowledge and performance objectives, instructional materials, lesson design, and model. In this stage, training materials will be revised; lesson plans will be selected, and new ones will be designed. In the review process, the training materials should be clear, brief, and assure in addressing objectives. The goal will define how the trainer and employees will interact during training to achieve the learning objectives (Noe, Hollenbeck, Gerhart, and Wright, 2006).

2.5.4 Implementing Training Program

The training program is applied as planned (Armstrong 2006). The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered, and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the

guidance and support needed to ensure successful training plan. Next, the availability of trainers, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and trainees and trainers' performance is evaluated (Armstrong 2006).

2.5.4.1 Training Facilities and Environment

According to King (2000), Training Facilities and Environment denotes to the furniture, class configuration, resources, materials, and equipment that will be used during training practice. He also stated that training facilities have to fulfil with legislation so that trainees with hearing, vision, and other infirmities have equivalent access to services and receive equal treatment in training. Therefore, for effective training program, appropriate training facilities and proper training environment should be fulfilled.

2.5.4.2 Selection of Trainers and Trainees

“If training is to accomplish desired outcomes, it is imperative that those designing the training, as well as those actually doing the training, have a clear picture of those desired behavioral changes” (Wireman, 2013). In training programs, trainers and trainees are the two important actors in training process. Armstrong (2014) described that one of the most vital arts that trainers must experience is to adjust their approaches to the learning styles of trainees. There are different styles of trainers based on Wireman (2013). These are:

Listeners -They create an open learning environment that inspires learners to express individual needs.

Directors -They create a perceptual learning situation that offers trainees different outlooks.

Interpreters -They create a model learning atmosphere that inspires trainees to remember and understand the terms and rules.

Coaches -They create a behavioral learning atmosphere that enables learners to test and measure their own progress.

2.5.5 Evaluating the Effectiveness of Training Program

“Most managers agree that training does not cost, it pays, and that training is an investment, not an expense” (Mondy and Martocchio, 2016). The training needs, program learning

objectives, and the strategic reasons for training should be evaluated with the outcomes it brings after training (Noe,2010). Training evaluation in companies is the analysis of the overall value of a training costs and achievements in both public and monetary terms. Evaluation involves collecting information on the results obtained in order to analyze and evaluate them and facilitate the optimization of training in the future (Pineda, 2010). According to Beardwell (2017), measurements should go beyond post-course evaluation to calculating wastage, error rates, cost advantage, customer need fulfilment, staff comments and motivation, and can try to link specific results to the training given, examines cost-effectiveness, prove contribution to strategic objectives. It eventually focuses on determining the degree to which training has answered to the needs of the organization and its translation in terms of impact and profitability (Pineda, 2010). Lingham, Richley, & Rezani(2006) suggest that, effectiveness of training should be based on the extent to which trainees are able to apply the knowledge, skills and attitudes they obtained in the training suggesting the importance of applicability of training programs.

There are several model of training evaluations that organize the process, provide guidelines for the content, and outline the phases of its implementation. Kirkpatrick's (1994) classic model describes four levels of training evaluation:

1. **Participant Reaction** – This is the lowest level on Kirkpatrick's hierarchy. How much the trainees like the training program? Approaches to determining participant reactions at the end-of-course, and participants are requested to give feedback about the training experience. “Evaluating training by measuring participant reactions is easy, fast, and inexpensive” (Rothwell,1996).

2. **Participant Learning** - Did the trainees capture what was expected from the program? Tries to measure learning through paper-and-pencil tests and on-the-job performance assessment. This level is used to measure the program content and accounts the training development specialists who designed the program (Rothwell,1996).

3. **Participant on-the-job Behavior** – How much the participants did change their behaviors due to the training they got? It is used to measure the application or interpretation of the training into the actual job.

4. **Organizational results** – How much did the training contribute to the organization strategy? It is used to measure the gains in the bottom line of the organization as a result of the training.

Training evaluation process is focusing on the extent to which an employee uses knowledge and skill learned in training to the job, as well as maintains the level of skill talent or knowledge educated in training (Martocchio, 2016).

2.5.6 Factors Influencing Training

According to Martocchio (2016), there are six major factors influencing training practice.

These are:

Top Management Support- To be successful in trainings, top managements support in resources and facility is crucial. Most of the time it is observed in the reduction of training budget.

Shortage of Skilled Workers- In the world several companies are suffering to find skilled workers.

Technological Advances- As Martocchio stated “Perhaps no factor has influenced training more than technology”. Technological invention also has fostered improved autonomy and group work activities, which also demand diverse job-related skills than employees once needed.

Global Complexity- Now a days the world is getting more complex due to globalization. More than ever, to get competitive advantage organizations must train their employees with leading-edge skills and motivate employees to apply their skills expertly.

Learning Styles- It is advisable to use different methods of trainings based on the nature of the trainees. According to Martocchio, teaching style gives the concept that people have a natural preference, depending on their dominant sense, in how they select to learn and process information.

Other Human Resource Functions- Here the human resource selection and recruitment highly influences training packages. If less qualified workers are employed, a company will need extensive training programs.

2.6 Methods and Types of Training Programs

According to Martocchio (2016), training methods are listed as below:

Classroom Method: The classroom method, in which the trainer actually stands in front of trainees, continues to be effective for many types of training.

E-learning: The training method for connected instruction using technology-based systems such as the DVDs, local connections, and the Internet.

Case study: The training method in which trainees are required to read the information given in the case and make decisions based on it.

Behavior modeling: The training method that allows a person to learn by repeating or replicating behaviors of others to show managers how to handle different situations.

Role-playing: The training method in which attendants are requested to respond to specific problems they may face in their jobs by acting out real-world situations.

Business games: The training method that allows members to assume roles such as president, controller, or marketing vice-president of two or more similar hypothetical companies and

compete one to another by manipulating chosen factors in a particular business situation.

In-basket training: The training method in which the participant is requested to create priorities for and then handle several business papers, e-mail messages, memoranda, reports, and telephone messages that would typically cross a manager's desk.

On-the-job training (OJT): An informal the training method that allows an employee to acquire job tasks by actually performing them in site.

Apprenticeship training: Training method that associates classroom coaching with on-the-job training.

Team training: Training focused on education knowledge and skills to individuals who are expected to work jointly toward achieving a common objective.

Team coordination training: Team training focused on educating team members how to orchestrate the individual work that they do to complete the task.

Cross-training: Type of training for educating team members about the other groups' works so that they may do the groups' task when a team member is absent, is delegated to another job in the company, or has left the company altogether.

Generally, there are two major training methods that are commonly used in workplace (Craig,1987): On-the-job and off-the-job trainings.

2.6.1 On-the-Job Training

Training that happens in practical at work and during the workday is called on-the-job training (OJT) (Rothwell, 1996). On-the-job training denotes to the activities which may be theoretical or practical based on the job condition, which occurs when an employee joins an organization or a new assignment takes place for a specific job or task (Maurya & Kaushik, 2013). Every wide-ranging technical skills training package should contain an on-the-job (OJT) section, where the employees can see the practical application of the course material and how it can be applied on their defined job assignments (Wireman, 2013). It is the most regularly used and smallest expensive approaches of training (Craig, 1987). As Rothwell (1996), now a day's attention is given to OJT because it is a real-time change strategy. However, on-the-job training will be more efficient when it is applied in a structured manner (Salas et al., 2012). Training taken place using real equipment or machinery is even more beneficial than using a simulator since the trainee captures significant skills and knowledge in the context of the actual job (King, Stephen, Marsha, William, 200). According to Bernatek (2003), usually, on-the-job training takes either or all the below forms: Coaching, Job rotation, Apprenticeships, and Internships.

2.6.2 Off-the-Job Training

According to Rothwell (1996) a training that happens not on-the-job and off-line is called off-the-job-training (OFJT). Off-the-job training is a method in which workers are required to undergo training for a specific period away from the workplace (Bernatek, 2003). Off-the-job training is suitable when several employees take a common training need and when adequate expertise and resources exist to design and give the training (Rothwell, 1996). Off-the-job training method is concerned with both knowledge and skills in doing certain jobs, and can be conducted in several procedures (Craig, 1987). Special lectures, discussions, conference, seminar, case study, role playing, and management games are the most regularly used off-the-job training methods. OJT, one of the most commonly used but least revealed

methods of training, prompts company expenditures three to six times expensive than those for OFJT (Rothwell, 1996).

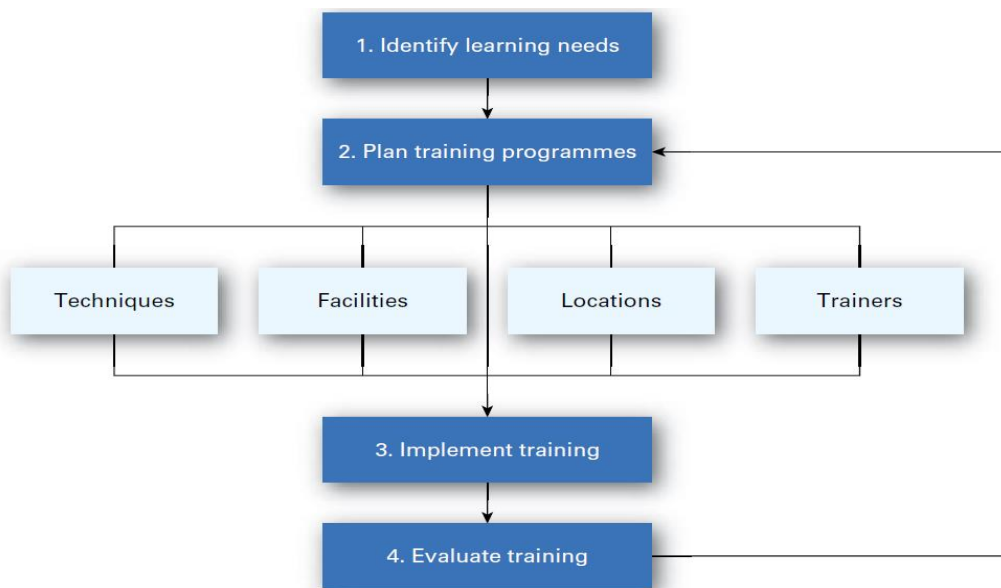
2.7 Types of Training Programs

Companies could apply several types of training programs to different classes of employees to ensure that the skills needed for numerous positions are enhanced. According to Armstrong (2014), organizations direct training programs towards to specific and general skills, including manual skills, technical training, interpersonal skills, communications training, organizational development, career development, supervisory and management development. The goal of all these programs is for trainees to gain new knowledge or skills. The following are the details as Armstrong (2014):

1. **Technical Training:** Technical training would influence technical knowledge and skills using usual training tactics for instruction of technical ideas, truthful information, and dealings, as well as technical processes and principles.
2. **Interpersonal skills:** eg leadership, team building, group dynamics, neurolinguistic programming.
3. **Organizational Development:** It refers to the use of knowledge and techniques from the behavioral sciences to analyze existing organizational structure and implement changes in order to improve organizational effectiveness.
4. **Personal skills:** eg assertiveness, coaching, communicating, time management.
5. **Management and Supervisory (team leader) Development:** Management and supervisory capacity building involves the training of managers and supervisors in essential leadership skills enabling them to function effectively in their positions.
6. **Training in organizational procedures or practices,** eg induction, health and safety, performance management, equal opportunity or managing diversity policy and practice.

The Systematic training model (Figure 2.4) below shows how organizations follow training procedures starting from the need assessment, plan training programs, implementation and finally evaluation process. If there is any correction in the training process, it should be evaluated and feedback to the program planning process and final implemented.

Figure 2.3 Systematic training model



Source: Armstrong (2014)

2.8 Empirical Review

A number of researches' that have been done by several researchers were trying to assess and explore the practice of employee training. Each of the research has its own characteristics and conduct with different context and in different countries. However, their findings are almost the same. Existing literature present evidence of an existence of obvious effects of training on employee performance (Sultana, Irum, Ahmed, & Mehmood, 2012), (Onyango & Wanyoike, 2014). Performance: - is a function of organizational performance since employee performance influence general organizational performance.

Sultan et al., (2012) conducted a study on training practice and its problem on employee performance. In their study, training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan. The study concluded that if organizations invest in the right type of employee training, it can enhance employee performance as well as

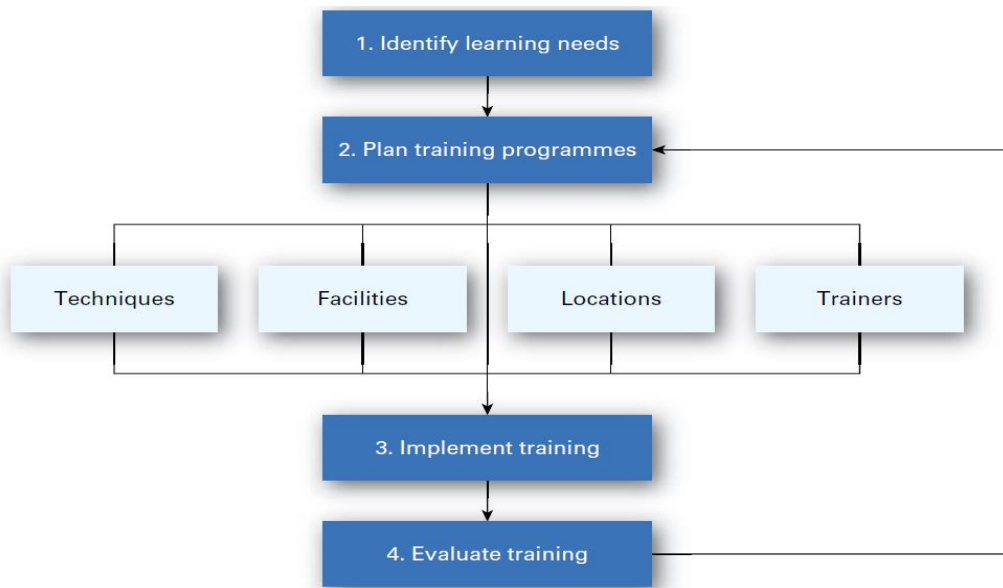
competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana, Irum, Ahmed, & Mehmood, 2012) conducted a review and critique of research on training and organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resources, performance and financial outcomes.

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

2.9 Conceptual Framework

Training should be methodical in that it is explicitly designed, planned and implemented to meet the required needs (Armstrong, 2009). According to Noe (2010), there are four steps: Training needs assessment, Theories and Program Design, implementation (Delivery) of training programs and Training programs evaluation. It is better that the company needs more experienced line managers who have capability to carry out training needs analysis before any choices are made about exactly what sort of training is needed (Martin, 2006). Once training needs are identified, the next step is programs must be designed based on the requirements. Employees are very conscious about the delivery style (Armstrong, 2000). Evaluation permits organizations to continue giving training that works fine and to modify or terminate training that does not bring change (Salas et al., 2012). Therefore, for an effective training practice, proper needs assessment, well designed program, implementation according to plan and finally proper follow up and evaluation are very essential.

Figure 2.4 Conceptual Framework



Source: Armstrong (2014)

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

The objective of the study is to assess technical training practice in Ethio telecom using the appropriate methodology that helps to approach the research scientifically. Therefore, this part includes research design, sample size and sampling technique, instrument for data collection, procedure of data collation, method of data analysis, reliability and validity, and ethicality issue.

3.1 Research Design

According to Malhotra and Birks (2007), a research design is a framework or blueprint for conducting research. It describes in detail all the necessary information needed to structure and solve the research problems. Research design dictates the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Cresswell, 2009). Even if a broad approach to the problem is already developed, the research design specifies the details. The research design is the foundation on which the research project is built. A good research design seeks to ensure that the research project is conducted effectively and efficiently.

According to David and Geoffrey (2009), descriptive research is a research type which describes phenomena as they exist, and it is used to identify and obtain information on the characteristics of a particular problem or issue. In this research, descriptive research design was applied, since the research is aimed at measuring the attitude of the employees about the training they are getting.

Questionnaires and interviews were used to collect primary data. Therefore, both quantitative and qualitative (Mixed method) design approaches were used to analyze the data.

3.2 Target Population

The target population of this study were mainly managerial (25) and non-managerial (504) employees of the company who had experience of more than or equal to one year. These

employees were selected as respondents because they had taken inductive training when they joined the company and the minimum training requirement was six months according to HR-Labor union agreement. Thus, the study excluded those employees who had less than one-year experience. In addition, staffs of outlying branches were not considered because of the remoteness of data access and due to covid-19 pandemic.

3.3 Sample and Sampling Techniques

According to Dagim Tadele, Ethio telecom Training and Development Manager, there were 16396 permanent employees as of February 1/2020 in Ethio telecom throughout the country. From these 16396 employees, 529 were in Addis Ababa three zones and HQ in which 403 were in Network and 126 in IS. From 529 employees, 25 were managerial and 504 were non-managerial working in Addis Ababa and had got more than one-year experience in HQ and three zones. For this study, since the population size is large, sampling technique is used. The scope was delimited to Addis Ababa and samples have been taken only from headquarters and three zones (Head quarter, Central Addis Ababa Zone, North Addis Ababa Zone and East Addis Ababa Zone). All the zones are almost similar in structure and human composition. The reason for making the number of samples from selected zones is based on the proportion of the number of staffs found and more than one year working experience. Sampling is the purpose of choosing, from a much large population, a group about which generalizations are made based on the selected part which represents the total group (Yamane, 1967).

As per Glenn (1992), there are numerous approaches to determining the sample size – using published tables and applying formula to calculate a sample size. A third way to determine sample size is to rely on published tables, which provide the sample size for a given set of criteria. The first and the second approaches for determining the sample size are not appropriate for this study. Since the population of the study are large in number, it is difficult to use census, and imitating the sample size of similar studies is not possible because it is difficult to get this kind of research that was done in Ethio telecom.

The researcher was adopting simple mathematical formula, $(n = N/[1+N (e)^2])$, provided by Yamane in 1967 for determining sample size. Since the study was delimited to Addis Ababa city, and three zones and HQ, the population size of employees working in these zones and

that had experience of one year and above are 529. When the sample was seen in terms of strata, it had the following composition. Head quarter 134 staffs, Central Addis Ababa Zone 88 staffs, North Addis Ababa Zone 85 staffs, East Addis Ababa Zone 96 staffs and IS 126 staffs.

Therefore, from the population size of 529, 226 Employees working at head office and at three Addis Ababa Zones would be selected as sample for this study. The number of staff members who had more than one-year experiences would be considered for the study because they would give reliable feedback for the study. Because the researcher believes that those employees who have more than one-year experience have the know how about the technical training practice in the company and, they have prior experience and better understanding about the topic understudy. The researcher was adopting simple mathematical formula provided by Yamane in 1967 for determining sample size.

The sampling Formula $n = N/[1+N (e)^2]$

n= is the sample size

N=is the population size which is 529 and

e = is the level of precision which is 5 %

$n = N/[1+N (e)^2]$, $n = 529/[1+529(0.05)^2] = 529/2.34 = 226.06 \approx 226$

The total number of samples from the zones were 169 employees and the remaining 57 would be taken from different departments (Wireless, Operation & maintenance, and Service management) in head quarter by using proportionate stratified random sampling technique. Stratified random sampling is a type of probability sampling which selects members of the sample population from each sub population(department). The number of sampling units drawn from each stratum is in proportion to the population size of that stratum It issued when the population is too large to handle and is divided into subgroups called strata. Since the zones are uniform in structure and activities as well as population size, proportionate sampling was applied to get the shares.

3.4 Sources of Data

With the sources of data, the data obtained from primary and secondary sources. The primary data were collected from ethio telecom network and IS division employees using structured

questionnaire and semi structured interviews. Moreover, secondary data were collected from journals, internal policies, procedures, and manuals of ethio telecom, internal memo and reliable internet sources and websites etc. The secondary data helped to add to the primary data that were collected and to use it to combine different respondent's opinions and base a theory with evidence to back the point up.

3.5 Tools for Data Collection

In this study, primary data was collected using questionnaire and interview. The secondary data and other reviews were collected from the company websites, strategic plans, and other documents for the formulation and inclusion of the study.

3.5.1 Questionnaire

In this study questionnaire were developed in order to collect data from employees that were found in all categories. The type of questions that were raised in the questionnaire would be both close ended questions with predetermined scale for responses and open-ended questions, which would provide respondents freedom to express their perception. 226 questionnaires were distributed to all employees in the selected zones and head quarter who were above or equal to one-year experience. Due to Covi-19, the questionnaires were distributed with online application form for zones and in hardcopy in headquarter. From 226 questionnaires, 221 were filled returned.

The advantage of using the questionnaires method is that the respondents have time to think of their answers, thus allowing smaller rate of errors. The first section of the questionnaire contained the demographic information of the respondents. Section two discusses about the general issues about training practice in the company. It also contains training need assessment, trainee selection mechanisms, design and delivery mechanisms, and evaluation and follow ups. The last section requests problems and challenges in overall training activities.

3.5.2 Interview

Interview will be used as one tool for collecting data regarding technical training practice objective, process, problems, and participants of technical training practice. For the

interview, the researcher has contacted senior human resource personnel that is found at the head office. Since interview is the best way to get depth insight about the issue and help to find answers for questions that are not suitable to get through questionnaire, it helps the researcher very much. Interview is suitable to raise counter question with regarded to the answers that are general, vague, and needs further explanation. Initially 7 managers and 3 experts were selected purposely for the interviews. But the researcher interviewed 5 managers and 2 experts successfully. These managers and experts are working as trainers in parallel to their office work. One of the interviewees was training and development department manager. Therefore, interview was used as one source for data collecting in this study.

3.6 Procedures for Data Collection

Before the distribution of questionnaires for collecting data, it will be checked by the advisor and colleagues who have sound knowledge in the area. When the researcher believes that the questionnaire is good enough to collect the necessary data, it will be distributed to respondents and then by making the appropriate follow up the researcher himself will collect the instruments from the respondents. Then, the questionnaires will be coded and inserted into analyzing software (SPSS). Based on the frequency of the respondents, it would be analyzed.

Before the interview, the researcher read or have background information about the topic area. And, the researcher will ask the respondents about the time, place and condition of making interviews. During the interview, the interviewer must follow up the respondent, take the response in the form of note.

3.7 Pilot Testing

3.7.1 Validity Test

Validity is the extent to which the research findings accurately represent what is really happening in the situation (Hughey and Mussnug, 1997). Validity is the most important attribute of assessment system. It is concerned with the evaluation measures of training that is intended to measure.

Validity is a measure of the truthfulness of measuring instruments. The questionnaire was distributed in two forms. The first one is with the form of web application (doc.google.com), and the second one is with hardcopy and collected by the researcher in person. And also, interviews have been conducted with concerned senior experts and managers.

3.7.2 Reliability Test

Reliability refers to the extent to which the data collection techniques will yield consistent findings. Internal consistency of items, which is the level of homogeneity of measures incorporated in the instruments, the study did the reliability test to 43 questions by calculating Cronbach's coefficient alpha with all variable using SPSS. The result for the measure of technical training is shown in the table below.

As per (Walsh, 1995) recommendation a minimum level of cronbach's alpha should be 70%. Hence the reliability of the response was able to be ensured.

Table 3.1. Cronbach's alpha Reliability Statistics

Cronbach's Alpha	N of Items
0.812	43

Source: Own Survey, 2020

3.8 Method of Data Analysis

Both quantitative and qualitative approaches were used to analyze the collected data through questionnaires and interviews. Descriptive statistics would be used to analyze the data through closed ended question with the help of SPSS (Statistical Package for Social sciences) version 25. Analysis have been done according to the objective of the study. After the data was collected, it was compiled, sorted, edited, coded and then entered into SPSS for analysis. Frequency and percentage were used to present the data using tables and graphs. The interview responses were inserted to each replied questionnaire according to the context they

fit. As qualitative data source, it was expressed by interpreting the responses or quoted in the description.

3.9 Ethical Considerations

Ethical issues are very important in research these days. Ethical emerged from value conflicts. In research, these conflicts are expressed in many ways: individual's rights to privacy versus the undesirability of manipulation, openness and replication versus confidentiality, future welfare versus immediate relief, and others. Each decision made in research involves a potential compromise of one value for another. Researchers must try to minimize risks to participants, colleagues and society while attempting to maximize the quality of information they produce.

Thus, the researcher observed the principles of ethical issues like confidentiality and dignity of the participants, integrity, on no account plagiarism, and never fabricating and destroying data. The researcher was ok at most precaution before undertaking the research and informed the participants in the study about the objectives of the study, and is consciously consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy, and protecting the anonymity of all respondents. A researcher must consider these points because the law of ethics on research condemns conducting a research without the consensus of the respondents for the above listed reasons.

CHAPTER FOUR:

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter provides the results and findings about the assessment of technical training practice in Ethio telecom network and IS divisions. The chapter deals with analysis, discussion and interpretation of the data collected through questionnaire and interview. Responses for measures on the questionnaire are summarized and presented by using tables. Interviewed responses are also presented in the interpretation. 226 questionnaires were prepared and distributed to respondents out of these questionnaires distributed, 221 were collected and used for analysis purpose. Out of the total samples, 5 questionnaires (3 from online application and 2 from hardcopy) were uncollected and this gives a 97.78% return rate. In the interview, 10 respondents are requested and 7 are voluntary to give responses.

4.1 Demographic Characteristics of Respondents

For the purposes of this study, the variables on demographic information are gender, age, level of education, total years of experience and position in the organization. The result of this demographic presentation is stated below using descriptive statistics analysis.

4.1.1 Analysis of the Results Related to Participants Characteristics

This section is related to section one of the questionnaire, aims to present and analyze the data regarding the general background of the participants.

4.1.1.1 Demographic Profile of Respondents Based on Gender, Age and Service year

Table 4.1 Gender, Age and Service year of the Participants

Variables	Category	Frequency	Percent
Gender	male	169	76.5
	female	52	23.5
	Total	221	100.0
Age	21-25 Years	6	2.7

	26-30 Years	57	25.8
	31-40 Years	147	66.5
	40-50 years	11	5.0
	Total	221	100.0
Service year	1-5 years	19	8.6
	6-10 Years	100	45.2
	11-15 Years	83	37.6
	16-20 Years	14	6.3
	>21 years	5	2.3
	Total	221	100.0

Source: Survey Result (2020)

The data obtained from the questionnaire shows that most of the respondents were male, (76.5%). Therefore, thus, males' dominance over female were observed in the IS and Network divisions. When we come to respondents' age category, 25.8% and 66.5% of the respondents were aged between 26-30 and 31-40 years respectively. The rest (21-25 and 41-50) were 7.7%. From this we can conclude that majority (92%) of the participants are less than 41 and greater than 25 years of age, and this implies that the employees of the company are young and in more productive stage.

Table 4.1 also shows that 8.6% of the participants had a work experience of 1-5 years in the company. 45.2% of the participants had 6-10 years' work experience while 37.6% had 11-15 years' work experiences. This indicates that since majority of them are 6-15 years of experience, and more or less they are not new to the environment, they need a proper training in order to strength their real work experience through proper training and to become more effective and increase their performance in future.

4.1.1.2. Demographic profile of Respondents Based on Educational Qualification

Table 4.2 Education status of the participants

	Valid	Frequency	Percent
Educational status	Diploma	2	0.9
	Degree	159	71.9
	Masters and above	60	27.1
	Total	221	100.0

Source: Survey Result (2020)

From the above table, it is evidenced that the employees of ethio telecom hold a range of educational qualification from Diploma to master’s degree level. The majority of the respondents (71.9%) of the them were Degree holders, 27.1% (60 in numbers) of the participants were master’s and above holders. The rest 0.9% (2 in number) of the participants were Diploma holder. This implied that almost all employees of the company in IS and Network divisions are Degree and above holders. We can conclude that the respondents have better understanding about the concept of training and development as they were well educated.

4.1.1.3. Demographic Profile of Respondents Based on Position in the Organization

Table 4.3 Working position in the organization

Valid	Frequency	Percent
Staff /non-management	160	72.4
Supervisor	40	18.1
Management	21	9.5
Total	221	100.0

Source: Survey Result (2020)

The above table 4.3 shows that the majority of the participants, 72.4%, were non-management /staffs. Whereas 18.1% of the participants were at the supervisory position whereas the rest 9.5% were at the management position. “In modern organization, a supervisor or manager will manage approximately 15 to 20 subordinates or some experts

with a more traditional focus believe that 5-6 subordinates per supervisor or manager is ideal” Richard (2010). Based on the table the ratio of supervisor to staffs is 1 to 4 and that of manager to non-management is 1 to 10. This implies that the position distribution in the company is fair.

4.1.2. Analysis of the Data Related to the Current Training

This section is related to section two of the questionnaires, presents and analyzes the collected data regarding how training is conducted in ethio-telecom. It includes general issues related to training, training needs assessment (TNA), training delivery methods and training evaluation and follow up stage.

4.1.2.1 Training Related Questions

Table 4.4 Organization provide training to its employee

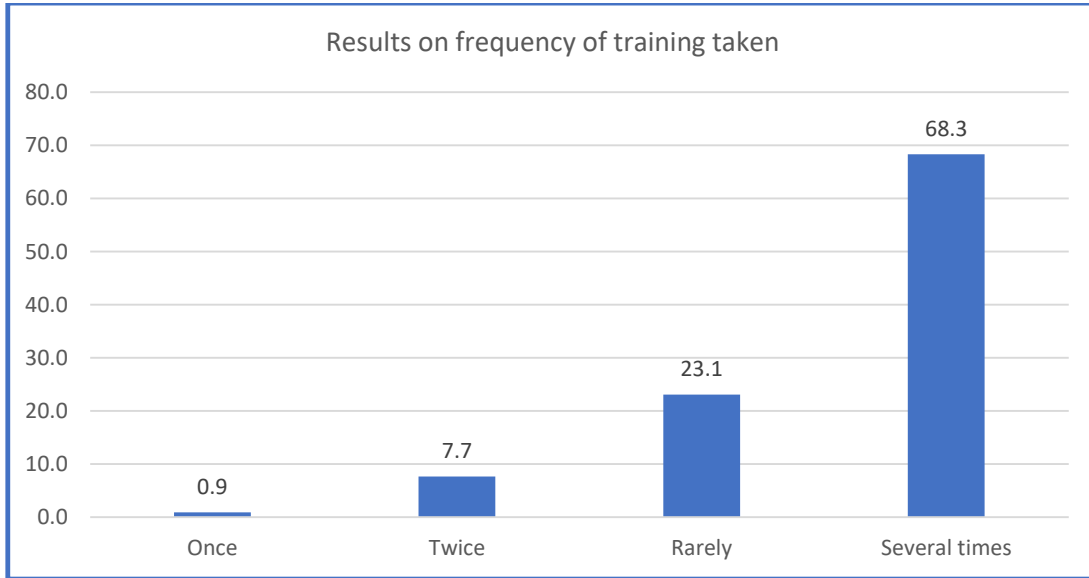
Valid	Frequency	Percent
yes	221	100.0

Source: Survey Result (2020)

As the aim of this paper was to assess technical training practice in ethio telecom, the respondents were asked whether their organization provide them trainings or not and 100% of the respondents were agreed. This clearly demonstrates that the ethio telecom has training practice in place.

4.1.2.2 Results on Frequency of Training Taken

Chart 1. Results on frequency of training taken



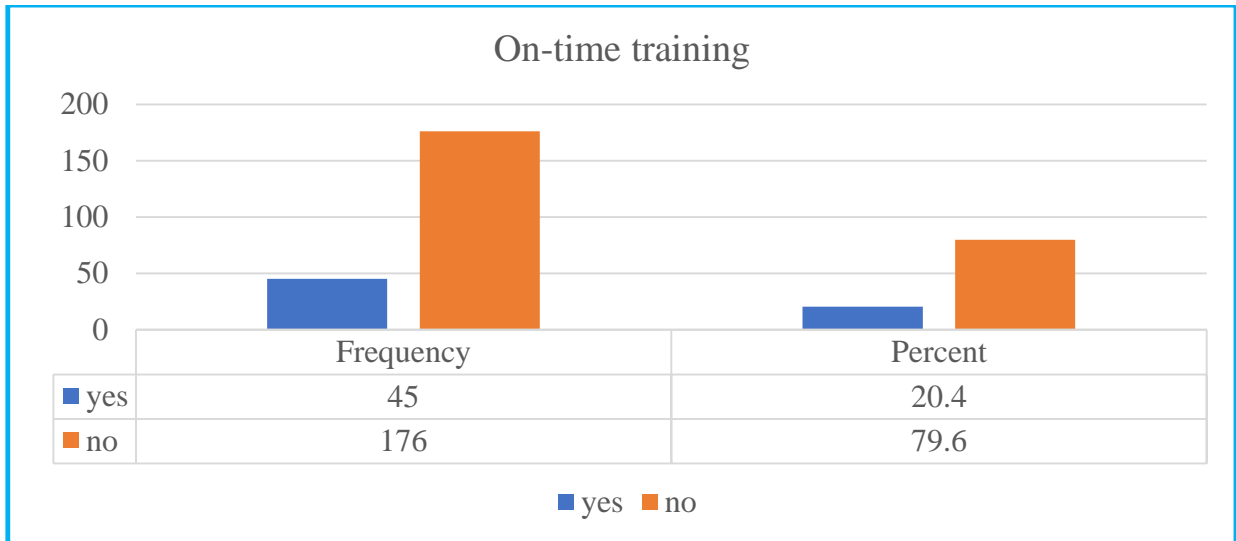
Source: Developed for this study

The frequencies at which respondents are attending training programs are shown in the graph above. The result indicated that out of the 221 respondents who took training since they joined the organization, 68.3% of the employee were trained several times, 23.1% were trained rarely and the number of respondents who were trained only once and twice were 8.6%.

Even if the majority of the respondents took the training several times there are some respondents who took the training only once, twice and rarely. This clearly demonstrated that there is gap in allocation of employees for training program. According to Dawit Kefale, mobile quality expert and trainer, once a trainee is in the training record, he/she has more chance to be called for other trainings than other employees of the same department. This indicates that there is still lack of selecting trainees uniformly in the company.

4.1.2.3 Result Related to On-time Training

Chart 2. Result related to on-time training



Source: Developed for this study

As it is indicated in the above Chart 2, among the respondents, the majority which were 79.6% (176 in number) of the respondent claim that their organization was not providing them on-time training. Interviewed managers agreed that even if ethio telecom has a training program and policy in place and give trainings to the employees several times, it failed to give this training at the right time. Failing to deliver the training at the right time will also decrease the effectiveness of the training program.

4.1.3 Training Needs Assessment

According to Noe (2010), if someone is familiar to the business problems, technological growths, and further issues facing the organization, he or she will be able to expect training needs. The first step for any training development activity should be a training needs analysis performing a proper analysis of what needs to be trained, for whom, and in what type of organizational system (Salas et al., 2012).

This part of the analysis is concerned with part one of section two in the questionnaire. It is related to how TNA was conducted in terms of frequency of conducting TNA, the techniques used in determining training needs.

4.1.3.1. Conducting TNA

Table 4.5 Frequency of conducting formal training need assessment in the organization

Valid	Frequency	Percent
Never	4	1.8
Rarely	62	28.1
Sometimes	121	54.8
Mostly	34	15.4
Total	221	100.0

Source: Survey Result (2020)

From table 4.5 above, 28.1% of the participants responded that the organization conduct formal need assessment rarely while the majority, 54.8%, of the participants argued that sometimes the organization conducts need assessment. 15.4% of the participants responded that the organization conducted need assessment mostly. Few (1.8%) of the respondents argued that the organization never conducted need assessment.

In addition, as of the responses of the interviewed managers, the organization conducts need assessment based on the budget it has at hand and the employees’ potential gap observed during the time of supervision. There is no formal document that shows the status of all employees which helps to identify gaps and finally to determine who are eligible to take training and what type of training is appropriate to them. Based on the respondents, it could be concluded that there is no formal training need assessment in ethio telecom.

4.1.3.2 Techniques Used During Training Needs Assessment

Table 4.6 Techniques deployed in conducting need assessment in the organization

		TVSE	TSE	TCE	TGE	TVGE	Total
To what extent is the training activity related to ethio telecom strategy	Frequency	7	79	74	54	7	221
	Percent	3.2	35.7	33.5	24.4	3.2	100.0
	Frequency	4	79	82	46	10	221

To what extent is the training activity derived from tasks of employees	Percent	1.8	35.7	37.1	20.8	4.5	100.0
To what extent is the training activity derived from lack of knowledge, skill, ability, or motivational aspect of the person	Frequency	23	78	83	31	6	221
	Percent	10.4	35.3	37.6	14.0	2.7	100.0

Source: Survey Result (2020)

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE=to a very great extent

Table 4.6 shows that 35.7% of the respondents confirmed that ethio telecom training activities are related to company’s strategy to a small extent. 33.5% of the respondents also confirmed that its training activities are related to company’s strategy to a considerable extent. Whereas 3.2% and 24.4% of the respondents confirmed that ethio telecom training activities are related to company’s strategy to a very small extent and to a great extent respectively.

From table 4.6, 35.7% and 37.1% of the respondents replied that ethio telecom training activities are derived from tasks of employees to a small extent and to a considerable extent, respectively. Whereas, 20.8% and 4.5% of the respondents confirmed that the training activities are derived from tasks of employees to a great extent and to a very great extent, respectively. Task analysis finds the significant tasks and knowledge, skills, and behaviors that need to be stressed in training for staffs to complete their tasks (Noe, 2010). From this analysis it is possible to conclude that the extent is the training activity derived from tasks of employees in ethio telecom is small.

From the last row of table 4.6, 10.4%, 35.3% and 37.6% of the respondents replied that ethio telecom training activities are derived from lack of knowledge, skill, ability, or motivational aspect of the employees to a very small extent, to a small extent, and to a considerable extent respectively while 14.0% and 2.7% confirmed that training activities are derived from lack of knowledge, skill, ability, or motivational aspect of the employees to a great extent and to a very great extent respectively. According to Armstrong (2014), the gap analysis comprises

identifying the gap between what people know and can do and what they ought to know and able to perform, so that the training required to eliminate the gap can be listed out. From this result we can conclude that there is still a gap to derive training from lack of knowledge, skill, ability, or motivational aspect of the person in ethio telecom.

In addition, as of the responses of the interviewed managers, the organization training programs lack integrity with that of overall company, task, and individual analysis. “Ethio telecom has usually bought trainings from vendors but trainings are given at the end of the year (budget closing) which leads to assigning inappropriate trainees and misses the purpose of the training” said Ephrem (Service management Manager).

4.1.3.3 Trainees Selection Criteria

Table 4.7 Techniques used in trainee’s selection

Valid	Frequency	Percent
worexp	34	15.4
suprec	101	45.7
levedu	10	4.5
perfres	28	12.7
reljob	48	21.7
Total	221	100.0

Source: Survey Result (2020)

worexp =Work experience, suprec = Supervisor recommendation, levedu =Level of Education, perfres = Performance Result and reljob = Relevance to job.

Table 4.7 above shows the respondents answer to the trainees selection techniques in ethio telecom. The questionnaire question uses work experience, Supervisor recommendation, Level of Education, Performance Result and Relevance to job to evaluate the trainees selection process.

45.7% of the respondents confirmed that trainees in ethio telecom are selected by Supervisor recommendation. According to the respondents, Relevance to job (21.7%) and work experience (15.4%) are the second and third techniques of trainee selection respectively.

Performance result (12.7%) and level of education (4.5%) are the least used trainee's selection techniques by ethio telecom as replied by the respondents.

Interviewed managers also stressed that even though the organization has set criteria for trainees' selection, which includes the above listed techniques, mostly the trainees are selected by supervisors. Based on the respondents in the table and interviewee, we can conclude that ethio telecom is not applying all the criteria used to select trainee.

4.1.4 Training Design and its Objectives (with strategy)

This part of the analysis is related to part two of section two in the questionnaire, which is concerned with training objectives. By methodically planning for, gathering, examining, and reporting evaluation results, sound company decisions can be made with respect to training design, development, delivery, and follow up of corporate training programs (Basarab, 1992).

4.1.4.1 Objectives of Training in the Organization

Table 4.8 Objectives of Training in the Organization

Training Objective		Strongly Disagree	Disagree	Not sure	Agree	Strongly agree	Total
The organization sets measurable objectives for training programs	Frequency	10	77	44	79	11	221
	Percent	4.5	34.8	19.9	35.7	5.0	100
Training objectives were set by considering the organization's goal	Frequency	11	41	43	105	21	221
	Percent	5.0	18.6	19.5	47.5	9.5	100
Training programs you have taken had clear objectives.	Frequency	11	29	22	129	30	221
	Percent	5.0	13.1	10.0	58.4	13.6	100
Training programs you have participated in	Frequency	4	19	49	108	41	221
	Percent	1.8	8.6	22.2	48.9	18.6	100

provide you greater job performance.							
Training programs you have taken enhance employees' skills.	Frequency	14	30	43	117	17	221
	Percent	6.3	13.6	19.5	52.9	7.7	100
Keeping employees informed of technical and procedural changes Occurring within the institute	Frequency	10	41	39	121	10	221
	Percent	4.5	18.6	17.6	54.8	4.5	100

Source: Survey Result (2020)

SD=Strongly Disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly Agree

From the above table 4.8, 35.7% of the participants agree that ethio telecom sets measurable objectives for training programs. 5% of the respondents strongly agree that the company sets measurable objectives for training programs. Whereas 34.8% and 4.5% of the respondents disagree and strongly disagree that ethio telecom sets measurable objectives for training programs respectively. 19.9% of the participants do not have any idea whether ethio telecom has measurable objectives for training programs or not. Even though 35.7% of the participants agree that the company has measurable objectives for training programs, there are still 34.8% of the respondents which disagree and 19.9% which are not sure about the set objectives. Therefore, ethio telecom does not have measurable objectives for training programs.

Second, it can be inferred from table 4.8 that 47.5% of the respondents agreed that training objectives were set by considering the organization's goal, 19.5% are not sure and 18.6% of the respondents disagree that ethio telecom training objectives were set by considering the organization's goal. From this analysis it can be concluded that ethio telecom training objectives were set by considering the organization's goal.

From table 4.8 above, 58.4%, 48.9%, 52.9% and 54.8% of the participant agree that ethio telecom training programs had clear objectives, Training programs that employees have participated provided them greater job performance and enhance employees' skills and

Keeping employees informed of technical and procedural changes occurring within the institute respectively. 18.6% of the participants disagree while 17.6% were not sure whether the organization conducts training for the purpose of keeping employees informed of technical and procedural changes occurring within the company. 18.6% of the participants strongly agree that training programs that they had participated, provided them greater job performance. 19.9% and 19.6% of the participants did not have a know how that whether there are sets of measurable objectives for training programs and training objectives were set by considering the organization’s goal respectively. This implies that there are employees in the company that are not aware of the objective of the training they are participating.

Interviewed managers also agreed that even if there is training policy in place the company did not implemented it properly. Based on the respondents we can conclude that ethio telecom has designed its trainings based on its strategic objectives.

4.1.5 Training Delivery Methods

This part of the analysis is related to part three of section two in the questionnaire, which is concerned with training delivery methods in ethio telecom; in terms of training forms, whether or not they offer in-the-house training and training methods used in the organizations.

4.1.5.1 Training Delivery Forms

Table 4.9 Training delivery forms

Forms of Training		Never	Rarely	Sometimes	mostly	Always	Total
On-the-job training	Frequency	11	65	102	26	17	221
	Percent	5.0	29.4	46.2	11.8	7.7	100.0
Off-the-job (within the organization)	Frequency	8	14	72	112	15	221
	Percent	3.6	6.3	32.6	50.7	6.8	100.0
External training (outside)	Frequency	40	53	73	45	10	221
	Percent	18.1	24.0	33.0	20.4	4.5	100.0

the organization)							
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Source: Survey Result (2020)

From table 4.9 above, 46.2% of the samples replied that sometimes they have taken on-the-job trainings, whereas 29.4% of them responded they have taken on-the-job trainings rarely. 5% of the respondents confirmed they did not take on-the-job trainings. 11.8% of the participants mostly took on-the-job trainings and 7.7% of them always took on-the-job training. For organizations that have more of technical activities, trainings are expected to be on-the-job training. According to Rothwell (2003), “the advantage of on-the-job training is that it is highly applied”. So, from this we can conclude that as a technical training assessment, ethio telecom is not practicing on-the-job trainings properly.

From the question, off-the-job (within the organization) training, 50.7% of the respondents confirmed they mostly took Off-the-job (within the organization) training. While 32.6% of them sometimes took off-the-job (within the organization) training. So we can conclude that ethio telecom is mostly practicing Off-the-job (within the organization) training. “Off-the-job training is expensive in terms of the time it takes away from productive labor” (Rothwell, 2003). From educational background, the sample showed us that most of ethio telecom employees are degree and above holders. This implies there is productive labor in the company.

The third form of training delivery from table 4.9 is External training (outside the organization). Here 33% the respondents confirmed that they sometimes took external training (outside the organization). While 24% of them confirmed that they rarely took external training (outside the organization). Whereas 20.4% and 18.1% of the respondents assured that they took external training (outside the organization) mostly and never. According to Johnston (2012), “External training is mainly for the telecommunications technicians who have to keep up to date on telecom equipment”.

Two managers from the interviewed asserted that all training delivery forms are used in accordance with the type and nature of training. But they also agreed that the company mostly focused on off-the-job training method. This implies that all training delivery forms are not equally practiced.

4.4.1.2 Training Methods Used by the Organizations

Table 4.10 Training Methods Used by the Organizations

Training Techniques		Never	Rarely	Sometimes	mostly	Always	Total
Lectures	Frequency	4	14	53	123	27	221
	Percent	1.8	6.3	24.0	55.7	12.2	100.0
Group work (discussion)	Frequency	2	62	73	75	9	221
	Percent	0.9	28.1	33.0	33.9	4.1	100.0
Individual projects	Frequency	75	106	22	16	2	221
	Percent	33.9	48.0	10.0	7.2	0.9	100.0
Role playing	Frequency	35	109	26	33	18	221
	Percent	15.8	49.3	11.8	14.9	8.1	100.0
Demonstration	Frequency	8	103	68	40	2	221
	Percent	3.6	46.6	30.8	18.1	0.9	100.0
Case studies	Frequency	43	101	32	24	21	221
	Percent	19.5	45.7	14.5	10.9	9.5	100.0
Computer based training	Frequency	18	46	44	100	13	221
	Percent	8.1	20.8	19.9	45.2	5.9	100.0
Coaching	Frequency	26	52	32	82	29	221
	Percent	11.8	23.5	14.5	37.1	13.1	100.0
Job rotation	Frequency	70	84	31	21	15	221
	Percent	31.7	38.0	14.0	9.5	6.8	100.0

Source: Survey Result (2020)

From table 4.10, about lecture training method, 55.7% of the respondents responded mostly, 24% replied sometimes lecturing is practiced and 12.2% replied they mostly practiced lecture

training method. Therefore, most of the respondents agreed that ethio telecom is practicing lecture training.

Group work (discussion) is one training method. 33.9% of the participants in the sample are mostly experienced groupwork training technique. While 33% and 28.1% of the respondents confirmed they are sometimes and rarely used this training technique, respectively. Based on the respondents we can conclude ethio telecom is practicing group work (discussion) training methodology for training.

48% of the respondents replied they are rarely taking trainings through individual projects and 33.9% of them confirmed that they never practiced trainings through individual projects. 10% of the respondents sometimes take trainings through individual projects. While 7.2% of them mostly exercise trainings through individual projects. From this we can conclude that ethio telecom is not properly practicing individual project training technique.

In Role playing training method, 49.3% of the participants replied that they rarely practiced this training. Whereas 15.8% of them assured that they never trained through role playing training method. 11.8% of the respondents sometimes practice role playing while 14.9% and 8.1% of the respondents confirmed that they mostly and always take trainings through role playing respectively. So, from the analysis result we can conclude ethio telecom is rarely using role playing training method.

According to table 4.10, 46.6% and 45.7% of the respondents, confirmed they rarely took trainings through demonstration and case studies, respectively. 30.8% of them sometimes practice demonstration while 18.1% of them mostly took training through demonstration. 19.5% of the respondents never used case studies training method. From this we can summarize that both demonstration and case studies are not well practiced by ethio telecom.

In Network and IS, most of the activities are though or with computers. From the above table 4.10, 45.2% of the respondents confirmed they mostly took computer-based training. 20.8% of them took rarely and 19.9% of the respondents sometimes took computer-based training. So, we can conclude that computer-based training method is practiced in ethio telecom.

According Armstrong (2014) “Coaching is a personal (usually one-to-one) approach to helping people develop their skills and knowledge and improve their performance”.

From table 4.10, respondents (37.1%) replied mostly they are practicing coaching training method. Whereas 14.5% and 23.5% of them took sometimes and rarely coaching training method, respectively. 13.1% of the respondents always took trainings with coaching. While 11.8% of them never practiced coaching training method. We can conclude that considerably ethio telecom is practicing coaching training technique in its training methods.

The last training technique from table 4.10 is job rotation. According to the respondents (38%), it is rarely practiced in ethio telecom. 31.7% of them believed that they never exercised job rotation training method. Whereas 14% and 9.5% of them confirmed they have sometimes and mostly practiced job rotation training technique in ethio telecom, respectively.

According to Neo (2010), “Job rotation helps employees gain an overall appreciation of the company’s goals, increases their understanding of different company functions, develops a network of contacts, and improves their problem-solving and decision-making skills”. Job rotation (cross-training) mobilizes employees from one task to another to broaden their practice (Mondy, 2016). Based on the result above, ethio telecom is not using job rotation training technique adequately.

From the above analysis the researcher concluded that the company is not using Individual projects, Role playing, Demonstration, Case studies and Job rotation training delivery techniques in a manner that enhance employees’ performance. Therefore, the company lacks proper application of these training delivery methods which are used for effective and proper delivery of training programs.

4.1.6. Evaluation and Follow up

This part of the analysis is related to part four of section two in the questionnaire, which is the evaluation and follow up stage. To understand how this stage is conducted many questions were asked in the questionnaire. Thus, this part includes analysis of the frequency of evaluation, the evaluation methods and evaluating the outcomes of training in the organization. According to Beardwell (2017), measurements should go beyond post-course evaluation to calculating wastage, error rates, cost advantage, customer need fulfilment, staff comments and motivation, and can try to link specific results to the training given, examines cost-effectiveness, prove contribution to strategic objectives.

4.1.6.1. The Frequency of Training Evaluation

Table 4.11 How often training evaluated in the organization

Valid	Frequency	Percent
Never	35	15.8
Rarely	107	48.4
Sometimes	43	19.5
Mostly	26	11.8
Always	10	4.5
Total	221	100.0

Source: Survey Result (2020)

The above table shows that almost 48.4% and 19.5% of the participants revealed that the organization evaluates its programs rarely and sometimes, respectively. However, 15.8% of the participants agreed that the organization never evaluated its training programs. Whereas 11.8% of the respondents agreed the company mostly evaluates training programs.

According to George (1992) Evaluation that is planned as a fundamental part of the training will always generate greater and more meaningful data than an evaluation that is started after a training program has already been implemented. This implies that the effectiveness of training evaluation in the company is not satisfactory.

4.1.6.2. The Extent of Evaluating the Outcomes of Training in the Organization

Table 4.12. The extent of evaluating the outcomes of training in the organization

Levels of outcomes		TVSE	TSE	TCE	TGE	TVGE
Evaluate the feeling and opinion of the trainees about the program material,	Frequency	9	40	86	44	42

facilities, methods, contents, trainers, durations, and relevance of the program	Percent	4.1	18.1	38.9	19.9	19.0
Evaluate the skills, knowledge and attitudes acquired during the program	Frequency	18	46	88	57	12
	Percent	8.1	20.8	39.8	25.8	5.4
Evaluate the change in on-the-job performance, which can be attached to the program	Frequency	29	98	70	19	5
	Percent	13.1	44.3	31.7	8.6	2.3
Evaluate the effect in the organization's performance resulting from the change of behavior such as: cost-saving, quality improvement, customer satisfaction	Frequency	20	109	52	32	8
	Percent	9.0	49.3	23.5	14.5	3.6

Source: Survey Result (2020)

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE=to a very great extent

Table 4.12 shows that 38.9% of the participants stated that, when Evaluating the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations and relevance of the program, the organization depends to a considerable extent on trainees' reaction level. 18.1% of the respondents the company uses to a small extent to Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations, and relevance of the program after training. 19.9% and 19% of the participants agreed that the company uses trainee's reaction to a great extent and to a very great extent respectively. From this we can conclude that ethio telecom Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations, and relevance of the program.

From table 4.12, 39.8% of participants agreed that ethio telecom Evaluates the skills, knowledge and attitudes acquired during the program to a considerable extent. While 25.8% of the respondents confirmed the company evaluates the skills, knowledge and attitudes acquired during the program to a larger extent. Whereas 8.1% and 20.8% of them rated to a very small extent and to small extent about the evaluation during the program. So, we can conclude that ethio telecom evaluates Learning outcomes in the training program.

The third one of the extent of evaluation is evaluate the change in on-the-job performance, which can be attached to the program (Behavior change). 44.3% of the participants confirmed to a small extent ethio telecom evaluates the change in on-the-job performance due to the training program. While 31.7% of the participants replied to a considerable extent ethio telecom evaluates behavior change, and 13.1% of them agreed the company evaluates the change in on-the-job performance, which can be attached to the program to a very small extent. This implies that ethio telecom did not properly evaluate that what the training program brings to the actual performance.

The last one of the evaluation extents is Evaluate the effect in the organization's performance resulting from the change of behavior such as: cost-saving, quality improvement, customer satisfaction (Result). 49.3% of the participants replied that to a small extent, ethio telecom evaluates the effect in the organization's performance resulting from the change of behavior. While 23.5% of the respondents rated it to a considerable extent and 9% of them rated it to a very small extent. Therefore, we can conclude that ethio telecom is poor in evaluating the effect in the organization's performance resulting from the change of behavior such as: cost-saving, quality improvement, customer satisfaction

In addition, as Ephrem Tsegaye (manager) and Lake G/kidan (expert) explained, even though the organization has been using questionnaires to evaluate the reaction of trainees' after the training program, the organization is failed to use the other evaluation methods properly. This showed us that the company is ineffective with the listed evaluation methods.

4.1.7 Analysis of Training Problems

This part of the analysis is related to section three of the questionnaire. It presents the findings regarding the current training problems in ethio telecom. In other words, factors that might hinder the effectiveness of training functions and programs in the organization. According to Neo (2017), "the key factors for training success are a positive attitude among peers, managers, and employees about participation in training activities; managers' and peers' willingness to provide information to trainees about how they can use the knowledge, skills, or behaviors learned in training to perform their jobs more effectively".

4.1.7.1 Possible Factors that Might Hinder Training Practices

Table 4.13 Possible factors that might hinder training practices

Possible factors that might hinder training practices		Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
Management does not support training programs	Frequency	28	95	38	51	9
	Percent	12.7	43.0	17.2	23.1	4.1
Lack of long-term plan for developing human resource	Frequency	2	47	34	112	26
	Percent	0.9	21.3	15.4	50.7	11.8
Poor quality training programs	Frequency	11	72	38	85	15
	Percent	5.0	32.6	17.2	38.5	6.8
Lack of on-the-job training	Frequency	13	54	23	102	29
	Percent	5.9	24.4	10.4	46.2	13.1
Inaccurate training need analysis	Frequency	8	51	35	102	25
	Percent	3.6	23.1	15.8	46.2	11.3
Discrepancy between the provided training and job skills	Frequency	5	46	33	123	14
	Percent	2.3	20.8	14.9	55.7	6.3
Work environment does not support new behaviors learned in training and development programs.	Frequency	18	110	35	51	7
	Percent	8.1	49.8	15.8	23.1	3.2
Sending inappropriate persons to the training programs	Frequency	2	32	42	106	39
	Percent	0.9	14.5	19.0	48.0	17.6
Lack of professional/s in the training department	Frequency	5	57	52	99	8
	Percent	2.3	25.8	23.5	44.8	3.6
Insufficient time and budget to execute training programs	Frequency	22	106	30	45	18
	Percent	10.0	48.0	13.6	20.4	8.1
	Frequency	2	34	65	105	15

Difficulties to evaluate training outcomes	Percent	0.9	15.4	29.4	47.5	6.8
Poor training planning in terms of training content and methods	Frequency	5	52	27	121	16
	Percent	2.3	23.5	12.2	54.8	7.2

Source: Survey Result (2020)

Table 4.13 shows that 43% of the respondents in ethio telecom disagreed management does not support training programs, whereas 12.7% strongly disagreed. 23.1% of the participants agreed that ethio telecom management does not support training programs. While 17.2% of the respondents were not sure whether management does not support training programs or not. Based on the majority of the respondents, we can conclude that ethio telecom management supports training programs.

From the table above, 50.7% of the respondents agreed, in ethio telecom there is lack of long-term plan for developing human resource while 11.8% of them also strongly agree in the same concept. 21.3% of the participants disagree that lack of long-term plan for developing human resource in ethio telecom whereas 15.4% were not sure of it. Therefore, we can conclude that the company lack of long-term plan for developing human resource.

When we come to the quality of trainings, 38.5% of the participants agreed that the training program provided in ethio telecom are poor in quality. Whereas 32.6% of the respondents disagree in the idea that training programs are poor quality. 17.2% of the replies showed that they are not sure about the quality. From the result we can conclude that the training program provided by ethio telecom is poor in quality.

Table 4.13 above showed that 46.2% and 13.1% of the respondents agreed and strongly agreed that there is lack of on-the-job training in ethio telecom, respectively. 5.9% and 24.4% of the respondents strongly disagreed and disagreed in the lack of on-the-job training respectively. While 10.4% are not sure of it. So, from this result we can conclude that there is lack of on-the-job training in ethio telecom.

Inaccurate training need analysis and discrepancy between the provided training and job skills are the two factors that may hinder training effectiveness. According to the respondents, 46.2% and 55.7% of them agreed that there was inaccurate training need

analysis and discrepancy between the provided training and job skills it requires in ethio telecom, respectively. While 23.1% of the respondents disagreed in inaccurate training need analysis and also 20.8% of them disagreed in discrepancy between the provided training and job skills required. So, we can conclude that there are inaccurate training need analysis and discrepancy between the provided training and job skills required in ethio telecom.

From table 4.13, 49.8% of the respondents disagreed in the work environment does not support new behaviors learned in training and development programs in ethio telecom. 8.1% of them also strongly disagree and 15.8% were not sure of the environment. Whereas 23.1% of the participants agreed that work environment does not support new behaviors learned in training and development programs in the company. According to Noe (2010), helpful work environment is essential for staffs to be interested to participate in training and learning activities, properly apply what they acquire on the job, and share their knowledge with others. Based on the result, work environment support new behaviors learned in training and development programs in ethio telecom.

Lack of professionals in training program is another factor that hinders training effectiveness. In the survey, 44.8% of the respondents agreed there is lack of professionals in the training department in ethio telecom. 25.8% of them disagreed in lack of professionals in the training department. While 23.5% of them were not sure whether there was lack of professionals or not. Organizations must use selected and trained colleagues to act as guides, mentors and coaching by team leaders or especially appointed and skilled sectional trainers (Armstrong, 2014). Based on the result, we can conclude that there is lack of professionals in the training department in ethio telecom.

The other factor that hinder training practice is allocation of enough budget and time. Based on the table 4.13 above, 48% of the respondents disagree in the idea of insufficient time and budget to execute training programs in ethio telecom. 10% of them strongly disagree and 13.6% of them were not sure about the insufficient time and budget in the company. While 20.4% of the respondents agree that there is insufficient time and budget in ethio telecom. “It is necessary to companies to allocate enough budget, time, and expertise for trainings” (Noe, 2010). So, we can conclude that insufficient time and budget to execute training programs are not any more issues in ethio telecom.

The last two factors of training practice are difficulties to evaluate training outcomes and poor training planning in terms of training content and methods. According to table 4.13 above, 47.5% and 54.8% of the participants agreed in that, there are difficulties to evaluate training outcomes and poor training planning in terms of training content and methods in ethio telecom, respectively. 15.4% of the respondents disagreed there was difficulties to evaluate training outcomes while 23.5% of them also disagreed that there was poor training planning in terms of training content and methods in the company. “Managers and employees as trainers must understand the company’s business to make the training content more directly applicable to the trainees’ work” (Noe, 2010). According to George (1992) training evaluation process offers a way to track and measure training against stakeholders' requirements. From the result we can conclude that, there are difficulties to evaluate training outcomes and poor training planning in terms of training content and methods in ethio telecom.

Interviewed managers revealed that above all, sending inappropriate persons to the training program, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills required and the non-existence of research done on this topic in the past are the major problems and obstacles that prevented effective training activities.

Moreover, interviewed managers agreed that difficulty in measuring training outcomes and the change it brings in the company was the most important problem that prevented the effective practices of training even if management supported training programs. Interviewed experts emphasized that the absence of inaccurate training needs analysis in line with discrepancy between the provided training and job skills strongly influence training practices. This implies that company environment, training budget are not the major factors that hinder the training practice. But those other factors; lack of long-term plan for developing human resource, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills, and sending inappropriate persons to the training programs were respectively representing the most important factor that contributes to training failure. Therefore, the company has a lot of challenges that hindered it not to effectively practice its training program in a systematic and planned way.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This part of the study aims to summarize the findings and results that have emerged from the data analysis presented in chapter four.

5.1.1. Results Related to Participants Characteristics

The majority of the respondents were male, 169(76.5%). In terms of age composition taken from the sample, more than 66.5% of the participants were young who are supposed to be more trainable. 45.2% of the participants had a work experience of 6-10 years in the organization. 37.6% of the participants had 11-15 years' work experience. Most of the participants (71.9%) were degree holders and 27.1% of the participants were master's degree and above holders. Almost 98% of the participants were degree and above holders. 9.5% of the participants were at the position of management and 18.1% were at the supervisory position while the rest and most of the participants (72.4%) were non managerial staffs.

5.1.2. Current Training Practices in Ethio telecom

5.1.2.1 Training Needs Assessment

Most of the respondent (79.6%) claim that the organization was not providing them on-time training. Interviewed managers also agreed that even if ethio telecom has a training program and policy in place and give trainings to the employees several times, it fails to give this training at the right time.

28.1% of the participants responded that the organization conduct formal need assessment rarely while the majority (54.8%) of the participants argued that sometimes the organization conducted need assessment. Few (15.4%) of the respondents argued, the organization conducted need assessment mostly and no respondent argued the organization conducted need assessment on regular basis. 25.7%, 35.7% and 35.3% of the respondents confirmed that ethio telecom training programs are related to company strategy to a small extent, to a considerable extent derived from tasks of employee's and not derived from employees' lack of knowledge, skill, ability or motivational aspect of the person respectively.

45.7% of the respondents confirmed that ethio telecom trainee's selection is subject to Supervisor recommendation. Interviewed managers and experts also confirmed that even if there is ground rules for trainees selection, it is not clearly applied without the intervention of supervisors.

In addition, as of the responses of the interviewed managers, the organization training programs lack integrity with that of overall company, job and individual analysis. According to their response, the company did training needs assessment, two times in the last 10 years. This showed that the company had a poor experience in TNA.

5.1.2.2 Training Design and its Objectives

Regarding the objective of training, 35.7%, 47.5%, 58.4% and 48.9% of the participant agree that ethio telecom set objective for training programs, objectives were set in consideration of the organization's goal and training with clear objectives have greater job performance. 34.8% of the participants disagree that the organization did not set objective for training programs. 18.6% of the participants disagree while 17.6% were not sure whether the organization conducts training for the purpose of keeping employees informed of technical and procedural changes occurring within the company. This implies that there are employees in the company that are not aware of the objective of the training they are participating.

5.1.2.3 Training Delivery Methods

According to the respondents, all of the training approaches were utilized in the organization. 29.4% and 24% of the participants reported that the on-the-job training and external training (outside the organization) respectively were the rarely used approaches. Most of the respondents (50.7%) replied that off-the-job within the organization trainings are practiced.

Based on methods used to deliver in-house training, 48%, 49.3%, 46.6%, 45.7% and 38.0% of the participants agreed that the in-house training were rarely using training methods or techniques like individual projects, role playing, demonstration, case studies and Job rotation, respectively. 33.9% and 31.7% of the respondents agreed that the in-house training never used individual projects and job rotation, respectively. 55.7%, 45.2% and 37.1% of the participants agreed that lecturing, computer based training and coaching methods were the most and regularly used training methodologies, respectively.

5.1.2.4 Evaluation and Follow up

Based on the importance of the training evaluation, 48.4% and 19.5% of the participants revealed that the organization evaluates its programs on rarely and occasional basis, respectively. However, 15.8% of the participants agreed that the organization never evaluated its training programs so that their organization considers evaluation as relatively unimportant.

According to the interviewed experts and managers, training, positively influences performance in changing the behaviors and attitudes of employees in line with the changing situations like, new technologies and new working methods. Most of the respondents agreed that profitability, financial turnover of the organization, employees' motivation, quality of service, productivity, cost reduction and employee satisfaction are the most important impacts of training. However, when trying to assess the level of training outcomes, 38.9% and 39.8% of the participants responded that, when the organization was evaluating the effectiveness of training programs, it depended to a considerable extent on trainees' reaction level and learning outcomes. Moreover, 44.3% and 49.3% of them affirmed that, the organization depended to a small extent on evaluating the change in on-the-job performance (behavior change) and performance result levels, respectively. While only 3.6% of them replied that the company depended to a very great extent in the output level when evaluating training effectiveness.

5.1.3. Training Problems and Challenges

There are factors that hinder training effectiveness in the organization. As 50.7%, 38.5%, 46.2%, 46.2%, 55.7%, 48%, 44.8%, 47.5% and 54.8% of the participants agreed that Lack of long-term plan for developing human resource, Poor quality training programs, lack of long-term plan for developing human resource, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills, sending inappropriate persons to the training programs, lack of professional/s in the training department, difficulties to evaluate training outcomes and poor training planning in terms of training content and methods were respectively representing the most important factors that contributed to training failure. 43.0%, 49.8% and 48.0% of the participants disagreed that management does not support training programs, work environment does not support new

behaviors learned in training and development programs and insufficient time and budget to execute training programs were preventing training program.

Moreover, 13.1% and 17.6% of the participants also strongly agreed that lack of on-the-job training and sending inappropriate persons to the training programs were the most important factors that hindered training effectiveness.

Interviewed experts and managers revealed that above all, sending inappropriate persons to the training program, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills required were the most important challenges and obstacles that prevented effective training activities. Especially, they emphasized that the absence of inaccurate training needs analysis in line with discrepancy between the provided training and job skill strongly influenced training practices.

5.2 Conclusions

This study was conducted in ethio telecom network and IS divisions with the general objective of assessing the technical training practices of the organizations. Questionnaire was the main source of data collection tool. These questionnaires were distributed to 226 employees in network and IS divisions of the company. Interview was also conducted with the 7 Experts and top & middle level managements of the organization.

Based on the data analyzed and presented in chapter four of the study, the following findings were observed:

The analysis indicates that there are some respondents who took the training several times while some of them took the training rarely and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview, this is due to lack of proper data management. Also, according to the finding, majority of the respondents claimed that their organization is not providing them with on-time training. Even if the company has a training program in place and give training to the employees several times, it failed to give this training at the right time.

In order to assess the existing technical training practice of the company, the study emphasized on the four training processes. These training processes are training need

assessment (TNA), training design (TD), training delivery method and training evaluation. All of them were checked individually in the analysis.

The first variable to be discussed was training needs assessment. The training needs assessment properly showed that majority (82.9%) of the respondents believed that the training needs assessment of the company is not conducted properly (regularly). According to the interviewed officials in training and development department, the organization made TNA two times in the last 10 years (2010 to 2020 G.C). The interview made with experts and team leaders also indicated that even if the training process is started with the identification of training needs, training need assessment practice of the organization did not properly identify the gaps. This is due to lack of management commitment to properly identify the performance gap that should be filled with trainings.

The second stage of training process was training design. Summary of the analysis result showed that even if there is a training design policy in place, the company did not implement it properly. This implied that the company did not communicate the training objectives properly to its employees. This also showed that there is a gap that is created in the training needs assessment process of the organizations. The consequence of training needs assessment stage is reflected in the training design process since the former is the base to the later.

The third process of training is the delivery (implementation) of training. For the proper implementation of training program, the response showed that, little attention was given to most training delivery methods. The organization did not use multi method training delivery approaches which are helping to address the individual differences in capturing new ideas. In implementation of trainings, mostly the organization is using computer-based training, coaching and lecture methods. Individual projects, role playing, demonstration, case studies and Job rotation were rarely used in the organization.

Training evaluation is the last stage in training process. According to the analysis, most (64.2%) of the respondents believed that there is no proper evaluation of training program in their organizations. This assured us, even if there is the practice of evaluating the training in the company, it is not conducted properly i.e. the effectiveness of training evaluation in the company is not satisfactory.

Even though the organization used a questionnaire to evaluate the reaction of trainees' after the training program, they are failed to use the other evaluation methods properly. This showed us that the company is ineffective with the listed evaluation methods. As a result of not using the evaluation methods properly makes it difficult to differentiate the change in performance of employees that was brought by the training.

Generally, the extent of the organization to evaluate learning outcomes, behavior changes and results were not given attention.

Based on the responses for problems and challenges facing the organization under study, it is revealed that, poor training planning in terms of training content and methods hindered the effectiveness of training activities in addition to the discrepancy between the provided training and job skills, sending inappropriate persons to the training program, lack of long term plan for developing and the non-existence of research done on this topic in the past are the most important challenges and obstacles that prevented the effectiveness of training activities.

5.3. Recommendations

The findings from this study indicated the need for ethio telecom managements to improve the current training practice in an attempt to satisfy their employees' needs for higher level performances, task needs as well as organization needs is proposed.

- ▶ Assessing training needs play a very important role in identifying individual skill and performance, task and organizational level gaps. Allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. Therefore, the organization should conduct formal training program rather than simply led by random actions and the will of top managers.

- ▶ Since training need analysis (TNA) is the foundation of training program, and a tool to identify the gap between the actual performance and the desired performance in the organization, it has to be done regularly in ethio telecom. Training should take place based on proper TNA. Training needs analysis methods must be practiced. These methods are: Organizational, task/job and person/individual analyses. Since these methods of analyses are equally important, management of ethio telecom should use them as effectively as possible and has to keep records of the analysis.

- ▶ The analysis indicated that there is a training design policy in ethio telecom, but there is a question about its proper implementation. Therefore, the company need to give due attention during the designing stage. The organization should set measurable objectives for training programs. Furthermore, ethio telecom should communicate its training objective so that training can pay a positive role in the organization.
- ▶ Ethio telecom should give the training at the right time in order to bring the desired outcome. According to Armstrong (Armstrong 2009), even though the training is designed and delivered in a proper way, if it is not given on-time, it would be a waste of resources. So ethio telecom should consider in delivering the trainings at the right time.
- ▶ Mostly, Ethio telecom depends on off-the-job training. Job rotation, individual projects, role playing, demonstration and case studies were some of the training delivery techniques used by the company rarely. On-the job trainings were not properly applied. As a technical training, all the training techniques should be practiced. In addition, to have positive results from training program, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms. Therefore, the organization should use both on-the-job and off the job training methods to maximize the effectiveness of the program.
- ▶ Even though there is training evaluation system used by ethio telecom, the company measured only the immediate reaction of the trainees and lacks the ability to address post-test performance improvement and behavioral change occurring due to the training. Hence, it is recommended that ethio telecom should apply training impact analysis in order to assess the effectiveness of the training program by measuring the trainees' performance before and after training. Therefore, ethio telecom needs to evaluate its training program at least at four levels. These levels are Reaction, Learning, Behavior and Result levels.
- ▶ The last not the least one is, in order to have an effective training practice, ethio telecom had to conduct each and every process properly. It has to avoid inaccurate training need analysis, poor training planning in terms of training content and methods, sending inappropriate persons to the training programs, etc as these are the major problems addressed by respondents. So, the existence of training programs in place by itself doesn't assure the

effectiveness of the training program unless it is supported by systematic training processes. Therefore, since all processes are interrelated, they should be conducted appropriately.

5.4 Suggestion for Future Research

Finally, as indicated in this research, trainings outside the organization (off-the-job) are common. So future researcher can take this as an input and can study. To make it clear, Ethio telecom training center and Ethiopian airlines training center were supposed to be East African training centers in their respective services. Why ethio telecom is still dependent on trainings outside the organization (off-the-job training) with vendors?

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Appendix-A



ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

Dears,

My name is Gizachew Addis. I am studying Master of Business Administration in St. Mary's University. I kindly request your assistance to complete a questionnaire which I am using to collect data for my study. I am working on my project entitled Assessment of Technical Training Practices in Ethio-telecom. Completing this questionnaire is completely voluntary and will be highly appreciated. Please give your most thoughtful and honest answers. The data is completely confidential and reported only in anomaly format. If you would like to receive the result of the survey, please write your email address in the end of the questionnaire.

Thank you for your valuable assistance!!

Section One: Demographic Information

Instruction: Please mark (\checkmark) in the box that best reflects your answer.

1. Gender: Male Female
2. Service (years) 1 – 5 6 – 10 11 – 15 16 – 20 > 21
3. Age (years) < 20 20 – 25 26 – 30 31 – 40 41 – 50 > 50
4. Educational status: Certificate Diploma BA Degree Masters and above

5. Position in the organization: Staff /non-management Supervisor Management

Section Two: General Issues

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

1. Does your organization provide you training program?

Yes No

2. How often does your organization give you training program?

Once Twice Several times Rarely Never

3. Does your organization give you timely training?

Yes No

Part 1: Training Needs Assessment

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

4. How often does your organization conduct formal training needs assessment?

Never Rarely Sometimes Mostly Always

5. If your answer to 4 is (Rarely, Sometimes, Mostly, Always), to what extent are the following methods used to determine training needs in your organization?

1= to a very small extent [TVSE]	2= to a small extent [TSE]	3= to a considerable extent [TCE]	4 = to a great extent [TGE]	5= to a very great extent [TVGE]
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Identification of techniques employed for training needs assessment					
1. To what extent is the training activity related to ethio-telecom strategy?	1	2	3	4	5
2. To what extent is the training activity derived from tasks of employees?	1	2	3	4	5

3. To what extent is the training activity derived from knowledge, skill, ability or motivational aspects of employees lack?	1	2	3	4	5
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6. Which criteria are used for trainees' selection? You can tick more than one answer.

1. Work experience [] 2. Supervisor recommendation [] 3. Level of Education []
 4. Performance Result [] 5. Relevance to job []

Part 2: Training Design and its Objectives (with strategy)

7. Does your organization target the following objectives while conducting training programs?

1=Strongly Disagree	2= Disagree	3= Not sure	4= Agree	5= Strongly agree
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Training objectives					
	1	2	3	4	5
The organization sets measurable objectives for training programs.					
Training objectives were set by considering the organization's goal.					
Training programs you have taken had clear objectives.					
Training programs you have participated in provide you greater job performance.					
Training programs you have taken enhance employees' skills.					
Keeping employees informed of technical and procedural changes occur within the institute.					

Part 3: Training Delivery Methods

8. Which of the following forms of training does your organization use? Please mark (√) the box that best reflects your answer.

1=Never	2=Rarely	3=Sometimes	4 = mostly	5=A1ways
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Training delivery forms					
	1	2	3	4	5
On-the-job training					
Off-the-job within the organization					
External training (outside the organization)					

9. Which of the following training methods are used by your organization? Please mark (√) the number that best reflects your answer. You can circle more than one answer.

1=Never	2=Rarely	3=Sometimes	4 = mostly	5=A1ways
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Training delivery methods or Techniques employed by Ethio telecom.					
	1	2	3	4	5
Lectures					
Group work (discussion)					
Individual projects					
Role playing					
Demonstration					
Case studies					
Computer based training					
Coaching					
Job rotation					

Part 4: Evaluation and follow up

10. How often does your organization evaluate training programs? Please mark (√) in the box that best reflects your answer.

1. Never [] 2. Rarely [] 3. Sometimes [] 4. Mostly [] 5. Always []

11. To what extent does your organization evaluate the following levels of training outcomes? Please mark (√) in the box that best reflects your answer.

1= to a very small extent [TVSE]	2= to a small extent [TSE]	3= to a considerable extent [TCE]	4 = to a great extent [TGE]	5= to a very great extent [TVGE]
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To what extent does your organization:					
	1	2	3	4	5
1. Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations, and relevance of the program?					
2. Evaluate the skills, knowledge and attitudes acquired during the program?					
3. Evaluate the change in on-the-job performance, which can be attached to the program?					
4. Evaluate the effect in the organization's performance resulting from the change of behavior such as: cost-saving, quality improvement, customer satisfaction?					

Section Three: (Training Problems and Challenges)

The purpose of this section is to determine the main problems and obstacles that might face training function/ programs in your organization.

12. To what extent do you agree or disagree with the following possible factors that might hinder training practices in your organization? Please Circle in the box that best reflects your answer where.

1=Strongly Disagree	2= Disagree	3= Not sure	4= Agree	5= Strongly agree
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Possible factors that might hinder training practices					
Management does not support training programs.	1	2	3	4	5
Lack of long-term plan for developing human resource	1	2	3	4	5
Poor quality training programs	1	2	3	4	5
Lack of on-the-job training	1	2	3	4	5
Inaccurate training need analysis	1	2	3	4	5
Discrepancy between the provided training and job skills	1	2	3	4	5
Work environment does not support new behaviors learned in training and development programs.	1	2	3	4	5
Sending inappropriate persons to the training programs	1	2	3	4	5
Lack of professional/s in the training department	1	2	3	4	5
Insufficient time and budget to execute training programs	1	2	3	4	5
Difficulties to evaluate training outcomes	1	2	3	4	5
Poor training planning in terms of training content and methods	1	2	3	4	5

Appendix- B

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

Hello Dears! Thank you very much for your willingness to this interview.

My name is Gizachew Addis. I am studying Master of Business Administration in St. Mary's University. The interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic. "Assessment of employee Training Practice the case of ethio telecom". The success of the study depends on the information you are providing.

1. Is their training policy in your organization?
2. How does your organization assess and prioritize the training needs of employees?
3. How does your organization select trainees?
4. How does your organization design the training program?
5. Do you think Ethio telecom training programs align with the organization's strategy?

Explain

6. Do you think that there is an effective training practice in your organization?

7. How is training evaluated in your organization?