



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

**EFFECTIVENESS OF SHORT-TERM TRAINING ON EMPLOYEE
PERFORMANCE: THE CASE OF KEY ENTERPRISE CUSTOMER SERVICE
ADVISORS AT ETHIO TELECOM**

BY

HANAN KEMAL ALI

**August 2020
Addis Ababa, Ethiopia**

**EFFECTIVENESS OF SHORT-TERM TRAINING ON EMPLOYEE
PERFORMANCE: THE CASE OF: KEY ENTERPRISE CUSTOMER
SERVICE ADVISORS AT ETHIO TELECOM**

BY

HANAN KEMAL ALI

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

AUGUST 2020

ADDIS ABABA, ETHIOPIA

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

EFFECTIVENESS OF SHORT-TERM TRAINING ON EMPLOYEE PERFORMANCE:
THE CASE OF: KEY ENTERPRISE CUSTOMER SERVICE ADVISORS AT ETHIO TELECOM

BY
HANAN KEMAL ALI

APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Dean, School of Graduate Studies	Signature	Date
_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date

DECLARATION

I, the undersigned, declare that this thesis is my original work prepared under the guidance of Misganaw Solomon (Asst. Professor). All sources of materials used for this thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for earning any degree.

Name

Signature & Date

ENDORSEMENT

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

Advisor

Signature & Date

Table of Contents

Acknowledgment	i
LIST OF ABBREVIATION /ACRONYMS	ii
List of table	iii
List of Figures	iv
ABSTRACT.....	1
CHAPTER ONE	2
INTRODUCTION.....	2
1.1 Background of the Study.....	2
1.2 Background of the organization.....	3
1.3 Statement of the problem	5
1.4 Basic research questions	6
1.5 Objectives of the study.....	6
1.5.1 General objective of the study	6
1.5.1 Specific objectives of the study	6
1.6 Significance of the study.....	7
1.7 Scope of the study.....	7
1.8 Limitation of the study	7
1.9 Organization of the paper	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Theoretical literature.....	9
2.1.1 Concept of Training	9
2.1.2 Concept of short-term Training	10
2.1.3 Types of Short Training	10
2.1.4 Benefits of short-term training.....	13
2.1.5 Organizations' need for short term training.....	14
2.1.6 Training Process.....	15
2.1.7 Effectiveness of training on performance.....	26
2.1.8 Employee performance.....	26
2.1.9 The Relationship between Training and Employee Performance	27
2.2 Empirical Findings.....	29
2.3 Conceptual Framework	30

CHAPTER THREE.....	32
RESEARCH DESIGN AND METHODS	32
3.1. Research Design and Approach.....	32
3.2. Target Population and Sample Size	32
3.3 Sources of data	33
3.4 Instrument of Data Collection	33
3.5 Data Collection Procedure	33
3.6 Analysis of Data	34
3.7 Research instrument validity and reliability	34
3.7.1 Validity.....	34
3.7.2 Reliability	34
3.8 Ethical Consideration.....	36
CHAPTER FOUR.....	37
DATA PRESENTATION AND ANALYSIS	37
4.1. Introduction	37
4.2 Demographic background of the Respondents	37
4.2.1 Age of the respondents	38
4.2.2 Gender of the respondents	38
4.2.3 Level of Education	39
4.2.4 Service years of respondents	40
4.3 Data Analysis on general practices of training	40
4.3.1 Respondents participation training.....	40
4.3.2 Schedule of short term training	41
4.3.3 No of times employees had training since they have joined the organization	42
4.3.4 Criteria to select trainees for the training	43
4.4 Analysis on issues regarding training need assessment	44
4.4.1 Level of need assessment by the company	44
4.4.2 Type of need assessment methods used by the training center	45
4.4.3 Readiness assessment of employee for the training	46
4.5 General opinion towards the short-term training process.....	46
4.6 Implementation of the short-term training methods	51
4.6.1 Frequency of using training methods	51
4.6.2 Frequency of using different training techniques.....	52
4.6.3 Effectiveness of the short term training.....	53
4.7 Evaluation of the short-term training	54

4.7.1 Level of evaluating the training program by the company	54
4.7.2 Evaluation method used by TExA	55
4.7.3 Comparison of trained employees with untrained.....	56
4.7.4 Quality of the training program	57
4.8 The effects of training on employee performance	57
4.9. Correlation Analysis and Regression Test	60
4.9.1. Correlation Analysis.....	60
4.9.2 Regression Analysis	61
4.9.3 Classical linear Regression Model Assumption and Diagnostic Test	61
4.9.4 Normality Test	61
4.9.5. Homoscedasticity Test	62
CHAPTER FIVE.....	66
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	66
5.1. Summary of Major Findings	66
5.2 Conclusions	68
5.3 Recommendations.....	69
The following recommendations are made based on the above conclusions.	69
REFERENCES.....	71
APPENDICES	74

Acknowledgment

First and foremost, I am grateful to Allah for giving me grace, wisdom and strength in all my endeavors. My special thanks and gratitude is extended to Dr. Misganaw Solomon, my thesis advisor, for his constructive comments and continues guidance for this study. I am also very grateful to my families and friends for their moral encouragement to all my academic achievements. I would like also to show gratitude to Ethio telecom staffs for their assistance and cooperation while I distributed and collected the questionnaire. Finally I acknowledge all individuals that directly and indirectly have cooperated encouraged and assisted me in the completion of this study.

LIST OF ABBREVIATION /ACRONYMS

HRM:	Human Resources Management
TE _x A:	Telecom excellence academy
KSA:	Knowledge, Skill and Ability
SPSS:	Statistical Package for Social Science
OJT:	On the job training

List of table

Table2. 1 Steps of training process.....	15
Table2. 2 Training program and their implication for the training.....	20
Table 3.1 Reliability statistics	31
Table 4.3respondent’s perception about short-term training process	47
Table4. 4short-term training TExA use	52
Table4. 5techniques of training TExA uses	52
Table 4.6 Training perception on employee performance	58
Table4. 7 Correlation.....	61
Table 4.8 Multicollinearity Test.....	64
Table 4.9 Independent of residuals.....	65

List of Figures

Figure 2.1 the need assessment process	16
Figure 2.2 Training and development need assessment and other remedial measures (modified)	18
Figure 2.3 Conceptual Framework	31
Figure 4.4 age of respondents	38
Figure 4.5 Gender of respondents	39
Figure 4.6 Education background of respondents	39
Figure 4.7 Service year of respondents	40
Figure 4.8 how often the company provides short-term training	41
Figure 4.9 Frequency of respondents who attend the training	42
Figure 4.10 criteria for short term training selection	43
Figure 4.11 Level of need assessment by the company	44
Figure 4.12 type of need assessment method used by TExA	45
Figure 4.13 Readiness assessment of employee for the training	46
Figure 4.14 Effectiveness of short-term training	54
Figure 4.15 Evaluation of short-term training	54
Figure 4.16 methods of evaluation	55
Figure 4.17 comparison of trained employees with untrained	56
Figure 4.18 quality of short-term training	57
Figure 4.19 Normality Test	62
Figure 4.20 Homoscedasticity Test	63

ABSTRACT

Employees are main resources of any organization and the active role they play towards a company's success cannot be undervalued. To endure and rise, organizations must be constantly kept up to date through effective training programs. Training helps in the achievement of new technical knowledge and skills in the different aspects of telecom industry so as to provide quality service to the customers. The purpose of this thesis was to assess the effects of training on Ethio telecom enterprise customer service advisors' performance as a case study. The study also tried to see the practice of the training. The study used primary sources of data. A quantitative and qualitative research approach of data collection was used where 99 questionnaires were distributed from which 82 of them were returned. The finding of the study revealed that ethio-telecom lacks periodic and clear needs assessment. The company did not try to investigate the readiness of trainees regarding their ability, attitude, beliefs and motivation that are necessary to learn the program content and apply it on the job toward the effectiveness of training methods. The company must give prior attention for training design process in order to be more effective. Thus, TExA should analyze employees' training needs periodically by giving more emphasis to personal analysis while conducting the needs assessment to determine whether performance deficiencies result from lack of knowledge, skills or other problems generally by applying appropriate training designs and also by following appropriate training design process to become effective from the training program.

Key words: Short Term Training, short term training program effectiveness and employee performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The main aim of every organization is to enhance its performance, which is never possible with inefficient employees in the organization, (Tahir, Khan & Hashim 2014). In other words, the success of any organization in the long run depends very much on the quality of its human resources. This is especially true in the service-oriented industry like telecom where improvements in service must be continuously made to meet the rising expectations of the customers (Rajendran, 2005).

There are also technological changes which are very vital in the telecom industry like the introduction of electronic recharging mechanism, online bill payment, online service subscription etc. This has led to the need for improving the employee training in the telecom sector as per the improved technology. In telecom sector also, reforms have been done to improve performance of employees as Gleeson & Husbands, (2001) cited by Tahir, et.al (2014) as training helps a great deal in the acquisition of new technical knowledge and skills in the different aspects of the company so as to provide quality services to the customers as well as to avoid errors that will lead the company to lose its image (Leonard, 2011).

For organizations, training leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training improves job knowledge while also helping in identifying with the goals of the organization.

In this technologically dynamic environment, upgrading of services and adaptability to the changing environment are essential for the very survival of an organization. Training is a tool that can assist organizations in building a more committed and productive workforce.

Thomas (1997) argues that employee training involves educating employees' skills that can help them to become more effective, competent and productive workers. Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies besides the technical part. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Employees who are well trained often have higher motivation and morale because they feel that the company has invested in their ability

and development which results in lower turnover rates. For employees to carry out their responsibility effectively and efficiently, they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture and working conditions. Based on the above argument training will be conducted to enhance efficiency and create competent and productive employees but key enterprise customer service advisor's performance is not measured after the training and its effect on the employees is not documented.

The organization has two training coordinators, the one that is conducted by human resource management by training and development and by TExA (telecom excellence academy) but this research will be conducted on TExA training center because almost all trainings are conducted for the specified employees by TExA than HRM.

Thus, the purpose of this study is to investigate the effect of short-term training on Key Enterprise Customer Service Advisors at Ethio telecom as a case study to help the company make best use of training programs to make their employees meet the organization's expectations.

1.2 Background of the organization

Telecom service was introduced in Ethiopia by Emperor Menelik II in 1894 during the initiation of the telephone line installation from Harar to Addis Ababa. Then the inter-urban network was expanded in all other directions from the capital and many important centers in the Empire were interconnected by landlines to facilitate long-distance communications with the help of intermediate operators acting as verbal human repeaters.

As an extension of the 2005/06-2009/10 five-year plan and after concentrating its efforts on education, health and agriculture, the Ethiopian government decided to focus on the improvement of telecommunication services considering them as key lever in the development of Ethiopia. Ethio telecom was born on 29 November 2010, from this ambition of supporting the steady growth of our country.

Ethio telecom has got its current status since 29th November 2010 as a part of Ethiopia's 2005/06 – 2009/10 GTP following the federal government's decision to focus on improving telecom services, taking them as key to national development. Consequently, the country's telecom infrastructure and services have been transformed to world-class standards to facilitate the development of the country with a great paradigm shift in the improvement of the sector.

Telecom service has been recognized as an enabler for the socio-economic growth of a nation and plays significant role in overall betterment of citizens' life. Ethio telecom has been serving the nation for the last 125 years. The company has been engaged in multifaceted reform initiatives to bring operational excellence, ensure affordable and quality services, enhance strategy execution capability, empower and build leadership and staff capacity, and competitiveness.

Following the government's direction to reform the Ethiopian telecom market, to create a competitive space, Ethio telecom management has taken its own initiative to develop a three-year strategic plan to get ready for the upcoming change, reshape the company and lead with business orientation and competitive mindset.

This strategy has been developed with in-house capacity following both deliberate and emergent strategy development approaches to accommodate a changing reality, considering the nature of the business and the ongoing market reform after the transition period on 2019.

To ensure competitiveness and sustainable growth of the company, this strategy has been developed by considering and reviewing relevant government policies, international best practices and Industry trends. Various important analyses have been made such as internal and external stakeholders' interests and expectations (customers, employees, vendors/suppliers and various government organs), previous company performances, internal strengths, organizational resources and capacities, and weaknesses, opportunities and threats in the outer environment and the upcoming competition.

The strategy has been abbreviated as BRIDGE Strategy to symbolize progress, connection, overcoming obstacles, transition, stability and hope, which fits the company situation while making itself ready for different tomorrow, competition, and striving to be a preferred telecom operator.

The strategic themes developed for the coming three years are:

Best customer experience,

Reputable brand,

Innovative product/service and technology excellence,

Develop people-oriented learning organization,

Growth in financial capacity, and

Excellence in operation.

1.3 Statement of the problem

On fast moving global and technological development, firms are now facing new technological changes and new challenges from customers and competitors. Technological advancements have molded the need of capabilities and competencies required to perform a task.

Employees are the most vital resources as they affect companies' profitability and organizations must have skilled and well-trained human resources to meet what they stand for and this can succeed through effective training as it increases the skills and capabilities of employees that will lead to better performance (Seife, 2018). Thus, to cope with the dynamic challenges, more improved and effective training programs are needed. Effective training programs help in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Tai, 2006).

Employees can take bulk responsibilities that must be done successfully for customer satisfaction and for the quality of products and services that the organization gives. Without effective and timely training, employees do not gain the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential (Elnaga & Imran, 2013). According to Elnaga & Imran (2019), employees who attend and properly take training tend to keep their jobs longer than those who do not.

Another important aspect is the change training brings to an organization should be systematically measured to make training meet its intended purpose. According to Satterfield & Hughes (2007), employee training has encouraging effect on company's performance by changing the KSAs of employees through the short-term training. Training affects employees' behavior and their working skills which result in employees' enhanced performance as well as constructive changes for the organization. In this regard, organizations have hindrances in measuring the effects of training and development programs to performance. For example, at Ethio telecom, employees take trainings in their organizations but training departments do not conduct evaluation after the completion of the training program and employee training needs assessment are not usually conducted in organizations such telecom companies as my experience tells me.

In Ethio telecom, short term trainings are given to employees of key enterprise customer service advisors. However, during my service years at the organization where I was authorized on the specified position (key enterprise customer service advisor) for the last 4 years, the effectiveness of the training on the performance of the employees was not measured. Employees' knowledge and skills gaps were not also assessed. The measurement for employee performance as a result of training is not well developed and documented in the organization.

Therefore, this research was initiated to investigate the effectiveness of short-term training that is given by TEXA on employee's performance.

1.4 Basic research questions

The research addressed the following questions.

- What are the short-term training practices that are delivered by TExA to Key Enterprise Customer Service Advisors?
- How does the company investigate the readiness of employees to learn the program content?
- How effective is TExA in its short-term training program?
- To what extent does short-term training influence the performance of Key Enterprise Customer Service Advisors?

1.5 Objectives of the study

1.5.1 General objective of the study

The general objective of the study was to assess the effectiveness of short-term training on employee performance.

1.5.1 Specific objectives of the study

Specifically, the objectives of the study included the following:

- To assess short term training practices of TExA for Key Enterprise Customer Service Advisors.
- To find out whether the company analyzes the readiness of trainees before implementation.
- To evaluate effectiveness of the short-term training program delivered by TExA.
- To determine the extent to which the short-term training delivered by TExA influence the performance of the employees.

1.6 Significance of the study

The purpose of this study was mainly to find out issues of employee short term training and how it affects the performance of employees in the organization. The outcome of the study will serve as an input for the organization training center (TExA) to evaluate how much they were effective in their training programs towards improving the performance of the workforce and the organization will take action after the assessment to weather enhance the training center to be more productive or improve and change the way of delivery and contents. Besides the training center and the organization, employees will also be benefited by getting effective trainings and help them to know whether the training address the targeted area or not. And also, it serves as a secondary source of data for those who want to conduct further investigation in this area, and it will add to the existing literature and may use as an additional source as a reference.

1.7 Scope of the study

This study focused on customer service employees who are engaged in key enterprise customer service only. The study was conducted in Addis Ababa, centered in Leghar branch of Ethio telecom and, the researcher focused on trainings that are conducted by TExA. In addition, this research work was limited to study short term training and its effectiveness on the performance of Key Enterprise Customer Service Advisors at Ethio telecom. All Ethio telecom's Key Enterprise customer service advisors are located in Leghar branch.

1.8 Limitation of the study

This study was planned to collect data from all Key Enterprise Customer Service Advisors. However, at the time of data collection, COVID-19, the global pandemic, was observed in Ethiopia and the Ethiopian Government put several restrictions including social and physical distancing on

citizens to prevent the spread of the virus. Following these restrictions, most of the Key Enterprise Customer Service Advisors were forced to work only four days a week while some employees were not attending their work due to chronic health problems and maternity issues. Therefore, data were collected from employees who were accessible. This disallowed addressing the target population which may have an impact on the study results. On the other hand, majority of respondents did not answer the open-ended questions on the questionnaire and the study was unable to find further problems on short term training programs that would otherwise have been raised by the employees had they completed the open-ended items.

1.9 Organization of the paper

This study is organized in five chapters. The first chapter consist of Background of the Study, Statement of the problem, Research Objectives, Significance of the Study, Scope of the Study, limitation of the study and Organization of the Study. The second chapter consist of literature review. The third chapter consist of the methodology part of the study. In the fourth chapter data was analyzed and interpreted. The last chapter consist of the conclusion and recommendation parts.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical literature

2.1.1 Concept of Training

Javed (2014) argued that employees are very vital and expensive resources to every organization. There are substantial changes today in terms of the benefits of the employees. Along with these changing benefits are the workplace movements that have substantial impact on employees' knowledge and skills. Training is therefore essential to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to obtain further knowledge based on the institution gained from the training and further knowledge and effect changes in co-workers. In order to sustain performance, there is the need for training in inspiring the workforce to be creative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment.

Training is the act of increasing the knowledge and skills of an employee for performing any job. Training involves the sector of skills that are usually compulsory to perform a specific job. Its purpose is to achieve a shift in the skill of those trained and to enable them to do their jobs better. Training makes new entrant workers to be fully productive in the least possible time. Training is equally necessary for the old employees whenever new technologies are adapted and introduced or there is a change in the procedures of doing things. In fact, training is a continuous process. It does not stop anywhere (Armstrong, 2006).

Training is classified as long and short term based on their duration period or the time it takes. Long term training focuses on the long term courses. Managers or supervisors propose a strategy to put in place over several months or years, including a set of creativities that are expected to bear fruit over a long period of time. It is a continuous process in which you are trying to develop professionals in their next step or their next position of responsibility.

On other hand, Training looks an instant challenge and teaches the knowledge or skills required by an organization employees in a short period of time (one day, one week, few months). It is all about "here

and now”. It could be a sequence to advance the skills and performance of employees, a conference to explain the procedure for returning a product or a class to use new technologies or programs.

2.1.2 Concept of short-term Training

Short-term Training is a planned activity for improving the knowledge and skills of employees for a specific drive. It involves organized procedures for transferring professional knowhow to the employees to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees obtain technical knowledge, skills and problem-solving ability by undertaking the training program (Mahapatro, 2010).

According to Neo (2008), short-term Training refers to an intentional attempt by a company to enable employees’ learning of job-related proficiencies. These proficiencies include knowledge, skills, or behaviors that are essential for successful job performance. The aim of training is for employees to guide the knowledge, skill, and behaviors highlighted in training programs and to operate them to their day-to-day activities. For a company to gain a competitive advantage, its training must encompass more than just basic skill training. That is, to use training to gain a competitive advantage, a company should view training largely to create academic capital which includes fundamental skills (skills needed to perform one’s job), complex skills (such as how to use technology to communicate information with other employees), and self-motivated creativity (Ibid).

2.1.3 Types of Short Training

Short term trainings are classified into two, on-the-job and off-the-job training techniques. Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use (Armstrong, 2006).

On-the-Job Training

According to Armstrong (2006) On-the-job training is one way in which an employer may devote in human capital needed for strategic gain. Such investments may be made by organizing a job so that employees learn while they work. For example, employees’ skills may be increased by learning how to perform new tasks or adapt the advanced technology while serving customers and it is delivered to employees while they perform their regular jobs. In this way, they do not waste

time while they are learning. After a plan is formed for what should be trained, employees should be informed of the details. A timetable should be launched with regular evaluations to inform employees about their progress. On-the-job methods include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Induction/Orientation

Induction/orientations type of training is conducted out for new entrants on the job to make them familiar with the total company requirements like norms, ethics, values, rules, and regulations (Armstrong, 2010).

Orientation structures are exceptional to each firm. However, almost all highlight these areas, the employment situation (job, department, and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development and dealing with change and socialization (Noe,2008).

Job Rotation

In job rotation, employees shift from one place to another to increase their experience as Noe (2008). The extent of knowledge is often needed for performing greater level tasks and the new hires may have such short roles that they feel more like visitors in the organization because they often do not develop a high level of proficiency, the new hires can lower the overall efficiency of the work group.

Demonstration/Job instruction

This method is like teaching by example, whereby the experienced worker achieves the job and the inexperienced closely examines to understand the job. The desired job will be drawn out in any way it is needed and employees will get an instant feedback up on the learning and teaching process, this type of techniques must be centered on skills analysis and learning theory (Armstrong,2006).

Coaching

Coaching is designed at the quick progress of skill and performance, mostly for the current job. The coaching is held in a well-defined and focused dialogue. The coach applies response and brings an objective viewpoint. The need for coaching may evolve from official or unofficial performance assessments but chances for coaching will emerge during normal day-to-day activities (Armstrong, 2006).

Off-the-job training

In this case, training is provided away from the actual working condition. This is mostly used for new employees. Examples of off the job training methods are workshops, lectures, seminars, conferences, etc. These methods are expensive to conduct frequently and are effective only if large number of employees must be trained within a short time period (Mathis & Jackson, 2011). Off-the-job training methods will help employees to concentrate and focus on the training program since the program is given outside the work place and given by outside expert and specialists.

Lecture

Armstrong (2010) argues that lecture is a talk with little or no participation except a question-and-answer session at the end of the training. It is used to share knowledge to the attendants with controlled content and timing. When the audience is huge, there may be no option to a 'straight lecture' if there is no scale to break it up into discussion groups.

Case study

Case analysis is an effective training method in which trainees review and solve problems based on actual or imaginary situations. Cases can be used to explain basic values and to increase change attitudes. Generally, however, the primary objective is to develop skill in analysis, communication and problem solving (DeCenzo and Robbins, 2007).

Discovery

According to Stewart and Brown (2009) this method of off the job training includes attending trainees with a job that offers good chances to learn new skills. This method may seem like learning by conducting tests and it can help by encouraging trainees, but it has some problems because it is

inefficient without a proper guidance from the trainer and it leads to wrong understanding of programs.

Role playing

This method helps trainees to exercise new skills in the training process by creating a role on the trainees through act out work scenario. Stewart and brown (2009) states that, it is most regularly used method to obtain personal and individual relation skills and it includes the presentation of problems and solutions specially for customer service or sales area workers.

Simulation

This method is mixes case studies and role-playing to gain the greatest amount of practicality in schoolroom training. Its objective is to enable the transfer of what has been acquired off the job to on-the-job performance by duplicating, in the training room, positions that are as close as feasible to actual life (Armstrong, 2006).

2.1.4 Benefits of short-term training

Mahapatro (2010, p 284) summarized benefits of conducting short term training as follows: -

1. Impact on bottom line: Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line.
2. Staff retention: Training increases staff retention which will save money.
3. Improved quality and productivity: Training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering:
 - Accuracy and efficiency.
 - Good work safety practices.
 - Great customer service.
4. The flow-on effect: The benefits of training in one area can flow through to all levels of an organization. Over time, training will boost the bottom line and reduce costs by decreasing:
 - Wasted time and materials.
 - Maintenance costs of machinery and equipment.
 - Workplace accidents, leading to lower insurance premiums.
 - Recruitment costs through the internal promotion of skilled staff.
 - Absenteeism.

The benefit of this culture is a happy, innovative and successful workforce. A positive culture only comes through a respect for and an investment in employees.

5. Remaining competitive: Businesses must continually change their work practices and infrastructure to stay competitive in a global market. Technology, previously the main driver of competitive advantage, is progressively taking a back seat to people. As economies become progressively service orientated, it is the development of people that is providing successful businesses with long-term sustainable success.

2.1.5 Organizations' need for short term training

A business growth needs to be complemented with the individual's growth. The concern is the structural sustainability, that it should adapt itself to a changing environment. Employees' growth and development must be seen in the context of this change (Arun and Saiyadain, 1996).

Arun and Saiyadain, (1996) argue that when Training is designed and delivered properly, it can improve the overall usefulness of an organization in three ways.

First, it can enhance employees' devotion and motivation chances to learn new skills are important in today's economy, so employees recognize the value of learning opportunities suggested by training. As a result, firms that offers more training nurture employee dedication. To be more accurate, organizations that offer employees opportunities to learn and grow are having employees' best interest at center, and as a result, employees feel more dedicated to the organization. Employee devotion can benefit an organization by increasing retention of high performing employment.

Second, training facilitates employees perform their work more successfully and efficiently, so the organization can function better on daily basis. Employees who are trained are more likely to be dedicated to the company and have higher level of knowledge and skill. As a result, they are better individual performers, and this helps the organization to be more productive.

The third advantage organization get through training is by helping them to meet their strategic objectives. It does so by offering employees with the specific knowledge, skills and attitudes essential to make strategic initiative a reality. In other words, by making effective decisions

concerning training, companies guarantee that the right people have the right skills for achieving the competitive advantage sought by the strategy.

2.1.6 Training Process

An organization should have a visibly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organizations that plan their training process are more successful than those that do not. Nearly All business owners want to succeed, but do not employ in training design that promise to enhance their chances of success (Mahapatro, 2010).

According to Mahapatro (2010) Some of the more regularly used training models in developing training programs which can accomplish these objectives of reaching broad range of learners is a training model known as the “Assess, Design, Develop, Implement and Evaluate (ADDIE)” training system which entail of the five elements.

Table2. 1 Steps of training process

Step 1 Needs assessment	<ul style="list-style-type: none"> • <i>Organizational analysis</i> • <i>Person analysis</i> • <i>Task analysis</i>
Step 2 Ensuring employee readiness for training	<ul style="list-style-type: none"> • <i>Attitudes and motivation</i> • <i>Basic skill</i>
Step 3 Crating a learning environment	<ul style="list-style-type: none"> • <i>Identification of learning objectives and training outcomes</i> <ul style="list-style-type: none"> • <i>Meaningful material</i> • <i>Practice, feedback, and observation of others</i> • <i>Administrating and coordinating program</i>
Step 4 Ensuring transfer of training	<ul style="list-style-type: none"> • <i>Peer and manager support</i> • <i>Climate of learning</i>
Step5 Selecting training methods	<ul style="list-style-type: none"> • <i>Types and methods of training</i>
Step 6 Evaluating training programs	<ul style="list-style-type: none"> • <i>Identification of training out comes and evaluation designs</i>

Source: Noe, (2008)

Step 1 Training Needs Assessment

A training needs assessment is a tool utilized to identify what learning courses or activities should be provided to employees to improve their work productivity. Establishing organizational training needs is the analytical phase of setting training objectives. Just as a patient must be examined before a physician can prescribe medication to deal with an ailment, an organization or an individual employee must be studied before a course of action can be planned to make the “patient” function better (Mahapatro, 2010). Noe (2008) argues that managers can identify training needs by considering three sources.

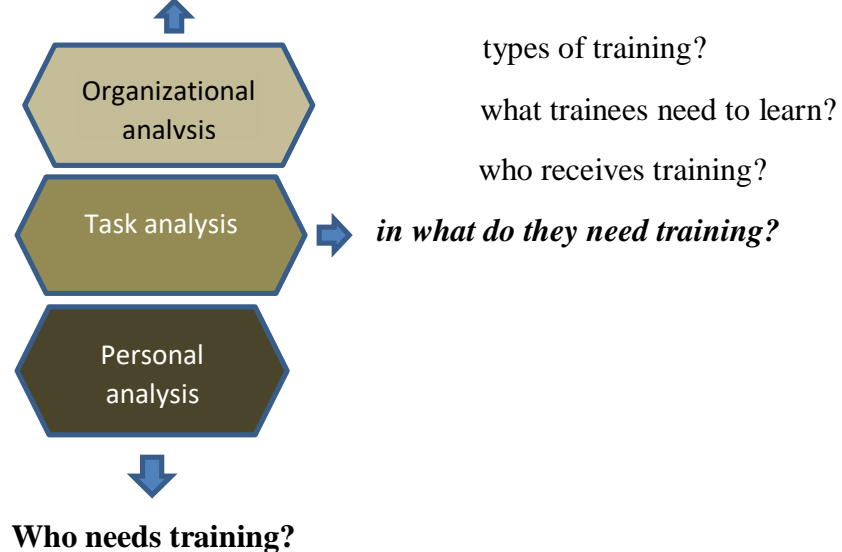
According to Neo (2008) performing an organized needs assessment is an important primary step to training design and can significantly influence the overall effectiveness of training programs. Precisely, a systematic needs assessment can lead and serve as the basis for the design, development, delivery, and evaluation of the training program and it can be used to specify a number of key features for the input and outcomes of training programs.

Figure2. 1 the need assessment process

Reasons

Lack of basic skills
Poor performance
New technology
New job
Customer request

what is the context out comes



A. Organizational analysis- involves defining the business suitability of training, given the company’s business plan, its resources available for training and support by managers and peers for training activities.

This process of identifying job related knowledge and skill that are needed to support the organizations short-range and long-range goals (Miller & Osinski, 1996). It includes defining the business correctness of training, given the company's business strategy, its resources available for training and support by managers and peers for training activities and the manager has to consider some important factors before choosing short term training as the solution to the pressure point:

Support of managers and peers

Managers and peers must be agreeable to communicate trainees how they can use their knowledge, skill and capabilities learned in training on the job more efficiently. If peers' and managers attitudes and behavior are not helpful, employees are not likely to apply training content to their job.

Company strategy

Company strategy must be recognized to ensure that the company assigns enough of its budget to training, that employees receive training on appropriate topic, and that employee get the right content of training.

Training resources

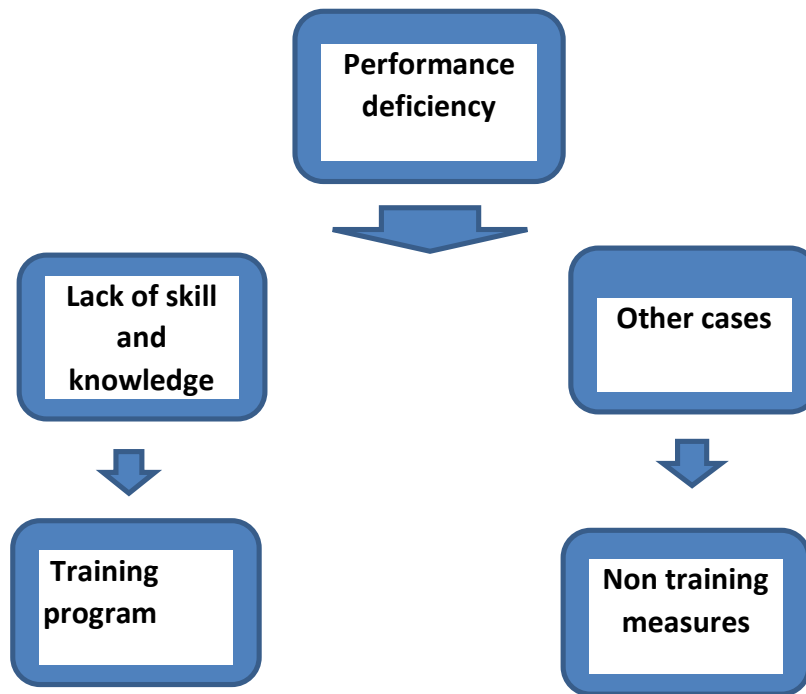
It must identify whether the company has the budget, time expertise for training.

B. Personal analysis- helps identify who needs training. It involves

i. Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (training issue) or from motivational or work design problems

- On this case the analysis identifies the cause if the shortcomings that result from the performance of the employees and the analysis will help to answer questions that relate with, do employees on specific function or business units needs training?

Managers or supervisor of employees will identify employee's gap on their performance at work, employees with knowledge and skill deficiency will perform less or unsatisfactory than with those who perform well.



Source: Haslinda and Mahyuddin , 2009

Figure 2.2 Training and development need assessment and other remedial measures (modified)

ii. Identifying who needs training

- The analysis identifies who exactly need training to feel the gap by evaluating employees performance through questions and their actual performance on work or observation of employees output.

iii. Determining employees' readiness for training

- The analysis will determine how employees are ready to take the training based on the analysis

There are many ways that are usually used to conduct need assessment, among them, observing employee's performance on job, interviewing and conducting focus group discussions are common.

The need assessment will be undertaken by different stakeholders, which include company leaders, top level managers, middle level managers, trainers and employees who are end user of learning

The need assessment results in information related to who needs training, what trainees need to learn involving the tasks on which they need to be trained, plus knowledge, skill, behavior, and other job obligations.

C. Task analysis- includes finding the important tasks and knowledge, skill, and behaviors that need to be highlighted in training for employees to complete their tasks.

This method refers to the determination of skill and knowledge the job needs. Observes tasks completed and the knowledge, skills, attitudes and other behavioral features required to determine what employees must do to perform effectively. In gathering job information as input into training decisions the job analysis must be involved (McClelland, 2002):

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

Step 2:- Ensuring employees' readiness for training

The second step in the training process is evaluation whether (1) employees have personal features (ability, attitude, beliefs and motivation) necessary to learn and apply it on the job and (2) the working environment will facilitate learning and not interfere with performance (Noe, 2008).

Step 3:- Creating learning environment

Learning enduringly changes performance. For employees to get knowledge and skills in the training program and apply this information in their jobs the training program must contain exact learning contents (Noe, 2008).

Table2. 2 Training program and their implication for the training

CONDITIONS FOR LEARNING	IMPORTANCE AND APPLICATION TO TRAINING
Need to know why they should learn	Employees need to recognize the purpose of the training to help them understand why they need training and what they are expected to achieve.
Expressive training content	Motivation to learn is improved when training is linked to helping learner (such as associated to current job tasks, problems, increasing skills or dealing with jobs or company changes).The training framework should be comparable to the work environment.
Opportunities for practice	Trainees need to determine what is learned to become more relaxed using it and to commit it to recall.
Feedback	Helps learner modify behavior, skill, or use knowledge to meet objectives.
Good training coordination and administration	Remove interruptions that could affect learning programs, such as cell-phone. Make sure the room is well organized and suitable for the training. Trainees should receive statement of the purpose of training, place, hour and any pertaining materials such as cases or readings.
Commit training content to memory	Facilitate recall of training content after training. Bound instruction to practicable units that don't beat memory limits, review and practice over multiple days.

Step 4:- Ensuring Transfer of Training

Transfer of training discusses that on-the-job-use of knowledge, skills and behaviors learned in training. Transfer of training will be inclined by the climate for transfer, manager support, peer support and opportunities to use learned capabilities (Noe, 2008).

Climate for Transfer

Trainees' observation of the work setting that helps or inhabit use of trained skills or behavior. These characteristics include manager and peer support, opportunities to use skills and the consequences for using learned capabilities.

Manager support

Manager support discusses the degree to which trainees' managers underline the significance of attending training programs and stress the application of training content to the job.

Peer support

According to Petrini (1990) cited by Noe (2008) allocation of training can also be improved by making a support network between the trainees. A support network is a group of two or more trainees who agree to meet and discuss their improvement in using learned skills on the job.

Opportunities to use learned capabilities

This opportunity states, to what extent the trainees is provided with or aggressively pursues skill with newly learned knowledge from the training program. Trainees assumed various chances to use training content on the job are more likely to maintain learned capabilities than trainees given few opportunities (Neo, 2008).

Step 5:- Selecting training methods

Different organizations will use different training methods and they will depend on situations, for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Training in organizations is obtained in several diverse areas some of this training is accompanied primarily in-house, while other types of training use external training resources. The countless ways of forming content and inspiring trainees to learn are mentioned to as training methods (Stewart and Brown, 2009).

Step 6:- Evaluating training programs

DeCenzo and Robin (2005) argues that the appraisal and authentication of any training process is a very vital key element not to be ignored or treated casually in the development of any training development process because it becomes the tool used to tell us if we reached our intended goals or objectives.

Training must be assessed a number of times during the process. Establish these objectives when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any differences should be noted, and modifications made to the training program to enable it to meet specified goals. Many training programs fall short of their anticipations simply because the officer failed to evaluate its progress until it was too late. Well-timed evaluation will prevent the training from straying from its goals (DeCenzo and Robin, 2005).

According to their argument there are three popular methods of evaluating training programs.

1. Post-training performance method: Appraising training programs based on how well employees can operate their jobs after training.
2. Pre-post-training performance method: Appraising training programs based on the discrepancy in performance before and after training.
3. Pre-post-training performance with control group method: Appraising training by associating pre- and post- training results with individuals.

Reasons for Evaluating Training

Companies set out to invest huge amount of money in training programs to gain competitive advantage. Firms with high power training practices not only invest large sums of money in developing and administering training programs but also evaluate training programs (Noe, Hollenbeck, Gerhart, & Wright, 2008). And Wright, et.al, (2008) list 7 reasons why training programs should be evaluated?

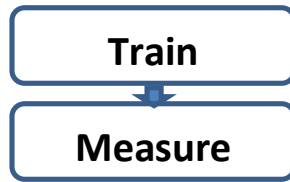
1. To find the program's strength and weakness. This includes defining whether the program is meeting the learning objectives, the quality of the learning environment, and whether transfer the content, organization, and administrative.
2. To evaluate whether the content, organization, and administration program (including the schedule, accommodations, trainers, and materials) add to learning and the use of training content on the job.
3. To find which trainees gained most from the program
4. To gather marketing data by asking participants whether they would recommend the program to others, why they attended the program, and their level of satisfaction with the program.
5. To ascertain the financial benefits and cost of the program
6. To compare the costs and benefits of training to non-training investment (such as work redesign or better employee selection)
7. To compare the costs and benefits of different training program to choose the best program.

A. Evaluation designs

The three most common design of evaluating training program that are used for determination of its effect are (Mathis and Jackson, 2008);

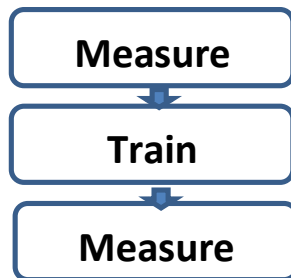
- Post Measure
 - Pre/Post Measure
 - Pre/Post Measure with control group
-
- **Post Measure** - The most observable way of evaluating training effectiveness is determining whether the employees perform as the organization want them to perform. In this design the training outcomes are evaluated only at the end of training program.

Post measures

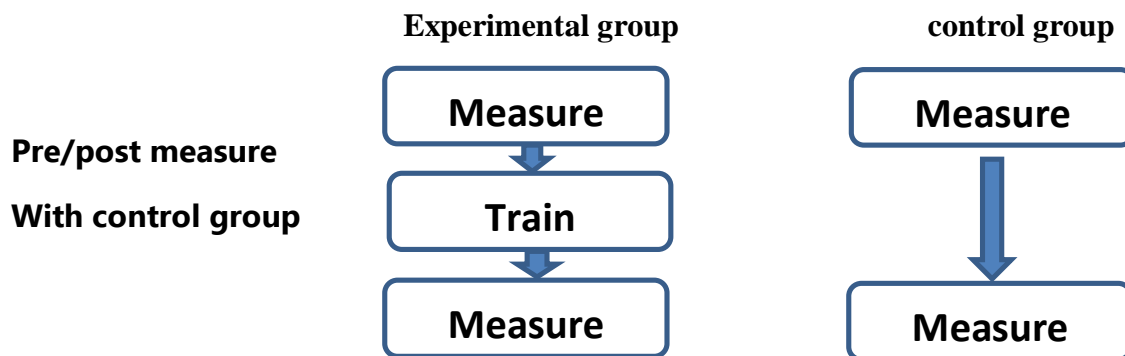


- **Pre/Post Measure** – Employees performance before and after training, these will allow the manager to identify whether the training made any transformation.

Pre/post measures -



- **Pre/Post Measure with control group** – on this design, managers will identify employees who undertaken the training and those who didn't, this practice will be used to see the main variance among this groups of employees. There are some complications related with using this Pre/Post with control group design. First, having employees doing similar jobs to be able to create two groups may not be viable in many conditions in a company. Second, when one group is suspended from the training, there may be offence or increased inspiration by those in the control group, which leads to biased results, it may be positive or negative.



B. Levels of evaluation

According to Greg, Stewart and Kenneth (2009), there are four basic types of training outcomes or effects that can be measured.

1. **Reaction-** evaluates trainees' return to the program is the core on this. Did they like the program? Did they think it worthwhile? Training outcomes capture how the trainees feel about training. It can help to know what went well and what did not which can be valuable for delivering feedback to training designers and trainers. It can also be useful as overall measures of satisfaction with training courses. Reaction data should be interpreted cautiously and are properly better used to provide feedback to improve training that to make decisions about discontinuing training.
2. **Learning-**the trainees to find out if they learned the principles, skills, and facts they were to learn. It is a shift that occurs from experience. Learning can improve knowledge, skills, or attitudes, and each of these can be assessed. Evaluating the effectiveness of training at this level is important as it gives a clue about the significant of change to the learning objectives that were set. It provides critical inputs to fine-tuning the design of the program. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.
3. **Behavior-** helps to know whether the trainee's behavior on the job improved or not. This is not simple job because it is not easy to define standards that can be utilized to measure application of learning and there is always this question that preys on the minds of various people: 'can all changes be attributed to the training?' 'Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job.
4. **Result-** to ascertain what results were accomplished in terms of the training objectives previously set. This measures effectiveness of the program in terms of business objectives. At this level we look at aspects such as improve in efficiency, decrease in defects, cycle time reduction, etc. organizations would like to measure effectiveness of training at this level; the fact remains that it is not very easy to do this, as it is unlikely that we can show

direct linkage. However, it is worthwhile making the attempt even if the linkage at this level is indirect.

2.1.7 Effectiveness of training on performance

Employee capabilities switch all the way through effective training programs. It not only enhances the overall accomplishment of the employees to efficiently do the current job but also improve the knowledge, skills and attitude of the workers essential for the future job, thus supporting to superior organizational performance. Through training the employee proficiencies are established and enable them to execute the job-related work professionally and attain firm objectives in a viable approach. Additionally, still, frustration grievances, absenteeism and turnover can be significantly reduced when employees are so well trained that can knowledge the direct approval connected with the sense of attainment and knowledge that they are utilizing their fundamental abilities (Wright & Geroy 2001).

Organizations depend on training to increase the productivity and performance of their employees. Training is significant to a company to sustain its employees' skills and competence to attain a better performance. Swieringa J. and Wierdsma, A. (1992) argues that training is one of the most essential involvements to encourage the learning method. To cope up with the rapid changing environment, it is essential to finance in training, raise, informing and altering the skills of the current workforce.

According to Ziarnik, J.P. and Bernstein, G.S. (1982) staff training by itself is inadequate to attain permanent change because all knowledge gained from the training is not properly shifted or functional to the organization. They also have appealed that the basis to the long-term survival of an organization is identifying the value of the knowledge that is a main to advanced thinking and investment. Therefore, if there is no claim of the academic knowledge on the job, there is no impact on the organization performance.

2.1.8 Employee performance

Performance can be described as the accomplishment of task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment agreement,

performance is the achievement of a dedication in such a way that releases the performer from all liabilities left down under the agreement. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Naveed,Nadeem,Maryam, Zeeshan& Naqvi, 2014).

Armstrong (2000) argues that Employee performance will be observed in terms of results. But, it can also be seen at in terms of behavior and it is also stated that employee's performance is dignified against the performance values agreed by the organization. There are a number of methods that comes to an attention when evaluating performance among them productivity, efficiency, effectiveness, quality and profitability methods will be explained after this. **Productivity** - is expressed as a relation of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is an extent of how a person, organization and industry transform efforts into goods and services.

Efficiency and effectiveness - efficiency is the skill to yield the preferred outcomes by using as insignificant capitals whereas effectiveness is the capacity of employees to meet the wanted purposes or goals (Armstrong, 2000).

Quality - is the representative of products or services that stand a skill to fulfill the specified or needs (Kotler & Armstrong, 2002). And it is progressively attaining better products and services at an increasingly modest price.

Profitability - is the skill to get profits constantly over a period. It is articulated as the relation of gross profit to sales or return on capital employed (Kotler & Armstrong, 2002).

Armstrong (2000) argues that organization managers have a responsibility to guarantee that the company's attempt to and accordingly attain high performance ranks. This suggests that managers have to establish the preferred levels of performance for any period of time.

2.1.9 The Relationship between Training and Employee Performance

Employee performance is operative if it is delivered in upright method and the tender obligation will lead to more sensitive type of add-on which is going to improve the work effectiveness and helps the organization in succeeding good superiority in the market because of the training

employees stick to the same organization which helps them to advance as an obligation to help organization (Meyer and Allen, 1990).

Rautalinko & Lisper (2004) argues that effective and efficient job trainings mainly influence the efficiency of employees during their present job. If an employee feels well-qualified, they inevitably devote to the organization. The same result was attained in other study by (Bartlett, 2001) companies that can create an atmosphere where training is sponsored and appreciated by employees will be able to attain greater dedication effects.

According to Bartle (1994), reports that there is a positive relationship between effective training program and employee productivity, though to make it possible, it is the concern of the managers to find the aspects that delays training program success and should take essential actions to neutralize their effect on employee performance. And, the scholar determined that high level of employee commitment is accomplished if training achieves learning outcomes and improves the performance, both on individual and organizational level.

The lack of appropriate job training will affect a person's capability. This will probably affect their motivation, and quite likely their opportunity to progress. Equally, the absence of opportunity to build may have a negative impact on their motivation, and thus their desire to learn or apply themselves (Bartel, 1994).

Training creates advantages for the employee as well the company by progressively shaping employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). It is obvious that training plays a significant position in the progress of organization, enhancing performance as well as improving productivity, and ultimately putting companies in the best position to face competition and stay at the top.

According to Benedicta and Appiah, (2010) Employee performance is also influenced by some conservation aspects such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the unit changing aspects. If the beyond mentioned difficulties occur in the firm, employee performance reduces not due to lack of relevant knowledge, skills and attitude, but because of above stated obstacles. To make training

efficient and to guarantee positive effect of training on employee performance these elements should be taken into consideration.

2.2 Empirical Findings

A study conducted by Kinferufael Ayalewu (2013) observed the training applied and the effectiveness of the program, using the telecommunication industry in our country as case study. In order to understand the study aim, the researcher established four goals which are concentrated mainly on identifying the training programs' existing in the industry, the objective of the training offered, and the methods employed and finally the effectiveness of training on employee performance.

The outcomes from the questions on employee input in training specifies that the company has clear strategies concerning training as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the obligatory practice of the company for all employees. In examining the question relating to the training program quality, the results indicate that the programs undertaken by the company is relevant but half of the respondents claim the programs as helpful and half of them responds as unhelpful as considered by the respondents 'views.

The study also tells that there are some problems which hinder the actual delivery and implementation of the training program such as assigning inappropriate trainees to the training programs and skill measurement is not conducted before and after the training programs. The researcher recommended that the company should give more emphasis to solve the different problems to attain strategic objective.

DagimTadele (2016) conducted a study on employees training practice of Ethio telecom. In his study of training practice in Ethio telecom he was observed to determine their effect on employee performance. Based on a combination of literature review and questionnaire surveys, the paper discovers that for any organization to prosper in attaining the objective of its training program, the strategy and application must be planned and organized towards improving performance and productivity. The researcher used 355 questionnaires that should be distributed among the

employees of the company. The study concluded that if organizations invest in right type of employee training it can boost employee performance as well as capabilities and skills.

Moreover, the result of the study of Sultana. A (2012), conducted in telecom sector of Pakistan, states that 50.1% of variation in employee performance is brought by short training programs.

As depicted by the work of Girma Worku (2018), education through training effect employee performance, and is said to be a key factor in the achievement of organizational goals. However, implementing short term training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance.

2.3 Conceptual Framework

There have been several theories promoted to describe the importance of training needs in any formation of organization. In social understanding concept, employees develop new skills and knowledge by observing other members of staff whom they have belief in and as well believe to be realistic and more knowledgeable (Bratton,2007). The theory suggested that training and learning is inspired by person's self-efficacy and ability to effectively learn new skills which can be motivated by encouragement, oral encouragement, logical verification and observation of others.

Short term Training builds self-effectiveness and results in extraordinary operation on job (Velada and Caetano, 2007), by substituting the outdated weak practices by effective work-related practices. Different philosophies have been articulated to explain the status of training in social learning concept employees gain new skills and knowledge by witnessing other members of staff whom they have assurance in and as well believe to be credible and more knowledgeable.

Short term Training techniques are categorized into behavioral or On-the-job (induction/orientation, on job lecture and job rotation) and cognitive or Off-the-job (Lectures, computer-based training, and simulation etc. (Mehrdad, Mahdi, & Ali, 2009). These are likely to impact employees' performance.

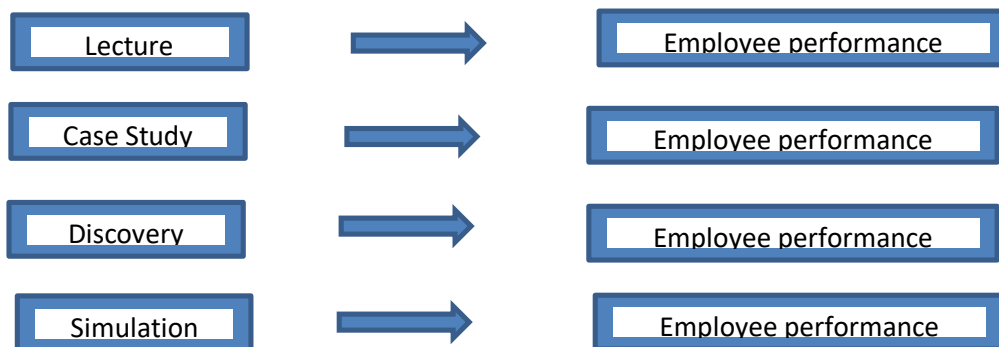
The researcher took the conceptual framework developed by Mehrdad, et al. (2007) and modified it based on the above theories discussed above. On-the-Job training (induction/orientation, on job

lecture and job rotation) and off-the Job training (lecture) is the independent variable and employee performance (efficiency, effectiveness and commitment) was the dependent variable. Thus, the conceptual framework is formulated to show the association between the independent and dependent variables.

Figure 2.3 Conceptual Framework

Independent Variables

Dependent Variables



CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1. Research Design and Approach

Research design and approach are organized means for gathering data, analyzing, and writing finding of results (Creswell, 2009). Mixed approach was used for the purpose of this study. This approach was vital because it helped to corroborate the data obtained through quantitative and qualitative approaches and was important to remove any biases that might have occurred in a single research approach.

Explanatory and descriptive research designs were used to examine the effect of Training on the performance of Key Enterprise Customer Service Advisors at Ethio telecom. Explanatory research design was used to elaborate the cause and effect relationships among variables and to explain how Key Enterprise Customer Service Advisors at Ethio telecom perceive the effect of short term training on their performance. Descriptive research design was used because the researcher tried to get answers for the WH (what, when, where and who) question that was raised in the research question to assess the effectiveness of the training program in the company.

3.2. Target Population and Sample Size

The target population of the study was 132 employees of Ethio telecom located at Addis Ababa city who are working as key enterprise customer service. Census method was planned to be used since the total population had been small and it was thought to be manageable to collect data from 132 people. However, the unforeseen occurrence of COVID-19 which forced many employees of the organization to stay home forced the researcher to change the original plan. To be precise, the plan was to collect data from the total population i.e. 132. However, only 99 Key Enterprise Customer Service Advisors were on duty due to the restrictions laid by the government to prevent the spread of COVID-19. So, 99 questionnaires were distributed. From the distributed questionnaires, 82 of them were completed and returned and all of them were used for analysis.

3.3 Sources of data

To determine the effectiveness of training on employee performance, data was gathered from primary sources. Primary data was gathered from Key Enterprise customer service advisors through questionnaire. Questionnaire was used for data collection because, employees of key enterprise customer service are busy on work and they only have one-hour break through 8 working hours and it was difficult to make an interview to collect data. Closed and open ended questions were used.

3.4 Instrument of Data Collection

Questionnaire was used as an instrument for data collection. The instrument used a 5-point Likert scale questionnaire for trainees and supervisors. The questionnaire gives importance to all factors related to the effects of training on employee performance. It shows the opinions of the employees regarding each question.

The questionnaires had five parts. Part I: General information about respondents, Part II: Assessment on training effectiveness Part III: Types of training, Part IV: Effects of training on employee performance and Part V: Employees perspectives on how training enhances their performance. To capture additional information which might not have been included in the close-ended part and give respondents the opportunity to express their views freely, open-ended questions have been added at the end of the close-ended questions. TExA training manuals were used while preparing the questionnaire.

3.5 Data Collection Procedure

The questionnaire was distributed to Key Enterprise Customer Service Advisors who were on duty. First, the respondents were informed about the objective and importance of the study. Then, instruction was given on how to respond the questionnaire. Lastly, the questionnaire was distributed to respondents by the researcher and the questionnaire was collected within 27 working days.

3.6 Analysis of Data

The data, which were obtained from the respondents, were analyzed using both qualitatively and quantitatively although the qualitative data obtained from respondents are too small. To present the relationship between the variables, the data were analyzed using quantitative type of explanatory analysis method, which includes describing the results obtained using various techniques through percentage, means, standard deviations and range of scores (Creswell, 2009). Explanatory analysis presents as data in the profile, characteristics and composition about the study (Kotharia, 2005).

The qualitative data from the open ended questionnaire was analyzed by using descriptive statistical techniques. The collected data was entered into SPSS to analyze and interpret the results. The findings of the study were presented using tables, charts and figures.

3.7 Research instrument validity and reliability

3.7.1 Validity

Validity, regularly called construct validity, refers to the extent to which a measure effectively represents the underlying construct that it is supposed to measure (Bhattacharjee, 2012). Validity is used to make more accurate and meaningful results.

To check the validity of the questions pilot testing was employed to enable the researcher whether the design of data collection instruments was appropriate toward meeting the research objectives and in obtaining meaningful responses. This validation was made to get some evidence on whether the content of the items was relevant in helping to answer the research questions as well as to check the clarity of the questions

3.7.2 Reliability

Reliability measures the internal consistency of items used to measure the latent constructs. The reliability analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale. To be more specifically, Kennedy (2008) indicates that the term reliability refers to the accuracy or precision of the scale. There are several ways to assess reliability, namely Cronbach's Alpha, Split half, Guttman, Parallel, and Strict parallel. Among these measuring models, Cronbach's Alpha is

the most widely used one. Therefore, as shown in the bellow table the reliability of the whole items is 0.910 which means the whole items were reliable and acceptable.

Table 3.1 Reliability

Item-Total Statistics	
	Cronbach's Alpha if Item Deleted
Have you had any form of short-term training since you have joined?	.467
How often does your company provide short-term training of program for employees?	.342
how many times have you taken the short-term training provided by TEXA?	.523
Based on what criteria were you selected for the short term training?	.596
Does the company conduct need assessment for the short-term training	.623
What type of need assessment method is used?	.827
Does the company assess your readiness for the short-term training?	.657
Training program is designed based on the requirements of the job	.668
The Training content is designed based on employee deficiency of ability for the job.	.770
TEXA carries out needs analysis to determine contents and methods help bridge performance gaps.	.814
Supervisors guide me how I can use the skills and ability learned in the training.	.912
The experts TEXA involves in short-term training have the requisite knowledge.	.619
The objective/purpose of the training is clear.	.738
The training content is similar to the work environment.	.757
There is good program coordination for short term training in TEXA	.858
Training rooms in TEXA are comfortable	.713
The training is applicable for the job after the training.	.817
On-the-job training	.441
Off-the-job training (in the company)	.530
Induction/Orientation	.690
Job Rotation	.718
Demonstration/ Job instruction	.905
Coaching	.904
Lecture	.809
Case study	.953
Discovery	.889
Role playing	.942
Simulation	.810
Do you think the short term training method were effective?	.645
Does the company evaluate the short term training program?	.752
How does the company evaluate the short term training?	.761
Does the company evaluate short term training by comparing trained employees with untrained?	.418
How will you rate the quality of short term training program in which you have participated?	.614
The training I received was relevant to my job.	.829
The training helped me to improve my performance.	.885
The training improved my skills, knowledge and attitude.	.707
I had a training that enabled me to do my job as required.	.878
The training increased my motivation and commitment for my job.	.733

Source: SPSS (20), August, 2020

3.8 Ethical Consideration

The study was conducted by considering ethical responsibility. This includes delivering information to the respondents the purpose of the study, the use of the information properly and make realistic and free from bias as much as possible. Information obtained was be held in close confidentiality by the researcher. Respondents' privacy was kept so that participants was feeling free and safe to express their ideas.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

The main objective of this study was to examine the effects of short-term training on key enterprise customer service advisor's performance at Ethio telecom. In this chapter, presentation of the analysis and discussions is made to address the research objectives by using the collected data.

This chapter has two sections. The first part presents the profile of participants showing gender, age group, level of education, and service year of respondents by using pie charts and histogram. In the second section, the data are presented by frequency, percentage, and mean by using table, pie chart and histogram with the help of statistical software program SPSS-20 and analyzed. Correlations and regression analysis were also performed for measuring the relationship between the independent variables (lecture, case study and simulation and the dependent variable (employee performance)).

Out of 99 questionnaires that were distributed to respondents only 82 questionnaires were returned. This represents a response rate of 83 % which is significant to give reliable findings for this study. According to McBurney (2001), a low response rate could have a potentially biased effect on the study results. However, since more than 70% response rate was achieved the data were found sufficient for analysis.

The data analysis part commences by providing the results of the study regarding the respondents' biographical details.

4.2 Demographic background of the Respondents

This part of the study consists of gender, age, Service year and educational background. Based on their response, the demographic characteristics of the respondents presented below.

4.2.1 Age of the respondents

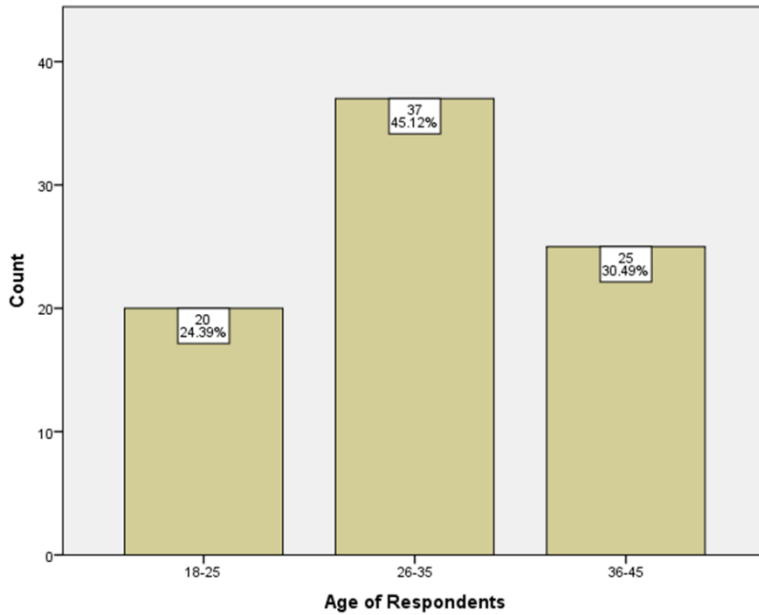


Figure 4.1 age of respondents

The data obtained from the questionnaire shown in figure 4.1, reveals that 37 respondents between 26 to 35 years of age representing 45.12 %, formed the majority. 25 respondents, each between 36 to 45 years of age representing 30.49 % and 20 respondents each between 18 to 25 years of age representing 24.4% respectively. The results reveal that the case respondents were mainly young people and willing to work actively and face trials that their jobs may bring them. In most situations, adults are very ready and have a good tendency to interact new technology and change.

4.2.2 Gender of the respondents

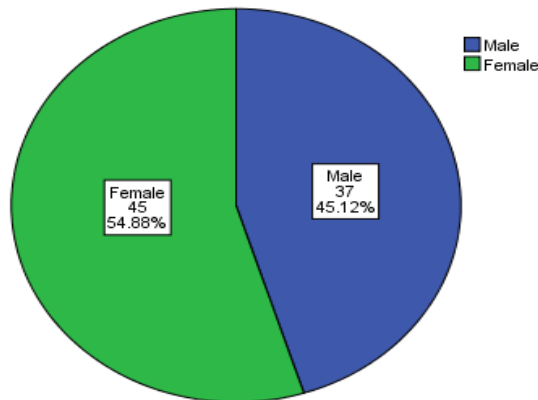


Figure4. 2 Gender of respondents

As shown in the figure above, from a total of 82 respondents to the questionnaire in this study the majority of the respondents (54.88%) were females, indicating that more females are involved in the questionnaire as compared to males (45.12%). This implies that Key Enterprise Customer Service position is more suitable for women and the company is applying good affirmative action plan to balance gender equality.

4.2.3 Level of Education

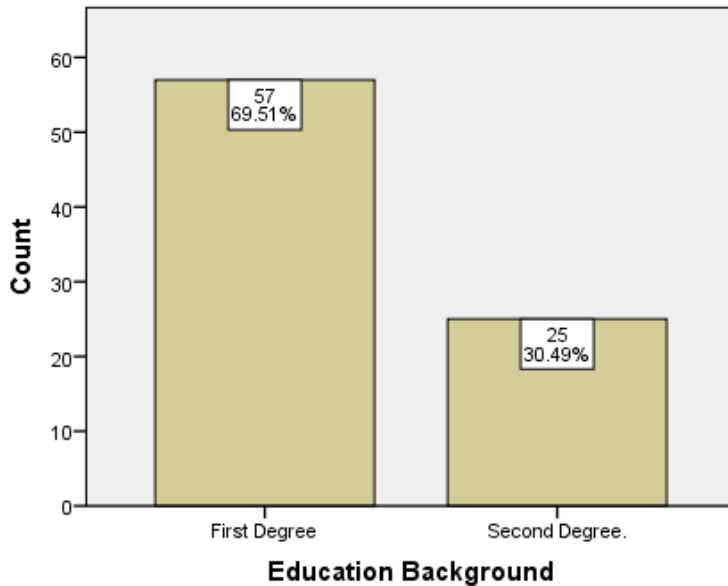


Figure4. 3 Education background of respondents

It is evidenced that the respondents from the case hold a range of educational qualification falling between first degree (69.51%) and second degree (30.49%) levels. This implies that most of Key Enterprise Customer service Advisors have good educational background because all participants in this study have degree and above.

4.2.4 Service years of respondents

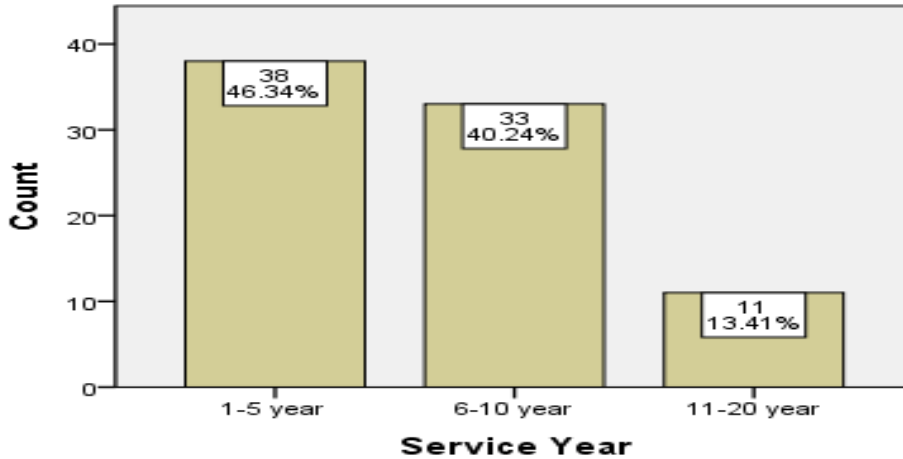


Figure 4.4 Service year of respondents

Regarding the respondents work experience, according to the gathered data 38(46.34%) of the respondents have worked for the company for 1 to 5 years, 33(40.24%) of the entire population have worked for the company for 6 to 10 years of age and the remaining 11(13.41%) have worked for 11 to 20 years of age. This shows that the company has good retention system and Key Enterprise Customer Service Advisors have the adequate experience. This helps the organization to produce higher quality work which result in a significant cost savings for the organization. Having long term experience in an organization add organizational skill and it allows the company to do tasks in short period of time with effectiveness and efficiency.

4.3 Data Analysis on general practices of training

4.3.1 Respondents participation training

Valid	Frequency	Percent
Yes	82	100.0

Table 4.1 respondent's participation in training

The study went ahead to find out if those who have undergone staff training were trained since they join Ethio telecom. Table 4.1 shows that 82 (100%) respondents had undergone training. From this fact, the researcher concluded that all respondents who participated in this study attend short term training at least once since they join the company.

4.3.2 Schedule of short term training

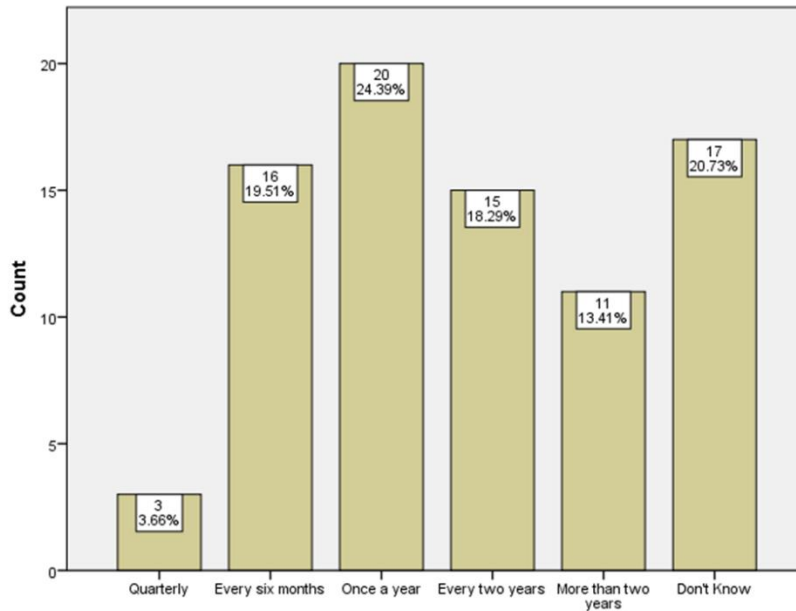


Figure 4.5 how often the company provides short-term training

In addition to the availability of training, the researcher raised a question how often the training TExA runs short-term training. As shown in the results above, 3.66% of the respondents agreed that TExA organizes short term training quarterly while 19.51% of the respondents said TExA provides training to targeted trainees every six months. 24.39% of the respondents replied that TExA gives short term training once a year. 31.7% of the respondents confirmed that it takes TExA two years or more to conduct short term training. The remaining (20.73%) claimed that they did not know how often the training center provides short term training for employees. From the above fact, we can infer that it takes more than a year to attend a training.

4.3.3 No of times employees had training since they have joined the organization

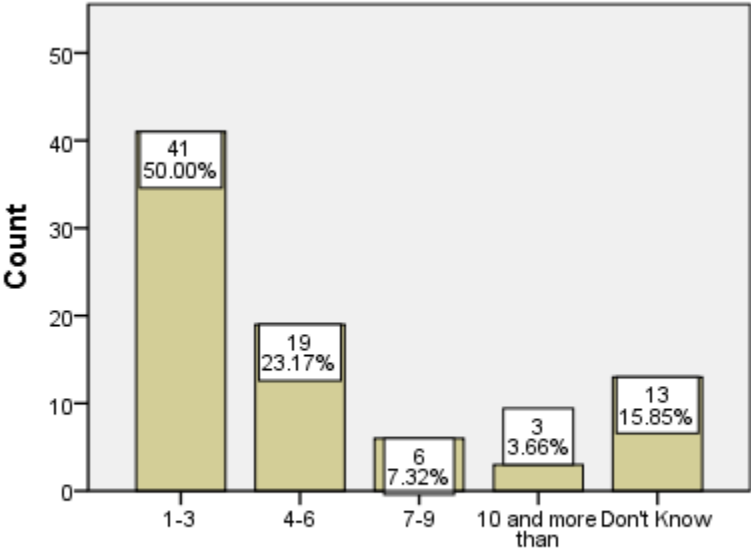


Figure 4.6 Frequency of respondents who attend the training

The above results indicate that out of 82 respondents, half (50%) of the respondents attended short term training prepared by telecom excellence academy (TExA) one to three times, 23% of the respondents trained in TExA four to six times, and 11 % of the respondents get training opportunity at TExA several times (more than seven times). While the remaining 16% of respondents said they did not know how many times they attended training at TExA training center. In general, this data indicates that most of the respondents had taken trainings for at least 1 to 3 number of times.

As many respondents claimed on TExA’s training schedule on Figure 4.8, TExA is providing short term training once in year and also many Advisors took short term training maximum of three times since they join the company. But Short term training facilitates employees to perform their work more successfully and efficiently on daily basis. This is effective when short term training is scheduled frequently.

4.3.4 Criteria to select trainees for the training

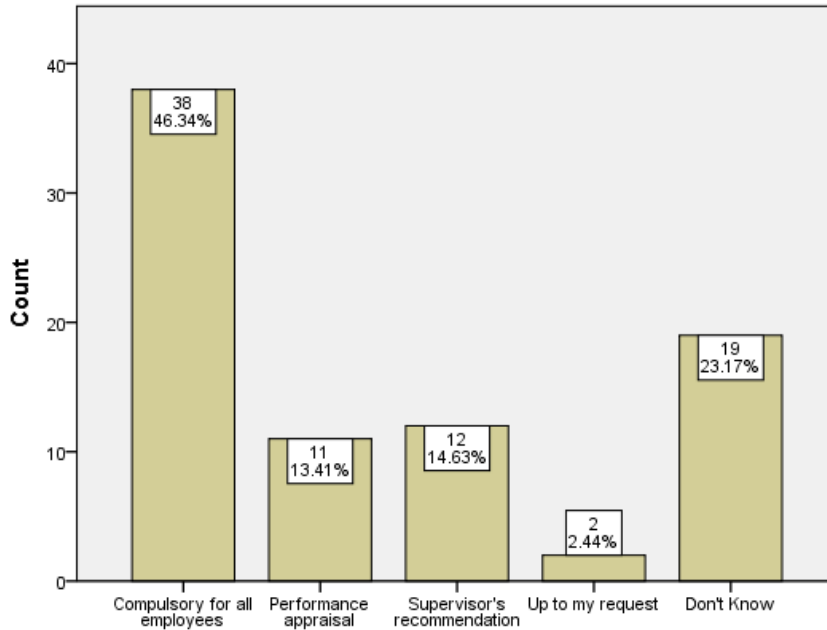


Figure 4.7 criteria for short term training selection

Figure 4.7 above illustrates the results from the question about how the respondents were selected for training in TExA. The results indicate that a large number of these respondents were selected for training under the criteria of all employees going through the training and this is represented by 46.34% of the respondents. 11(13.41%) were selected for the training based on the information on performance appraisal. Other employees were selected based on their supervisors' recommendations (12 respondents representing 14.63%), upon their own request to receive training (2 respondents representing 2.44%). Others were not aware how they were selected for the training (19 respondents representing 23.17%). This figure illustrates that most of the respondents took the training because it was compulsory.

4.4 Analysis on issues regarding training need assessment

4.4.1 Level of need assessment by the company

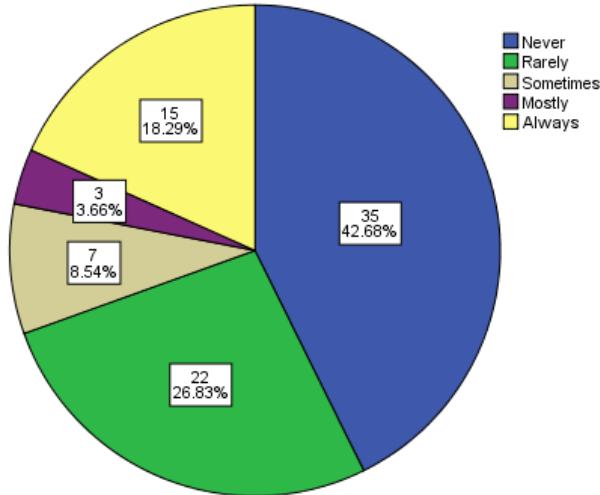


Figure 4. 8 Level of need assessment by the company

As Figure 4.8 shows, from a total of 82 respondents, 35(42.68%) said that the company never tried to identify employees' needs for training. 22(26.83%) replied that the training center rarely assesses the need for the training whereas 7(8.54%) respondents agreed that the company sometimes conducts need assessment before providing a training program. 3(3.66%) from the total respondents replied that the company mostly assesses the need for the training. 15(18.29%) of the respondents responded that need assessment is always done by the company before providing the training.

This data shows that the training center is not as such good in assessing the need for the training before providing any type of training program in the company. Associated systematic needs assessment is a critical initial step to training design and can meaningfully influence the overall effectiveness of training programs (Elnaga & Imran, 2013).

4.4.2 Type of need assessment methods used by the training center

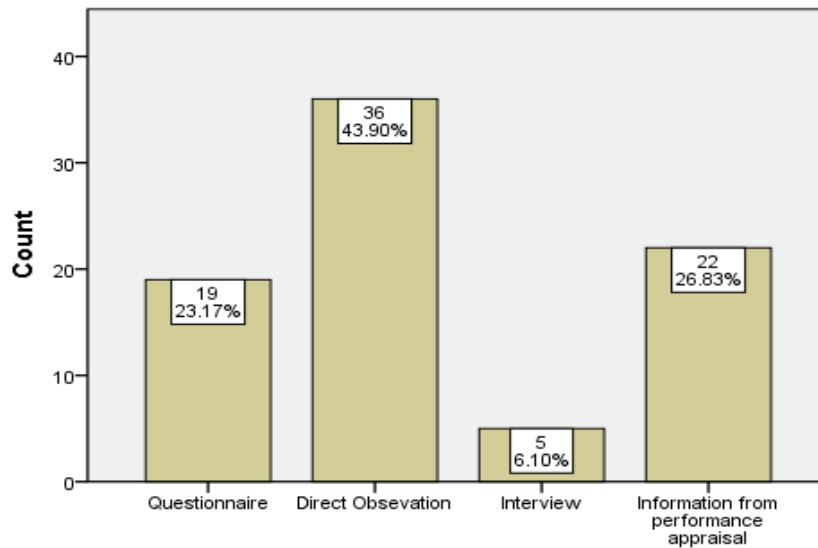


Figure 4.9 type of need assessment method used by TExA

As indicated in Figure 4.9, 36 respondents representing 43.90% and 22 respondents representing 26.8% of entire sample responded that mostly the needs for training are assessed by observing the performance of employees and through performance appraisal, respectively. 19(23.1%) participants of this study replied that questionnaire method has been used in order to identify the purpose for providing the training correspondingly. The remaining 5(6%) of the respondents replied that the training center uses an interview. In general, we can summarize that direct observations and performance appraisal methods are used more often than other methods to assess the need for the training program.

If training is not related with what an organization uses, does, and delivers, the investment is better made elsewhere. The respondents were asked to rank the applicability of the training that they have taken at the end of a program. As Table 4.2 indicates, 61% of the respondents agreed that the training they took was applicable to their job while 4% replied that the training they have taken did not match their job. In this respect, majority of the respondents agreed that the training that they attended in the company was applicable to their job and they get knowledge and skills needed to perform his/her day to day duty.

4.4.3 Readiness assessment of employee for the training

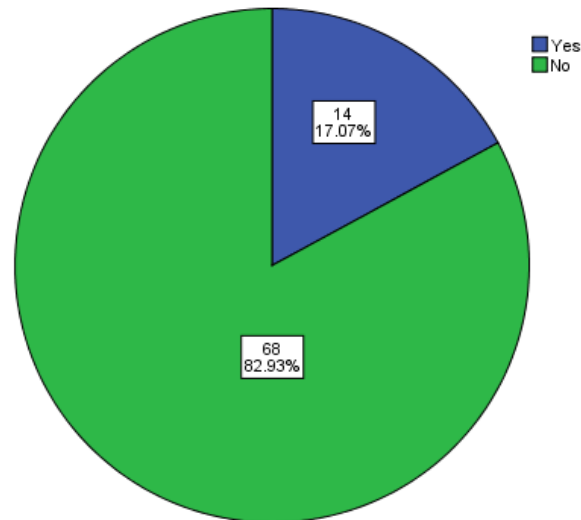


Figure4. 10 Readiness assessment of employee for the training

As figure 4.10 illustrate among the total of 82 respondents 14 (17.07%) said that TExA assess their readiness before assigning them to undergo the training but 68(82.93%) of the respondents believed that the training center didn't try to review whether employees have personal characteristics such as ability, attitude, beliefs and motivation that are necessary to learn the program content and whether the working environment facilitate learning to apply what is learned from the training. According to the respondents the company didn't make an effort to assess whether employees have the ability and the motivation to learn the program content and apply it on their job before they join the training program.

4.5 General opinion towards the short-term training process

This section sought to analyze the respondent's general opinion towards the short-term training process. Respondents were given different factors and asked to rate using a 5-point Likert scale.

The following table presents findings of respondent's perception about short-term training process a more detailed discussion of the findings is presented later.

To analyze the bellow data strongly agree and agree are interpreted as agreed while disagree and strongly disagree are interpreted as disagreed for the purpose of analyzing the outcome of the survey.

Table 4.3 respondent's perception about short-term training process

Short-term training process	Response	Frequency	Percentage	Mean	Std. Dev.
Training program is designed based on the requirements of the job	Strongly Disagree	3	3.65	3.43	.982
	Disagree	10	12.19		
	Neutral	28	34.15		
	Agree	31	37.8		
	Strongly Agree	10	12.19		
	Total	82	100		
The Training content is designed based on employee deficiency of ability for the job.	Strongly Disagree	5	6.09	3.43	.994
	Disagree	6	7.32		
	Neutral	29	35.36		
	Agree	33	40.24		
	Strongly Agree	9	10.97		
	Total	82	100		
TExA carries out needs analysis to determine contents and methods help bridge performance gaps.	Strongly Disagree	7	8.53	2.59	.888
	Disagree	33	40.24		
	Neutral	31	37.8		
	Agree	9	10.97		
	Strongly Agree	2	2.43		
	Total	82	100		
Supervisors guide me how I can use the skills and ability learned in the training.	Strongly Disagree	2	2.43	2.88	.974
	Disagree	32	39.02		
	Neutral	28	34.14		
	Agree	14	17.07		
	Strongly Agree	6	7.31		
	Total	82	100		
	Strongly Disagree	6	7.31		
	Disagree	7	8.53		

The experts TExA involves in short-term training have the requisite knowledge.	Neutral	34	41.46	3.45	.705
	Agree	38	46.34		
	Strongly Agree	3	3.65		
	Total	82	100		
The objective/purpose of the training is clear.	Strongly Disagree	6	7.31	3.24	.976
	Disagree	10	12.19		
	Neutral	27	32.92		
	Agree	36	43.9		
	Strongly Agree	3	3.65		
	Total	82	100		
The training content is similar to the work environment.	Strongly Disagree	6	7.31	3.41	1.111
	Disagree	10	12.19		
	Neutral	22	26.82		
	Agree	32	39.02		
	Strongly Agree	12	14.63		
	Total	82	100		
There is good program coordination for short term training in TExA	Strongly Disagree	5	6.09	3.57	1.019
	Disagree	4	4.87		
	Neutral	25	30.48		
	Agree	35	42.68		
	Strongly Agree	13	15.85		
	Total	82	100		
Training rooms in TExA are comfortable	Strongly Disagree	5	6.09	3.37	1.094
	Disagree	13	15.85		
	Neutral	22	26.82		
	Agree	31	37.80		
	Strongly Agree	11	13.41		
	Total	82	100		
The training is applicable for the job after the training.	Strongly Disagree	00	00		
	Disagree	3	3.65		

	Neutral	29	35.36	3.73	.771
	Agree	37	45.12		
	Strongly Agree	13	15.85		
	Total	82	100		

Training is designed to help the organization achieve its objectives. Before providing training it is necessary to know the job requirements of the organization and the performance of employees (Armstrong, 2010). And employees were requested if training program is designed based on the requirements of the job or not, and around half of respondents advocated that TExA's training program is designed based on the requirements of the job. On the contrary, 16% of respondents argued that at TExA training program is not designed based on the requirements of the job. While, 34 % of respondents have stated that they are neither of the two sides. From this fact, we can infer that TExA's training is designed based on targeted trainee's job requirement.

Regarding the content design, 50 % of respondents believed that TExA training content is designed based on the existence of deficiency or inability of employees to perform the specific job. While 13% of respondents are replied that in TExA training content is not designed based on targeted trainees' knowledge, skill and ability gap. While, 37% of respondents have stated that they are neither of the two sides. From this fact, we can infer that most of the time at the training content is designed to overcome observed employee performance gap.

In response to the open-ended question, four respondents raised that there is a constraint of time to complete the contents of the training program. According to Armstrong (2006), having sufficient time for short term training is essential to adequately deliver and address what is needed during the training program.

Respondents also requested whether telecom excellence academy (TExA) carries out needs analysis to determine contents and methods help bridge performance gaps or not. Subsequently 13% of respondent argued that the telecom excellence academy (TExA) carries out needs analysis to determine contents and methods help bridge performance gaps. On the contrary, majority (48%) of the respondents advocated the telecom excellence academy (TExA) did not carries out needs analysis to determine contents and methods help bridge performance gaps. Furthermore, 39 % of

respondents neither agreed nor disagreed on the matter. From this fact we can conclude that, telecom excellence academy (TExA) did not carries out needs analysis to determine contents and methods help bridge performance gaps rather than only delivering yearly planed training.

Based on the above table, 24 % of respondents responded that his/her immediate supervisors guide him/her on how to use the skills and ability gained from training. On the other hand, majority (41%) of respondent argued that his/her immediate supervisors did not guide him/her on how to use the skills and ability learned in the training. Around 35 % of respondents did not take either of the two. Based on the presented fact most of ethio telecom supervisors did not guide employees under their supervision on how to use the skills and ability they learned from the training.

Respondents were also asked whether the trainers of telecom excellence academy (TExA) have the required knowledge or not and subsequently majority (50%) of respondents are argued that the trainers of telecom excellence academy (TExA) have the required skill and knowledge. On the contrary, 8% of respondents advocated that the trainers of telecom excellence academy (TExA) did not have the required knowledge to deliver training. Furthermore, 42 % of respondents neither agree nor disagree on the matter. Considering this all facts, we can say that the trainers have the required knowledge related to training program.

The researcher has raised a question to respondents whether the objective/purpose of the training was clear or not. As indicated in the above table, 47 % of respondents argued the objective and purpose of the training was clear. On the other hand, 19 % of the respondents stated that the objective and purpose of the training was ambiguous. The rest 34 % of the respondents remain neutral. The response implies that the objective of the training was generally understandable by most of the respondents.

Regarding to the content of training with the working environment, 43.1% of the respondents agreed that the context of the training was similar to their working environment while the 19.2% disagreed about the similarity of their working environment with the context of the training and 26.5% remain neutral. This data indicates that the majority of the respondents agreed that TExA provide training by considering the working situation of its employees with the training content.

As the above table 4.3 depicts a cumulative of 57.9% of respondents are satisfied with the overall administration and program coordination of the training while a cumulative of 10.8% respondents agreed that the training that was provided by TExA lacks good program coordination and administration. The rest, 30.1 % of respondents were neutral. This indicates that majority of the respondents were satisfied about the coordination and administration of the training program they undergone.

On the hand, two respondents complained on the open-ended part that TExA is providing poor food service during the training program. The training center has its own cafeteria; it provides morning and afternoon break time coffee and lunch for full day training programs. One of these respondents commented that “TExA should outsource the cafeteria or work to improve”.

Regarding comfortable room availability for the training, majority (50.6%) of the respondents argued that telecom excellence academy has comfortable training rooms. 21.7 % of the respondent are not comfortable with the training rooms. While 26.5% of respondents remain neutral. Based on this fact even if telecom excellence academy’s training rooms are good, it needs some improvement or follow up to satisfy all trainees.

4.6 Implementation of the short-term training methods

4.6.1 Frequency of using training methods

Responses	On-the-job training		Off-the-job training (in the company)	
	Frequency	Percent	Frequency	Percent
Never	76	92		
Rarely	3	4		
Sometimes	3	4	3	4
Mostly			13	16
Always			66	80
Total	82	100	82	100

Table 4. 4short-term training TExA use

As displayed on the above table 80 % of respondents stated that telecom excellence academy always use off the job training. Whereas the remaining 16% and 4% of respondents believes that telecom excellence academy uses off the job training mostly and sometimes respectively.

In the same manner the responders were questioned whether telecom excellence academy uses on the job training or not, and 92% of respondents argued that telecom excellence academy never use on the job training. Whereas the remaining 8% of respondents argued that telecom excellence academy sometimes use on the job training (OJT). From the above fact, the researcher infers that the training center almost use off the job training method to deliver trainings, which is better for the company and also for trainees.

4.6.2Frequency of using different training techniques

Table4. 5 techniques of training TExA uses

Training methods/techniques	Never		Rarely		Sometimes		Mostly		Always	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Induction/Orientation	35	42.2	23	27.7	19	22.9	3	3.6	2	2.4
Job Rotation	72	86.7	4	4.8	4	4.8	2	2.4		
Demonstration/Job instruction	5	6.0	22	26.5	37	44.6	16	19.3	2	2.4
Coaching	17	20.5	25	30.1	32	38.6	6	7.2	2	2.4
Lecture	4	4.8	8	9.6	16	19.3	41	49.4	13	15.7
Case study	3	3.6	16	19.3	34	41.0	21	25.3	8	9.6
Discovery	46	55.4	25	30.1	8	9.6	3	3.6		
Role playing	39	47.0	28	33.7	13	15.7	2	2.4		
Simulation	7	8.4	5	6.0	41	49.4	23	27.7	6	7.2

Respondent were also requested to give responses on the training techniques employed by TExA. As the above table portrays 86.7%, 55.4%, 47%, 42% and 20.5% respondents sated that the company never used job rotation, Discovery, roleplaying, induction/orientation and coaching to deliver the training, respectively. As table 4.4 indicates 33.7%,30.1%, 30.1%, 27.7%, 26.5% and 19.3% responded that TExA rarely uses the following training techniques such as role playing, discovery, coaching, induction/orientation, demonstration/instruction and case study respectively. According to the data gathered 49.4%, 44.6%, 41.0%, 38.6% and 22.9% said that the company sometimes uses simulation, demonstration/instruction, case study, coaching and induction/orientation correspondingly. As portrayed in the above table 49.4%, 27.7%, 25.3%, 19.3% and 7.2% of the study participants replied that TExA mostly delivers the training by using the following methods such as lecture, simulation, case study, demonstration/instruction and coaching respectively. Lastly from the total respondents 15.7%, 9.6%, 7.2%, 2.4% and 2.4% responded stated the company always uses lecture, case study, simulation, coaching and demonstration/instruction respectively.

From this fact TExA mostly uses lecture, case study and simulation training delivery method to deliver training. Short training is effective when training center’s use different on job and off job training methods since all employees does not have same understating, but result from the respondents shows that TExA only use three methods from more than nine delivery methods.

4.6.3 Effectiveness of the short term training

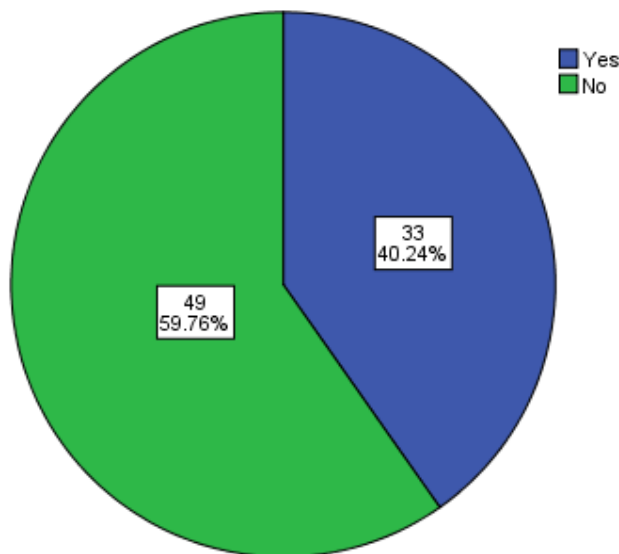


Figure 4.11 Effectiveness of short-term training

Improving the preferred knowledge, skills and abilities of the employees to achieve well on the job, requires effective training programs that may also affect employee inspiration and obligation (Mathis and Jackson, 1991). As figure 4.11 presents the responses given by the respondents on the effectiveness of the training method for which they participated. The findings indicate that 40.24% agreed about the effectiveness of the training method while the majority of the respondents (49 respondents representing a 59.76%) said that the training method was not effective for which they participated. This result indicates that the training method that is used by the company was not effective.

4.7 Evaluation of the short-term training

4.7.1 Level of evaluating the training program by the company

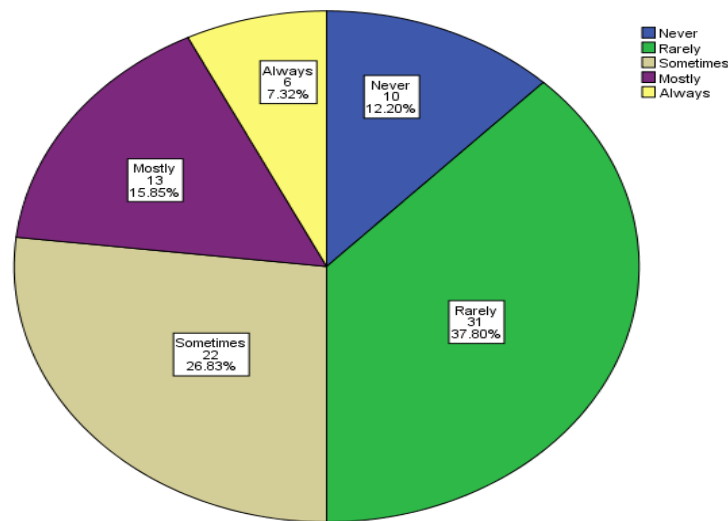


Figure 4.12 Evaluation of short-term training

Evaluating a training program helps to govern the effectiveness of the program in relation to its objective (Bologun, 2011). As it has been listed in the literature part of this study there are different reasons to evaluate the training program. As figure 4.11 depicts the response from respondents were also asked whether the training center evaluate the short-term training program or not and From total respondents 10(12.2%) said that the TExA never evaluated the training program, majority 31(37.8%) stated that TExA rarely evaluates the training, 22(26.83%) replied that the

TExA sometimes evaluates the program and 13(15.85%) of the respondents stated that the TExA mostly evaluate the training program while 6(7.32%) replied that TExA always evaluate the training program. Considering these specified facts, it is possible to say TExA is not evaluating the program continuously or permanently since majority of respondents replied that evaluation is held rarely. Training evaluation is crucial to meet targeted objective.

Especially to training section training evaluation is necessary to take corrective action related to training delivery, it may use to modify training material, to extend or minimize training duration, to know the knowledge of trainers etc.

4.7.2 Evaluation method used by TExA

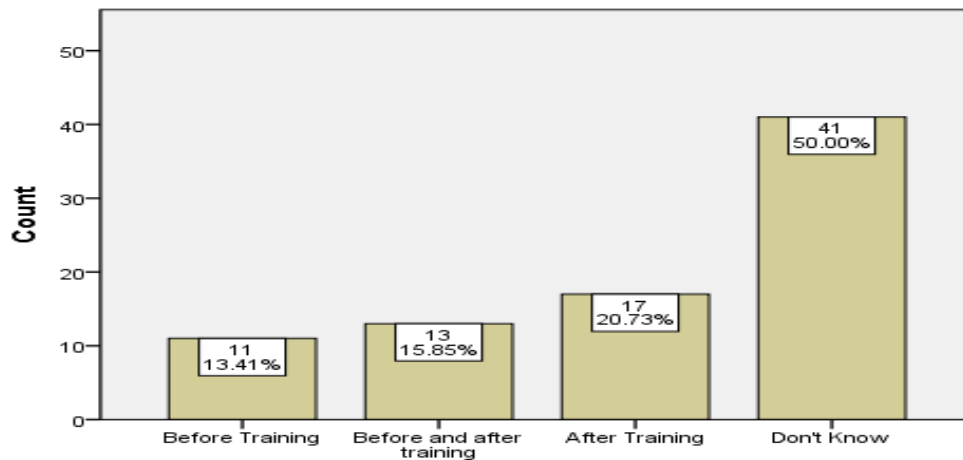


Figure4. 13 methods of evaluation

There are several methods to design and evaluate training programs to determine their effects. The three most common are post measure, pre/post measure and pre/post measure with control group (Armstrong, 2006).

The results in above figure indicate that 50% of the respondent didn't know how the company evaluates the training. 20.73% believed that the company only evaluates the training after the training taken place but 15.85% stated that the training center evaluates employees before and after the training is provided. The remaining of the respondents which are 13.41% said that the company evaluates the training before the training is delivered. This data indicates that most of the

respondents are not aware of how the training outcome will be measured after taking the training program.

4.7.3 Comparison of trained employees with untrained

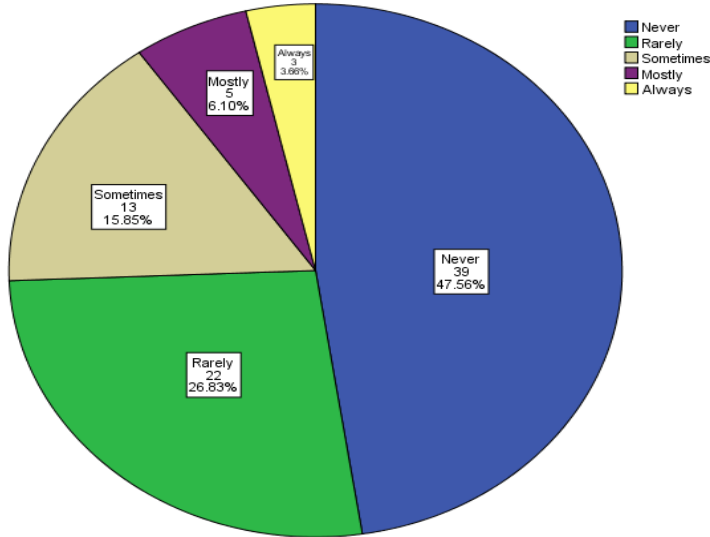


Figure 4.14 comparison of trained employees with untrained

The researcher has raised a question whether TExA evaluate short term training by comparing trained employees with untrained employee's or not and 47.56% of respondents replied that the raining center never compares trained employees with untrained, 26.83% respondents indicate comparison is rarely held by TExA, 15.85% of respondents believes the training center sometimes compare, 6.1% and 3.66% of respondents replies the comparison is seized mostly and always respectively. Comparison of trained and untrained employees. Considering the above-mentioned facts, it is possible to say that the training center is not comparing the trained employees with trained.

4.7.4 Quality of the training program

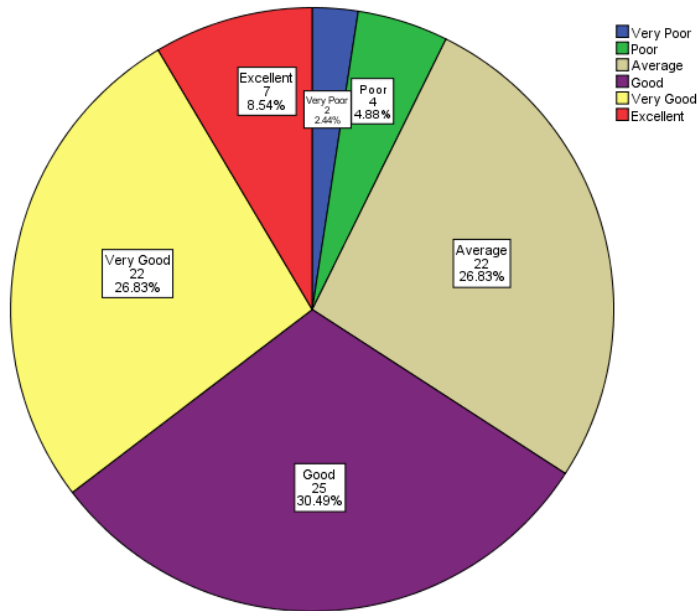


Figure 4.15 quality of short-term training

As illustrated in the above chart represents, responses given by the respondents on the quality of the training programs for which they participated. The findings indicate that the majority of the respondents (25 respondents representing a 30.49%) said that the training quality of the training program was good for which they participated. This result indicates clear deliverance of training content and/or substance to the trainees during the training program. On the other hand, 4.88 % of the respondents replied that the training program was poor.

According to the response most of the respondents implied that the quality of the training program provided by the telecom was good and this can be crucial factor in the effective development of skills, knowledge and attitudes of employees.

4.8 The effects of training on employee performance

This section sought to analyze the respondent's general opinion about the effects of training on employee performance. The respondents were given with different factors and asked to rate using a 5-point Likert scale.

The following table presents findings of respondent's perception about the effects of training on employee performance, a more detailed discussion of the findings is presented later.

To analyze the bellow data strongly agree and agree are interpreted as agreed while disagree and strongly disagree are interpreted as disagreed for the purpose of analyzing the outcome of the survey.

Table 4.6 Training perception on employee performance

Training perception on employee performance	Response	Frequency	Percentage	Mean	Std. Dev.
The training I received was relevant to my job.	Strongly Disagree	2	2.4	3.79	1.015
	Disagree	6	7.2		
	Neutral	22	26.5		
	Agree	29	34.9		
	Strongly Agree	23	27.7		
	Total	82	100		
The training helped me to improve my performance.	Strongly Disagree	00	00	3.40	.928
	Disagree	17	20.5		
	Neutral	23	27.7		
	Agree	34	41.0		
	Strongly Agree	8	9.6		
	Total	82	100		
The training improved my skills, knowledge and attitude.	Strongly Disagree	1	1.2	3.59	.902
	Disagree	9	10.8		
	Neutral	24	28.9		
	Agree	37	44.6		
	Strongly Agree	11	13.3		
	Total	82	100		
I had a training that enabled me to do my job as required.	Strongly Disagree	1	1.2	3.13	.899
	Disagree	22	26.5		
	Neutral	27	32.5		
	Agree	29	34.9		
	Strongly Agree	3	3.6		

	Total	82	100		
The training increased my motivation and commitment for my job.	Strongly Disagree	3	3.6	3.33	1.134
	Disagree	20	24.1		
	Neutral	20	24.1		
	Agree	25	30.1		
	Strongly Agree	14	16.9		
	Total	82	100		

As shown on the above table 46, employees respond on the relevance of short term training to their job. Majority of the respondents (52 representing 63%) of respondents replied that the short-term training they took was relevant to their job. While, (8 representing 9 %) of respondents replied that the short-term training they attend is not relevant to their job, and the remaining 28 % of respondent couldn't identify either training is relevant to their work or not. Having all this facts in mind, we can infer that the training is relevant to the employees work to perform their day to day activities.

Training is compulsory to overcome insufficiencies in the employees work performance. Lack of necessary skills capabilities and qualities to perform a job would result into poor performance. In order to improve performance, employees must know how to do their jobs and they must have necessary skills and proficiencies required to do their jobs. For enhancement in the employees performance training is needed (Muhammad, 2013). In case of ethio-telecom the above table clearly reveals that 51.1% of the respondents agreed that the training they took improved their performance level while 21 % replied that their performance didn't improve even after they undergo through the training. The response implies that the training provided by TExA helped the respondents to improve their activities on their job performance.

With regard to the knowledge, skill and ability (KSA) the table depicts that 58% of the respondents believed that the training enhanced their KSA and 13% stated that the training didn't improve their knowledge, skill and ability to perform their job. The rest, 29 % of respondents preferred to be neutral. This implies that the training helped the respondents to update their knowledge, skill and ability to perform their job successfully and this also helps them to improve their performance level to become more productive.

The researcher has raised a question to respondents whether the short-term training they took enabled them to do their job as required or not. As indicated in the above table, 39% of respondents argued that the short-term training they took support them in their job. On the other hand, 28% of the respondents were advocated that the training they took did not enable them to perform their job. The rest 33 % of the respondents remain neutral. This implies that majority of the respondents are capable of doing their job as required after they have taken the training that was provided by TEXA.

As shown in the above table 4.6, 47% of the respondents believed that, the short term training they participated has increased their motivation and commitment for the job. On the other hand, 28% of respondent argued that the short-term training they take did not increased their motivation and commitment for the job. The rest, 25 % of respondents were neutral. This indicate that majority of the respondents became more motivated and committed for their job after they took the training.

4.9. Correlation Analysis and Regression Test

4.9.1. Correlation Analysis

The Pearson's Correlation Coefficient, which measures the degree of association between two variables. The correlation coefficients of the variables will be found between 1 and -1. That mean if the value of coefficients is near to 1 it shows that the two variables are strongly and positively correlate while the vale is near to -1 represents a negative and strong relationship, zero is the sign of no correlation between the variables.

The bellow table shows the correlation values of both dependent and independent variables. The first variable is lecture in relation to the dependent variable employee performance has the coefficient of correlation of .719 which shows a positive relationship between the two variables. This implies the better the Lecture training for employee improves employee performance. Similarly, the second independent variable is case study, this training method has also a positive correlation of 0.701 with employee performance. Simulation also has a positive relationship with employee performance with the value of 0.651. Lecture has high relationship with organization performance with the value of 0.719. All the independent variables used in the study have a positive relationship with dependent variable which shows that they significantly affect the dependent variable.

Table4. 7 Correlation

		Correlations				
		Employee Performance	Lecture	Case Study	Simulation	Discovery
Employee Performance	Pearson Correlation	1				
	N	82				
Lecture	Pearson Correlation	.719	1			
	Sig. (2-tailed)	.005				
	N	82	82			
Case Study	Pearson Correlation	.701	.865	1		
	Sig. (2-tailed)	.397	.000			
	N	82	82	82		
Simulation	Pearson Correlation	.651	.679	.817	1	
	Sig. (2-tailed)	.049	.000	.000		
	N	82	82	82	82	
Discovery	Pearson Correlation	.561	.877	.916	.911	1
	Sig. (2-tailed)	.002	.000	.000	.000	
	N	82	82	82	82	82

4.9.2 Regression Analysis

This section focuses on the results from the econometric analysis from the sampled responses. In this section, econometric method of data analysis is used to estimate the coefficients of lecture, case study, simulation and discovery variable effect on employee performance. In order to estimate the coefficients for lecture, case study, simulation and discovery variables multiple regression model was employed.

4.9.3 Classical linear Regression Model Assumption and Diagnostic Test

Before estimating the effect of the explanatory variables on employee performance, diagnostic test was made to make sure Classical Linear Regression Model Assumption are violated and not. In this specific study an attempt is made to test for data normality, homoscedasticity and multicollinearity. The result for each of the presented and discussed as follows.

4.9.4 Normality Test

According to Gujarati, 2005 In order to make valid inferences for the regression results, the residual of the regression should have to follow a normal distribution. The residual is simply the error term, or the difference between the observed value of dependent variable and predicted value.

There are several tools that used to test the normality of a given date. In study the researcher use Histogram to measure the normality of the data. According to Gujarati, 2005 if the data is normally distributed the result will be bell shaped histogram, accordingly, as presented in the figure below the histogram of this study data is bell shaped. So, this depict that the data for this study is normally distributed.

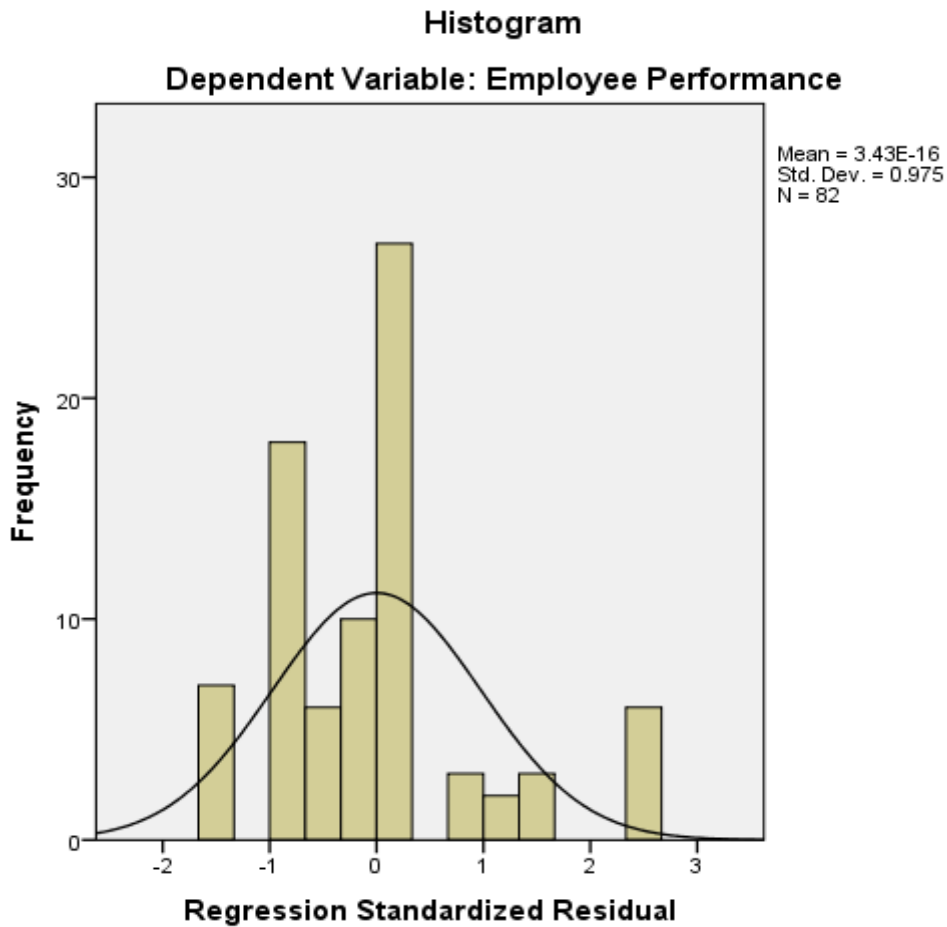


Figure 4.4 Normality Test

4.9.5. Homoscedasticity Test

This assumption means that the variance around the regression line is the same for all values of the predictor variable(X). The plot shows a violation of this assumption. For the lower values on the X axis, the points are all very near the regression line. For the higher values on the X axis,

there is much more variability around the regression.

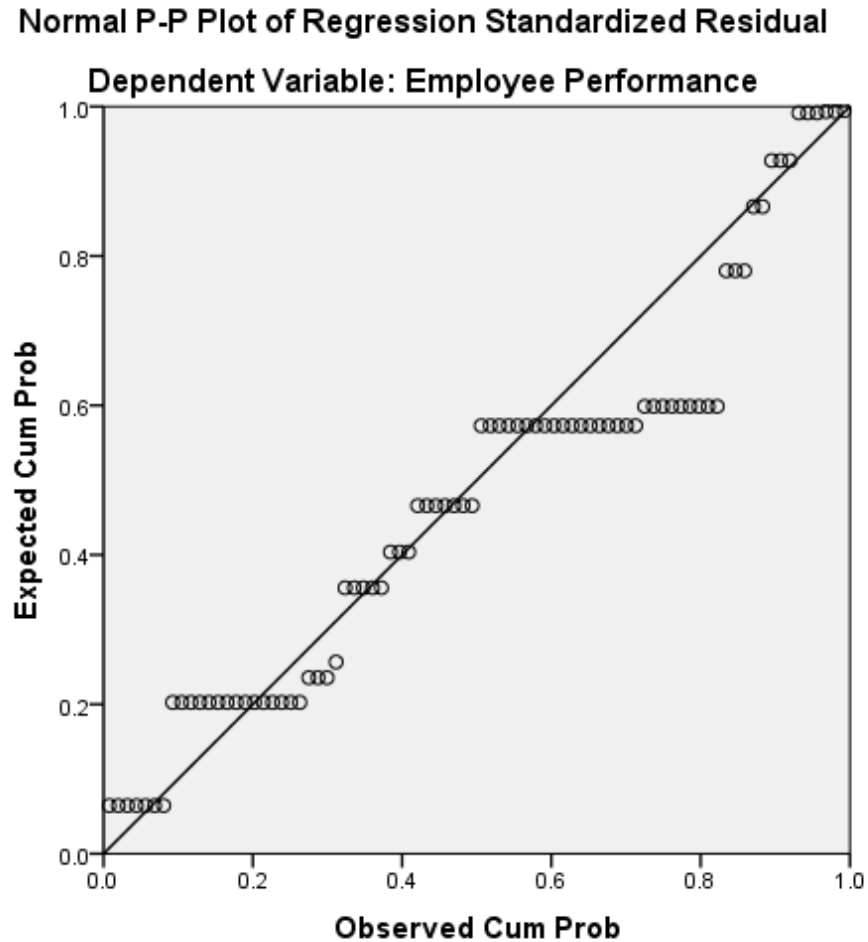


Figure4. 5 Homoscedasticity Test

Multicollinearity Test

The other very important assumption of the classical linear regression model is multicollinearity. According to Gujarati (2005) one of the assumptions of the classical linear regression model is that there is no multicollinearity among the variables, the X's. Broadly interpreted, multicollinearity refers to the situation where there is either an exact or approximately exact linear relationship among the independent variables. To test the multicollinearity problem the current study used regression multicollinearity analysis.

Multicollinearity in regression occurs when independent variables in the regression model are more highly correlated with each other than with the dependent variable. When the independent variables in our model are highly correlated with one another, they are basically measuring the

same thing. In other words, when two variables are highly correlated, they both convey essentially the same information.

According to Kennedy (2008) multicollinearity problem exists when tolerance value is below .10; and the average VIF is larger than 2.5. The below table shows the tolerance values and Variance Inflation Factor (VIF) in this study. The tolerance values are greater than 0.10 and, also Variance Inflation Factor (VIF) below than 2.5. Therefore, there is no evidence for presence of multicollinearity problem in this study model

Table 4.8 Multicollinearity Test

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Lecture	.204	1.895
	Case study	.110	1.127
	Simulation	.131	1.616
	Discovery	.329	3.042

a. Dependent Variable: Employee Performance

Independent of residuals

Multiple regression assumes that the residual is independent. Residuals are the prediction errors or differences between the actual score for a case and the score estimated by the regression equation. No serial correlation implies that the size of the residual for one case has no impact on the size of the residual for the next case. The Durbin-Watson statistic is used to test for the presence of serial correlation among the residuals. Kennedy (2008) stated that multicollinearity problem exists when the correlation coefficient among the variables are greater than 0.9 but in this study there is no correlation coefficient that exceeds or even close to 0.90. Accordingly, in this study there is no problem of multicollinearity.

Table 4.9 Independent of residuals

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.706 ^a	.498	.472	.296	1.894

a. Predictors: (Constant), Discovery, Lecture , Simulation, Case study

b. Dependent Variable: Employee Performance

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is based on the data presented and analyzed in chapter four of this study and the following summaries, conclusions and recommendations are remarked by the researcher as per to the results.

5.1. Summary of Major Findings

The study has been conducted in Ethio-telecom leghar branch particularly in enterprise customer service advisors to assess the effectiveness of the training program. The methodology used to undertake the study was primary data collection. Based on this the researcher has found out the major findings.

- ❖ As per to the finding all employees have undergone short term training given by TExA.
- ❖ Among of the total respondents most of them reveals that the training center invite employees for short term training once in a year and they indicate that they have took Short term training one to three times since they join the company. And also TExA is providing short term training because it is compulsory to provide.
- ❖ Based on the finding most of the respondents stated that TExA does not conducts need assessment consistently. But the training center uses different need assessment methods among them, direct observation is mostly used by the training center.
- ❖ Among the total number of respondents majority of them states that the training center did not assess readiness of the employee's and they did not try to review their willingness to attend the program.
- ❖ Most of the respondents agreed that training program is designed based on the requirement of the job and employees deficiency at work.

- ❖ From the total respondents most of them agreed that the training center did not carry out the need analysis method to produce training contents to fill performance gaps.
- ❖ As per to the finding most of the respondents agreed that their supervisors does not help them to apply the knowledge, skill and ability (KSA) learned in the training.
- ❖ Majority of the respondents agreed that the objective of the training was clear and relevant to their job, there is a good program coordination and the training content was similar with the working environment. On other hand few respondents revealed that TExA has poor food program for its trainees and there is no adequate time for the training program.
- ❖ The finding indicate that there is an opportunity to practice the different knowledge, skill and ability (KSA) that were acquired from the training to demonstrate the new skills or knowledge that was gained from the training.
- ❖ Majority of the respondent's stated that off-the-job training method was used by the organization and, among the off-the-job training methods. Lecture delivery method was used most often.
- ❖ The reaction of the employees regarding the effectiveness of short term training reveals that the training was not as such effective and mainly, the respondents does not know how TExA is evaluating the training program and also the company does not compare trained employees with untrained employees.
- ❖ Results from the correlation analysis indicate that there exists a significant and moderate relationship between the independent variables and the dependent variable. Lecture has high relationship with organization performance.

5.2 Conclusions

Based on the conclusions the aforementioned results, the following conclusions are made.

- ❖ Short term training is not delivered frequently for KSAs at Ethio telecom employees.
- ❖ Key Enterprise Customer Service Advisors are invited for training because of compulsory for all rather than other facts.
- ❖ Regarding need assessment, TExA does not always assess the need for the training before providing the training program. Even though the company sometimes analyzes the need for the training, the method used to analyze the need assessment lacks clear, relevant and specific findings on performance gaps that exist in the company.
- ❖ The training center rarely tries to identify the readiness of employees which is very necessary to learn the program content.
- ❖ The company uses off-job training method than on-job training method and lecture method is widely used.
- ❖ Coordination and administration of the training is good but some rooms in the training centers owned by the company are not properly organized, comfortable and appropriate to deliver the training and also there is constraint of time to complete the contents of the training program.
- ❖ The company does not evaluate the training program in a regular bases and employees did not know how the training center over took the evaluation.
- ❖ We can conclude that the training program is not effective and the training evaluation method is not clearly stated for the employees.

- ❖ The research has seen a relationship of the independent variables with the dependent variables, short term Training method is strongly correlated with employee performance.

5.3 Recommendations

The following recommendations are made based on the above conclusions.

- ❖ It is advisable to enhance and improve short term training delivery schedule. It looks good to provide short term training at least three times in a year for Key Enterprise Customer Service Advisors. TExA should consider the time duration to enable good coverage of training material contents.
- ❖ TExA is recommended to be engaged in analyzing employees training needs periodically. Need assessment will help the company to determine the training needs by identifying the gap between what is currently in place and what is needed, now and in the future.
- ❖ TExA should assess the readiness of the trainees. Trainee's personal characteristics such as ability and motivation are very vital to learn the program. As a result the company should give full attention to assess employee's characteristics to see how much employees are ready to attend the training rather than assigning them compulsorily.
- ❖ The company should give more emphasis to training need analysis while conducting the need assessment to determine whether performance deficiencies result from lack of knowledge, skill or other problems.
- ❖ TExA should apply different methods to ensure the effectiveness of the training program.
- ❖ Supervisors in ethio-telecom should tell trainees how they can use their knowledge, skill and abilities to help trainees to identify why and how the training contents are implemented by using different strategies to achieve the objective of the training.

- ❖ The company should always evaluate the training to identify its strengths and weakness to determine whether the program is meted the learning objective and whether the transfer of training to the job has been occurred.
- ❖ The company should evaluate employee performance to identify if further improvement is needed and if new content has to be prepared and this can be achieved by comparing trained employees with untrained employees to evaluate the success.
- ❖ Finally, Ethio-telecom should give prior attention to solve these problems and design need-based short term training programs to meet the business objectives and to be competent with the coming new telecom companies.

REFERENCES

- Elnaga, A. and Imran, A. (2013), the Effect of Training on Employee Performance. *European Journal of Business and Management*. Vol.5, No.4.
- Bahattacherjee, B. (2012), Social Science Research Principles, Methods, and Practices. Switzerland: Creative Commons Attribution.
- Anwar, M. (2015), Effect of Training Competence and Discipline on Employee Performance in Company. *Universal journal of Management*. Vol.3, pp. 318-328.
- Armstrong, M. (2006), A Hand Book of Human Resource Management. 10th ed. London: Kogan Page Limited.
- Armstrong, M. (2008), Strategic Human Resource Management: a Guide to Action.4th ed. London: Kogan Page Limited.
- Armstrong, M. (2010), Human Resource Management Practice a guide to people Management. London: Kogan Page Limited.
- Balogun, A. (2011), Evaluation of Training Development on Employee. *Journal of business administration*. Vol. 2, No. 2.
- Bartel, P. (1994), Productivity Gains from the Implementation of Employee Training Programs. *Journal of Economy and Society*. Vol. 33, No.4.
- Bartton, J. (2007), Work and Organizational Behavior. New York: Paul Grave MacMillan.
- Benedicta, A. (2010), the Impact of Training on Employee Performance: A Case Study of HFC Bank. *Journal of resource management and development*. Vol.3, No.1.
- Mahapatro, B. (2010), Human Resource Management. New Delhi: New Age International (P) Ltd.
- Bogdan, R. and Biklen, S. (1992), Qualitative Research for Education. New York: Syracuse University.
- DagimTadele. (2016), Assessment of Employees' Training Practice the case study of Ethio telecom. Ethiopia. Unpublished master's thesis

- DeCenzo, D. and Robbins, S. (2007), *Fundamentals of Human Resource Management*. 9th ed. USA: John Wiley & Sons, Inc.
- Donald, M. (2001), *Research Methods*. 5th edition. London: Wadsworth Thomson Learning.
- Gary, D. (1994), *Human Resource Management*. 6th ed. USA: Prentice-Hall Inc.
- Haslinda, A. and Mahyuddin, M. (2009), the Effectiveness of Training in the Public Service. *American Journal of Scientific Research*. Vol.6, pp. 39-51.
- Jie, S. (2005), International Training and Management Development Theory and Reality. *Journal of Management Development*. Vol.7, pp. 656-666.
- Kenney, J. and Reid, M. (1986), *Training Interventions*. London: Institute of Personnel Management.
- Kotharia, C. (2005), *Research Methodology Methods & Techniques*. 2nd Ed. New Delhi: New Age International Ltd. Publisher.
- Kothari, R. (1984), *Quantitative Techniques*. 2nd ed. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mathis, L and Jackson, H. (1991), *Human Resource Management*. 7th ed. USA: West publishing.
- Mehrdad, A. Mahdi, S. & Ali, S. (2009), On the Job Training Effectiveness Empirical Evidence of Iran. *International Journal of Business and Management*. Vol.4, No 11, pp. 63-68.
- Meyer, J. Allen, N. and Smith, C. (1993), Commitment to organizations and occupations extension and test of a three-component conceptualization. *Journal of Applied Psychology*. Vol. 78.
- Naveed, A. Nadeem, I. Maryam, S. Zeeshan, H. & Naqvi, H. (2014), Impact of training and development on the employee performance: A case study from different banking sectors of North Punjab. *Arabian Journal of Business and Management Review* .Vol. 2 No 4.
- Neelam, T. Israr, K. ShahidJan, H. (2014), The Impact of Training and Development on Employees Performance and Productivity a case study of United Bank Limited Peshawar City. *International Journal of Academic Research in Business and Social Sciences*. Vol.4.

- Javed, P. (2014), Revolutionary effect of training on employee's performance. Report to University of Cambridge. Unpublished.
- Pigors, P. and Myers, C. (1989), Personnel Administration a point of view and method. 9th Ed. New York: McGraw Hill Book Company.
- Rautalinko, E. and Lisper, O (2004), Effects of training reflective listening in a corporate setting. *Journal of Business and Psychology*. Vol.18, No.3.
- RidaAthar, S. (2015), Impact of Training on Employee Performance. *Journal of Business and Management*. Vol.17, PP 58-67.
- Seyfe G/Tsadik. (2018), the Effect of Training and Development on Employees Performance the case of Addis international bank. Addis Ababa University.
- Stewart, G. Brown, K. (2009), Human Resource Management linking strategy to practice. USA: MA: Allyn & Bacon.
- Velada, R. and Caetano, A. (2007), Training Transfer The Mediating Role of Perception of Learning. *Journal of European Industrial Training*. Vol.31.
- Velada, R. Caetano, A. Michel, J. Lyons, D. and Kavanagh, M. (2007), the effects of training design, individual characteristics and work environment on transfer of training. *International Journal of Training and Development*. Vol.11.
- Wright, P. and Geroy, G. (2001), changing the mindset: the training myth and the need for world class performance. *International Journal of Human Resource Management*. Vol.12, pp.586–600.

APPENDICES

APPENDIX A
QUESTIONNAIRE
ST. MARY’S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION

I am studying Masters of Business Administration at St. Mary’s University. Now I am conducting a research under the title “Effects of short-term training on key enterprise customer service advisors”. I kindly request your assistance to complete a questionnaire which I will use to collect data for my research work.

This study will be conducted on Ethio - telecom Enterprise customer service advisors with the aim of examining how much the training conducted by TEXA is effective in improving the performance of employees’. Therefore, your answers are very important and valuable for the successful completion of the study.

Please fill out all of the questions to the best of your knowledge. The information you provide will be kept confidential and will be used for this research only.

Please note that:

1. All questions will only concern short-term trainings that are conducted by TEXA only.
2. You don’t need to write your name.
3. Please answer all questions.

THANK YOU IN ADVANCE FORYOUR COOPERATION

PART 1: BASIC DEMOGRAPHIC DATA

Please put a “√” inside the box.

1. Age:-
- | | | | |
|-------|--------------------------|----------|--------------------------|
| 18-25 | <input type="checkbox"/> | 46-55 | <input type="checkbox"/> |
| 26-35 | <input type="checkbox"/> | 56-59 | <input type="checkbox"/> |
| 36-45 | <input type="checkbox"/> | Above 60 | <input type="checkbox"/> |

2. Sex:-
- | | | | |
|------|--------------------------|--------|--------------------------|
| Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
|------|--------------------------|--------|--------------------------|

3. Educational background:-

College diploma	<input type="checkbox"/>	Second degree	<input type="checkbox"/>
First degree	<input type="checkbox"/>	PhD and above	<input type="checkbox"/>

4. How long have you been working in Ethio - telecom?

1 - 5 years	<input type="checkbox"/>	21-30	<input type="checkbox"/>
6 - 10 years	<input type="checkbox"/>	Above 30 years	<input type="checkbox"/>
11 – 20 years	<input type="checkbox"/>		

PART 2: GENERAL PRACTICES OF SHORT-TERM TRAINING IN THE ORGANIZATION

Please put a “√” inside the box.

1. Have you had any form of short-term training since you have joined?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

2. How often does your company provide short-term training of program for employees?

Quarterly	<input type="checkbox"/>	Every two years	<input type="checkbox"/>
Every 6 months	<input type="checkbox"/>	More than two years	<input type="checkbox"/>
Once a year	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

3. If your answer is yes for question # 1, how many times have you taken the short-term training provided by TEXA?

1 –3	<input type="checkbox"/>	10 and more than	<input type="checkbox"/>
4 – 6	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
7 – 9	<input type="checkbox"/>		

4. Based on what criteria were you selected for the short term training?

Compulsory for all employees	<input type="checkbox"/>	Up on my request	<input type="checkbox"/>
Performance appraisal	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
Supervisor's recommendation	<input type="checkbox"/>		

PART 3: QUESTIONS RELATED TO NEED ASSESSMENT

1. Does the company conduct need assessment for the short-term training?

Never	<input type="checkbox"/>	Rarely	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Mostly	<input type="checkbox"/>	Always	<input type="checkbox"/>		

2. What type of need assessment method is used?

Questionnaire	<input type="checkbox"/>	Direct observation	<input type="checkbox"/>	Interview	<input type="checkbox"/>
Information from performance appraisal	<input type="checkbox"/>	other methods	<input type="checkbox"/>		

If your answer is other method, please specify _____

3. Does the company assess your readiness for the short-term training?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

4. The following set of statements describes your general opinion towards the short-term training process: ***Please tick(✓) on the appropriate box***

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
-----------	----------------	-------	---------	----------	-------------------

Training program is designed based on the requirements of the job					
The Training content is designed based on employee deficiency of ability for the job.					
TEXA carries out needs analysis to determine contents and methods help bridge performance gaps.					
Supervisors guide me how I can use the skills and ability learned in the training.					
The experts TEXA involves in short-term training have the requisite knowledge.					
The objective/purpose of the training is clear.					
The training content is similar to the work environment.					
There is good program coordination for short term training in TEXA					
Training rooms in TEXA are comfortable					
The training is applicable for the job after the training.					

PART 4: IMPLEMENTATION OF THE SHORT-TERM TRAINING METHODS

1. Which of the following forms of short-term training does TEXA use?

Training forms	Never	Rarely	Sometimes	Mostly	Always
On-the-job training					
Off-the-job training (in the company)					

2. Which one of the following short term training methods is used?

Training methods/techniques	Never	Rarely	Sometimes	Mostly	Always
Induction/Orientation					
Job Rotation					
Demonstration/Job instruction					
Coaching					
Lecture					
Case study					
Discovery					
Role playing					
Simulation					

If other method is used, please specify _____

3. Do you think the short term training method were effective?

Yes No

If “yes”, please give your reason _____

PART 5: EVALUATION OF THE SHORT-TERM TRAINING

1. Does the company evaluate the short term training program?

Never Mostly
 Rarely Always
 Sometimes

2. How does the company evaluate the short term training?

Before the training After the training
 Before and after the training Don't know

3. Does the company evaluate short term training by comparing trained employees with untrained?

Never Mostly
 Rarely Always
 Sometimes

4. How will you rate the quality of short term training program in which you have participated?

Excellent Average
 Very good Poor
 Good Very poor

If you choose "Poor" or "Very poor", state your reasons.

PART 6: QUESTIONS RELATED TO THE EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE

Please put a "√" inside the box.

1. How do you rate the level of training perception on employee performance?

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The training I received was relevant to my job.					
The training helped me to improve my performance.					
The training improved my skills, knowledge and attitude.					
I had a training that enabled me to do my job as required.					
The training increased my motivation and commitment for my job.					

2. Please state other problems you observed in the short term training run by TEXA.

3. Do you have any other comment about the training practice of the company that you think should be improved?
