St. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION PROGRAM

EMPLOYEES' TRAINING PRACTICES AND CHALLENGES AT

ETHIO-DJIBOUTI STANDARD GAUGE RAILWAY SHARE COMPANY

BY

MAHLET MASRESHA

June 2020

Addis Ababa, Ethiopia

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A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY IN PARTIAL FULFILLMENT OF THE
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BY

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Declaration

I Mahlet Masresha declare that this research report on **Employees' Training Practices and Challenges at Ethio-Dijibouti Standard Gauge Railway Share Company** is my original work undertaken with the assistances and guidance of my Advisor and not submitted before for any institution, and any purpose. I further declare that all the sources used in this research report have been properly recognized and acknowledged as in-text-citation and reference list.

Declared by:

Mahlet Masresha

Candidate

Signature: _____

Date: _____

<div align="right">St. Mary University,

June 2020</div>

Endorsement

Here with I state that Mahlet Masresha has carried out this research work on the topic entitled "Employees' Training Practices and Challenges at Ethio-Dijibouti Standard Gauge Railway Share Company" under my supervision, and this thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval.

Goitom Abreham (Ass. Prof.),   _____   _____

                                    Signature   Date

St. Mary University,
June 2020

Acknowledgements

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Acronyms

EDR   Ethio-Djibouti Railway

KSA   Knowledge, Skill and Ability

SPSS   Statistical Package for Social Science

TNA   Training Need Assessment

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ABSTRACT

Employees are backbones of an organization and Training plays a key role to achieve organizational goals by minimizing the gap between employees' actual and desired skill. The main purpose of this study is to assess employees' training practices and challenges conducted by Ethio-Djibouti Railway Share Company. The study employed a descriptive type of research design. Primary data collected through structured questionnaire and Semi-structured interview. A total of 112 questionnaires were distributed to employees from Head office and Lebu station are selected by using a stratified sampling technique. From the total distributed, 101(90.2%) questionnaires were properly filled and returned. Semi-structured interview was also used with sample from the management of the organization by using purposive sampling technique. After collecting the desired data, simple descriptive analysis such as frequency count, percentage, and mean are used to present and analyze using SPSS for primary data which is collected through questionnaires. According to the collected data, results of the study reveals, training need assessment is not clearly identified, weak participation of employees and lack of management follow up, training is not given frequently, lack of setting a measurable objective, gaps are seen in training design and implication, not formal training evaluation has been conducted, and communication gap with trainers. Based on the findings, the researcher recommended, the organization should assess, follow, evaluate, and carefully revise each training processes and practices to make the training practice more effective in the EDR.

Keywords: Training, Training needs Assessment, Training Design, Training implication, Training Evaluation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Training is one function of human resource management, and it is an effective tool to do the job is performed effectively and efficiently. It is very essential for every organization for its long-term planning and strategy by helping an organization to achieve its objectives in time and enhance the skills, and competencies of the workforce (Sohail khan & Nawzad Abdullah, 2019). Assessment of training effectiveness is an essential activity because it examines to what extent the gained knowledge is actually transferred to the workplace and leads to an improvement in the organizational success.

Employees are the most valuable assets of an organization, Due to these firms need to invest in that asset to ensure their survival and growth. Giving training to employees can minimize the gap between the current and the standard desired skilled to perform a given task or job. Training is not only improving the capabilities of the employee but sharpen their thinking ability and creativity to take better decisions in time and a more productive manner (Chahal, 2013). Moreover, it also enables employees to deal with the customer effective manner and respond to their complaints in a timely manner (Vinesh, 2014). Well- trained employees reduce the occurrence of an accident in a job, and they become more eligible for promotion, an asset for the organization, improves efficiency and productivity, there is less wastage of time, money and resources (James Watta and Daniel M., 2014). Different researches have been done in various countries to assess the employee training practice in an organization.

As studied in district assemblies of Ghana, the training has a strong correlation with a job performance for survival growth of an organization and to have a competitive advantage (Boadu, Dwomo-Fokuo, Boaky & Kwaning, 2014). Akter, (2016), identified that knowledge, skill, ability and working techniques develop through training programs according to research conducted in Bangladesh garment sector. As Nassazi, (2013) stated training highly impacts on employee performance by enabling perform the job better in Uganda telecommunication industry.

According to Chris, (2011), mentioned in study Nigerian Organizatins need to invest more in training because investing money on employees is like keep money in a safe deposit. Similarly, Studies in Botswana indicate that training of employee a crucial factor for both public and private sectors to be successful (Henry Ongori & Jennifer Chishamiso, 2011). In Ethiopia also studies reveals that training is mandatory for both employees and organization. As G/Selassie, (2018) mentioned a well-designed training which is conducted properly and have consistency helps to get good output from the training program. According to Tegene, (2017), effective training has the ability to empower employees with the knowledge which the work needs. Similarly, Ejigu, (2016) argues that training is crucial factor to increase the firm performance and to make employees more efficient and productive.

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Abdullah, 2009). This makes the firms face new changes as well as challenges so improved and effective training is mandatory for organizations. Eden, (2018) argues that the lack of qualified trainers, unfavorable training place, and unattractive training are the challenges that influence the expected result from the training. As Chahal, (2013) mentioned 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. Mesfin & Eshetu, (2016) also stated the organization needs to train their employees' to prepare them to adjust to increasing change and thus, improve their performance. Similarly, Shanko, (2018) stated, Trainig is essential to ensure an adequate supply of staff that is technically and socially competent.

EDR is giving the training to employees' by taking into account the benefit from the training program but there are no studies made about the practices, and challenges of the training in the organization and also inadequate literature which is related to the railway sector. The main purpose of this study is to identify the major challenges and examine the practice of training at EDR and also to fulfill the research gap to improve the training program in the company.

1.2 Background of the Organization

The Ethio-Djibouti Railway is a metre gauge railway in the Horn of Africa that once connected Addis Ababa to the port city of Djibouti which was first built between 1894 and 1917.

After World War II, the railway transport was not competitive because of the railway attacked by disasters, the lack of maintenance, and an ambitious road construction program. Due to the cooperation between the government of Ethiopia and Djibouti, this mode of transport contributed and pursued foreign aid to rehabilitate the railway. The EDR or Ethio-Djibouti Standard Gauge Railway Share Company was established in April 2017, following the bilateral a signed on 16th of December 2016 between the two states the Federal Democratic Republic of Ethiopia and the Republic of Djibouti and then railway passenger and freight transportation started operation in January 2018. An electrified standard gauge railway was built jointly by China Railway Group Limited, and the China Engineering Construction Corporation. And also presently it is managed by experts that were drawn from the two Chinese companies for an initial period of six years. Ethiopian government gives a great focus on knowledge transfer as it would help the country to successfully to take overall railway operation activities in the following years. The training is given within 6 years by the two companies and it has been 3 years since the training is started and it is the meantime to assess the training practice, and get optimal data which helps to improve the training program.

1.3 Statement of the Problem

Timely and organized training upgrades and improve employees' knowledge, skill, and ability in an organization. Training gives employees' confidence to add value helps to achieve organizational goals by minimizing the gap between employees' actual desired skill, and the current skill they have. According to John and Robert, (2013) Organization can increase their human asset efficiency and effectiveness by giving training to them.

Effective training is a crucial factor to improve performance through enhancing the level of employees' and firms' competency (Amir Elnage & Amen Imran, 2013). Mesfin & Eshetu, (2016) argues training aims to improve employees' KSA in regarding their personal development but this cannot be effective without appropriate training practice. Shanko, (2018) also stated the majority of governmental, the private and international organization have allocated a good amount of money which could serve for training delivery but there is a problem in evaluating training program properly. Similarly, Bahiru,(2011) mentioned, recent studies reveal that training practices which are conducted in Ethiopia public organization gives much more focus to the

preparation of documentation and written program rather than actual management. But giving attention by its self doesn't assure the effectiveness of the training program unless it is supported by a systematic training process (Carole, 2003). As Training is a vital element for organization, the firms needed to give more attention to establishing an adequate budget, identifying the exact gap of the employees' capability, giving training on time, close supervision and follow- up of training help to deliver the expected value to the organization.

The management of EDR wishes to be the leading Transport Company in East Africa in 2025, by operating and maintaining the Ethio-Djibouti Railway, providing seamless, reliable and dependable freight and passenger transport. As such, EDR is striving towards its goal in conducting required training practice to get skillful and qualified local employees by gaining the required knowledge from Chinese experts within 6years and to take over full operation which is currently managed by Chinese companies.

Currently, EDR invests many resources to give training to local employees within country and aboard to gain knowledge from the Chinese experts. Because of technology used in the railway is new for the country, it needs a skilled and highly trained workforce. The perceived problems are lack of adequate skill of railway technology; most of the employees are from a different field of study, lack of practical experience which indeed forced the researcher to conduct further research on employee training. According to an informal interview with employees, the employees of EDR are not satisfied with the training delivery because of lack of communication with the trainers due to language problem. This makes the expected knowledge transfer for employees are not well addressed within the required time, work performance is not meeting with the expectation, there is no research done in EDR to assess the training practice and also inadequate literature which is related with railway sector, Due to the perceived problems this study attempt to assess how the organization training practice seems and to identify the major challenges that affect the training program in organization by asking the research questions, and the result of the study expected to fill the existing gaps by recommending better practices based on theoretical approaches and findings through the analysis made by the researcher.

1.4 Research Questions

The research tried to answer the following research questions.

1) How is the training process (TNA, Training Design, Implementation and Evaluation) managed at EDR?

2) What are the critical challenges that affect the conducting of training programs in EDR?

3) How frequently are the training programs organized for employees by the organization?

4) How do EDR employees perceive the training practice of the organizations?

1.5 Research Objectives

This sub-section of the research paper presents the research objectives set as a general and specific that are planned to be achieved.

1.5.1 General Objective

The main objective of this research is to examine the employee training practices and challenges at EDR.

1.5.2 Specific Objectives

Specifically, this research tried to achieve the following objectives in EDR:

1. To examine the training process (TNA, Training Design, Implementation and Evaluation) in the organization.
2. To assess employees' attitudes towards the training programs.
3. To determine the frequency of the training program organized to employees by the organization.
4. To identify the critical challenges of the organization in conducting training.

1.6 Definition of Key Terms

Training is the balance factor between employees' capability and job requirement by giving opportunity for employees to be familiar with the variety of skills, information, attitude, and conduct towards our work. (Sohail khan & Nawzad Abdullah, 2019)

Human resource management is strategic, integrated, and coherent approach concerned with all about how people employed and managed in organization to achieve companies' mission and goals effectively and efficiently. (Robert L. & John H., 2006)

Training Need Assessment (TNA) is the foundation of the entire in the structural design process and helps to ensure effective training. It also provides a database to support resource allocation for other human resource functions. (Chahal, 2013)

Training Evaluation is the process of comparing and evaluating the post-training results to the objectives expected by the managers, trainers, and trainees. (Raheja, 2015)

Training process is a procedure that involves identifying training need assessment, setting training objectives and developing training policy, designing training policy and programs; implementing, and evaluating the training. (Armstrong, 2014)

1.7 Scope /Delimitations of the Study

The study focuses on training need assessment, design, implementation; training evaluation practices, training frequency, and it also assesses challenges of training, and employees' attitude towards training in EDR at the headquarter and Lebu station, biggest from all stations. During data collection 101 local employees worked in the company for more than 1 year participated using Stratified sampling and purposive sampling techniques. The study delimited itself in data collection to questionnaire and interview methods to assess employees' training practices and challenges are undertaken in the company for the last three years.

1.8 Limitations of the Study

Due to the pandemic corona virus spread in the country and the remoteness of the stations, the researcher forced to gather data from Lebu station and head office of the organization among 19 scattered stations in the country. The other limitations of study were there is no adequate literature which is conducted in railway sector and insufficient organized data in the company.

1.9 Significance of the Study

The result of this study will provide key findings that can contribute to the overall goal of the company. The study examines employees' training practices and challenges at EDR. It helps to improve quality of training, serves as an input to examine training effectiveness and identify critical challenges during training. Furthermore, it gives significant information for managers, policy-makers, and other researchers regard to employees' training, and challenges.

1.10 Organization of the Study

The study is organized in accordance with the respective chapters that the research has designed it. Hence, the first chapter introduces and puts the conceptual foundation of the study followed by stating the research problem. And then sets objectives and scope of the research. The second chapter provides detail information on the theoretical and empirical literature on the employees' training practices and challenges.

Thereafter, in its next chapter (Chapter Three), the study outlines the research design and methods that were used in the collection, presentation, analysis, and interpretation of data. The fourth chapter covers results and discussions about the research topic based on the collected data. Finally, the study enumerates the summary of the research findings. It then draws conclusions based on the summary findings and forward recommendations that outline what management and policy-makers do to improve the effectiveness of the training.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides a review of the theoretical framework followed by the empirical framework. The first section deals with theoretical base, the second section reviews empirical evidence within different country experiences of the practices, and challenges of Training. And also, it contains the conceptual framework of the study.

2.1 Theoretical Literature Review

Well adjusted, trained, and experienced employees are backbones of the organization to be successful. Training is a good balance factor between the employees' capability and job requirement. This has the competence to improve employees' skill and ability by making them learn new techniques and updating their knowledge to perform their job. According to Armstrong, (2010), training is the use of systematic and planned instruction activities to promote learning and to meet the defined needs.

2.1.1 Training

In this competitive world, Training plays a great role to keep the organization stay updated with the fast-changing technologies, concepts, values and environments. It narrows the gap between what the employees have and what the job demands. According to Lerra, (2016), human resource training program can build the necessary skills of the employees and to create positive feelings among them. It also helps an organization to make the best use of their human resources in favor of gaining a competitive advantage. As David A. Decenezo & Stephen P. Robbin, (2010) stated in their book training is more presently oriented, focuses on current job which enhancing specific skill and ability to immediately perform job and also, it has ability to guide employees, how they work, change the attitude towards their jobs, colleagues, managers and organizations.

Training is a systematic process that changes employees' behavior to achieve organizational goal and it focuses on the present skills and ability, this makes an employee's master specific skills and ability which is needed to be successful (John M. Ivancevich & Robert Konopaske, 2013). As Noe, Hollenbeck, Gerhart & Wright, (2011) mentioned Training is useful for organization

when it is related to organizational needs and motivate workforce. Since training requires time, effort & money by an organization, an organization should be very careful to have effective training while designing a training program. Effective training is a thoughtful intervention designed at attaining the learning necessary for upgraded employee performance (Amir Elnage & Amen Imran, 2013). Thus, well-organized training is a very important activity that helps an organization achieve its goals effectively and efficiently.

2.1.2 Benefits of Training

Training has multiple benefits for both employees and companies, if it is properly designed and implemented. According to James Watta and Daniel M., (2014) giving training has the benefit to employees in improving their morals, increase motivation, improve the capacity to adopt new technology and methods, and also Training helps the employee to get job security and job satisfaction. Having well-trained and satisfied workforces have a vital element to make organization successful. Sohail khan & Nawzad Abdullah, (2019) argue that Effective training helps the organization to address employee weakness, having consistency in duty performance, reduce employee turnover, decrease the occurrence of an accident in a job, reduce supervision, and improves efficiency and productivity, have less wastage of time, money and resources. This makes an organization to gain a competitive advantage. Similarly, Vinesh, (2014) argues that Training is very vital in any organization in progressing it includes decision-making, thinking creatively, and managing people.

2.1.3 Methods of Training

Training method is the way or technique for improving knowledge and skill of employees for doing assigned job properly. Organizations use different methods to train their employees. In general, the method can be classified as on the job and off the job training methods (Armstrong, 2014). While we are selecting the training method the organization should consider the nature of the job, size of organization and workers, and the cost it takes. According to Raheja, (2015) the method of training is classified as stated below.

A. On-the-job training Methods: implies employees learn while working and takes place on the job by observing peers or managers performing the job and trying to imitate their behavior. It is given on the same machines and experience would be on already approved standards. Some commonly used methods are:

❖ **Coaching:** is a one-to-one training which helps in transferring of the theory learns to practice and can quickly identify the weak areas and tries to focus on them.

❖ **Mentoring:** is done by a senior inside person focuses in this training is on the development of attitude and used for managerial employees. It is also one-to-one interaction, like coaching.

❖ **Job Rotation:** It is process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also reduces boredom and allows developing relationships with several people.

❖ **Job Instructional Technique (JIT):** It is a Step by step on the job training method in which a suitable trainer prepares a trainee with an overview of the job, its purpose, and the results desired then demonstrates the task or the skill to the trainee and allows the trainee to show the demonstration on their own after that follows up to provide feedback and help. The trainees have presented the learning material in written or by learning machines through a series called ''frames''. This method is a valuable tool for all educators (teachers and trainers). As Dessler, (1997) mentioned JIT is a good way for a job that has a sequence of steps these helps to show how the job to be done and why.

❖ **Apprenticeship:** is a system of training which employees learn by working with those already skilled in their job. Trainees have to work in direct association with and also under the direct supervision of their masters. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training.

- ❖ **Understudy:** In this method, a superior gives training to a subordinate as their understudy like an assistant to a manager. The subordinate learns through experience and observation by participating in handling day to day problems. The main purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. Off-the-job Training Methods: are takes place outside from the job environment, study material is supplied, there is a full concentration on learning rather than performing, and there is a freedom of expression. Important methods include:

- ❖ **Lectures, and Conferences:** are the traditional and direct methods of instruction, and it's a verbal presentation for a large audience. It is a common method of training in colleges, universities, lectures, and seminars.

- ❖ **Vestibule Training:** is a term for near-the-job training, as it offers access to something new learning. In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working the condition similar to the actual workshop conditions. After training workers in such conditions, the trained workers may be put on similar jobs in the actual workshop. This helps the workers to secure training in the best methods to work and get rid of initial nervousness.

- ❖ **Simulation Exercises:** Simulation is any artificial environment exactly similar to the actual situation. It can use management games, Role-play, and case studies for giving the training.

- ❖ **Sensitivity Training:** is also known as laboratory training. It is about making people understand themselves and others reasonably, which is done by developing in them social sensitivity, and behavioral flexibility. It is ability of an individual to sense what others feel and think from their point of view. It reveals information about their personal qualities, concerns, emotional issues, and things that they have in common with other members of the group.

❖ **Transactional Analysis:** provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

2.1.4 Types of Training

There are several types of training program which is carried out in different business situations. It can be classified as induction or orientation Training, job Training, Safety Training, apparent ship Training, internship Training, refresher training, promotional and remedial training. Training program can be concerned with manual skills, including apprenticeships, IT skills, team leader or supervisory training, management training, interpersonal skills, personal skills, training in organizational procedures or practices and performance management, equal opportunity or managing diversity policy and practice (Armstrong, 2014, p.310).

2.1.5 Training process

To have effective training it is essential to follow the sequence of activities. The process has a strategic role and can be divided into four phases. According to Armstrong, (2014) training should be systematically designed, planned, implemented and evaluated to meet the desired needs.

2.1.5.1 Assessment of training needs: It is the first stage in training process which is important to identify the difference between standard performance and actual performance. By determining the gap it clarifies the employees, and the activities which need the training. Training needs assessment helps to fulfill organizational goals and objectives, improving productivity and providing quality products and services. According to Chahal, (2013), if the training need assessment is not done correctly or at all the job-relatedness, effectiveness, and validity of any training program is jeopardized. As John M. Ivancevich & Robert Konopaske, (2013) stated in their book, the needs assessment phase determines what type of training is

necessary and serve as the formulation for decisions that must be made at later phases. Also, the needs assessment needs to be complete, timely, and accurate.
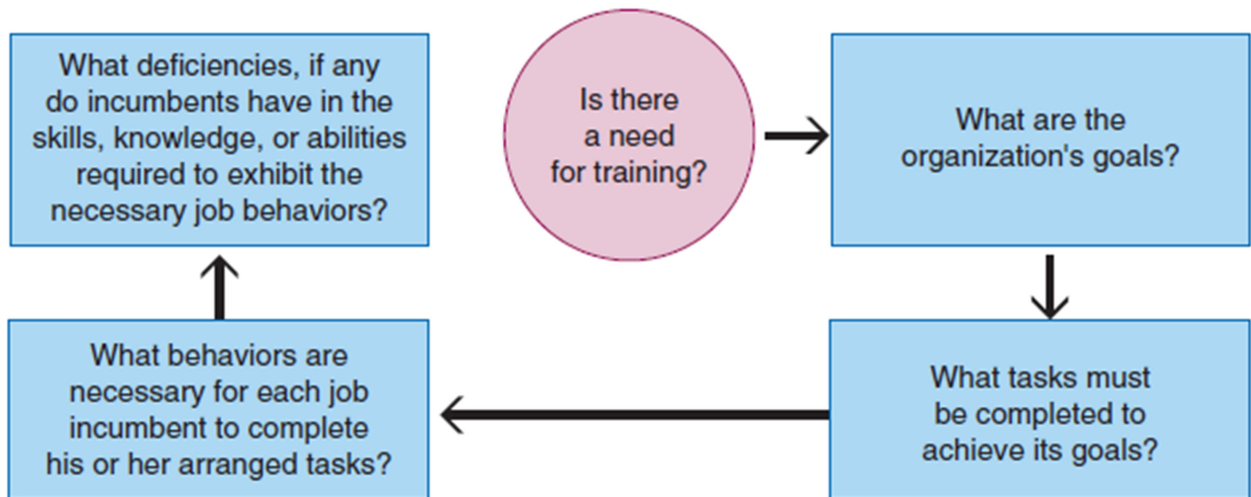
Fig 2. 1: Training Need Assessment

Source: David A. Decenezo & Stephen P. Robbin (2010, p.197)

According to book of Noe, Hollenbeck, Gerhart & Wright, (2011) Instructional design logically should begin with a needs assessment**,** the process of evaluating the organization, individual employees, and employees' tasks to determine what kinds of training, if any, are necessary.

Organization Analysis:- involves examining a firm's mission, resources, and goals to determine if training can be used to improve the firm's success, growth, and strategy. As Noe, Hollenbeck, Gerhart & Wright, (2011) argue, the needs assessment begins with the organization analysis to asses training needs in the light of the organization's strategy, resources available for training, and management's support for training activities. Anyone planning a training program must consider whether the organization has the budget, time, and expertise for training. According to Robert L. & John H., (2006) internal and external factors will influence training and should be considered when organization analysis done. Various operational measures of organizational

performance like high turnover, high absenteeism, low performance, and other deficiencies can be a source for organizational analysis.

Person Analysis: - A process of determination of who needs training and their readiness for training. As Robert L. & John H., (2006) mentioned in their book Individual assessment tests, records of critical incidents, questionnaires, Attitude survey and Job Knowledge tools can be an input to individual analysis. According to Noe, Hollenbeck, Gerhart & Wright, (2011) Personal analysis involves answering the following questions:

• Do performance deficiencies result from a lack of knowledge, skill, or ability? (If so,

Training is appropriate; if not, other solutions are more relevant.)

• Who needs training?

• Are these employees ready for training?

This helps the manager to examine whether training is appropriate, and which employees need training.

Task Analysis: is a process of identifying the tasks, knowledge, skill, and behaviors which are related to their task should be included in a training program. Usually, task analysis is conducted along with person analysis, and Understanding shortcomings in performance Mostly requires knowledge about the tasks and work environment as well as the employee (Noe, Hollenbeck, Gerhart & Wright, 2011).

Robert and John, (2006) as mentioned in their book, after identifying training requirement using organizational, person and task analysis, and then objective and priorities established by gap analysis which indicates the difference between the actual and desired capability of employees, and the success of training should be measured concerning the objective which set. As Noe, Hollenbeck, Gerhart & Wright, (2011) stated that effective training not only requires the programs which address the actual need, but also the readiness for the training. The Readiness of training can be defined regarding employees' readiness of characteristics and positive work environment. Readiness characteristics refers to the capability to learn subject, motivated and good attitude towards training program and positive work environment is crucial factor that encourages employees and avoids negative effects with training program.

Training Need Analysis Methods

The common methods to identify and analyze training needs according to Leat & Lovell (1997) include the following:

- ❖ **Questionnaires:** There are various ways to prepare questionnaires, but there are principles which help for writing effective questionnaires. It is vital to set clear objectives practice and analyze the information before write the questionnaire, allow free space for people's comments, and make sure questions are unambiguous or easily understandable and structured by the use of a structured questionnaire, data can easily be analyzed for TNA purpose.

- ❖ **Focus groups:** refers to a group whose task is to focus on a specific issue within an organization. In the case of a focus group for training needs, the organization might depends what is required select group members from the same team or from different parts of the organization, or choose representatives from a department.

- ❖ **Structured interviews:** are interviews which have a formal or structured basis, and it better to find a room that, if possible, is quiet and private. It is also important to agree on a time with the interviewee/s and to send them in writing a clear idea of what you hope and expect to have from them.

- ❖ **Performance interviews/appraisals:** for individual or team training need, effective performance interview or appraisal is useful for both managers and team members to analyze their actual gap, and then the format or design for need assessment to be agreed and perceived as constructive by both parties

- ❖ **Observation:** in this method, Assessing is takes place via on-job and it is very useful to have accurate information on KSA of employees.

❖ **Assessment centers:** refers to identify the strength and weakness of individual, this leads to know training need by assessing performance via a comprehensive set of simulation like what, if, scenarios.

❖ **Critical incident analysis:** this method helps to focus on a particular situation like a project that is went well or went badly and to analyze case for this. It can be done through structural individual interview and by having a focus group and make them involve in the critical situation. The result of this can be analyzed to identify how particular teams perform well and develop a set of success criteria.

❖ **The Delphi method:** it is systematic and interactive forecasting method which relies on a panel of experts and has structured communication technique. In this method expert answer questionnaires in two or more rounds and then facilitators provide an anonymous summary of experts' forecasts, and also the reasons they provide their judgments. Experts are encourages revising previous answers of other members in panel. During the process of the range of answers will diminish and the group converge towards the correct answer. Finally, the processes will finish after predefined stop criteria.

❖ **PERT (Program evaluation, and review technique):** it is a model that helps to manage projects by analyzing and representing tasks which are involved to complete a given project. Critical path method is commonly used in this model. PERT is important to analyze involved tasks, time needed to accomplish each task and also to complete the total project.

2.1.5.2 Planning the training programs: after the gap is identified well, planning is very important to develop a bridge for fulfill the gap between actual and the desired performance. In designing the training program qualified employee or an external consultant is involved and develop, in cooperation with the human resources managers, the specific training contents.

There are use various training methods available but their suitability is judged as per the need of organizational training needs. Armstrong (2014) argues that an instructional objective which describes the outcomes sought from instruction and should be defined first. As Noe, Hollenbeck, Gerhart & Wright, (2011) stated Planning begins with establishing objectives for the training program. Establishing objectives for the training program has several benefits such as a training program based on clear objectives will have a great probability to succeed more focused and also when trainers know the objectives of training, they can communicate easily with employees who are participate in the program, this helps employees understand the subject well. As Noe et al. (2011) states Effective training objectives have several characteristics like:

- ✓ It includes the statements which identify the expected work to be done by employees, the quality of performance which is acceptable, the condition that employees apply what they learned, such as physical condition and equipment failure.
- ✓ It consists Performance standard that can be measured
- ✓ It spells out the resource needed to gain desired outcome.

Based on those objectives, the planner decides who will provide the training, what topics the training will cover, what training methods to use, and how to evaluate the training. Establishing clear objective of training helps to be more focus, increase probability of success and making employees know the objective increase communication with them and also, it is a vital element to examine whether the training program is effective or not? The other issue we consider in planning is to decide who will participate in training program, while selecting trainees' illegal discrimination should be avoided and selection can be depended on the type of training and types of disability. Training method selected if it is important to verify the content of the training which is related to objective, and also cost of training should have considered. According to John M. Ivancevich & Robert Konopaske, (2013) to some extent the effectiveness of training program depends on the person who gives the training so to select instructor or trainer the personal characteristics like ability to speak well, to write effectively, to organize the work of other and to inspire others to greater achievement are the crucial factor to select the trainer. So in planning selecting trainer is mandatory. Tannenbaum, Scott I. & Yukl, Gary, (1992) provided the following guidelines for design of training that would contribute significantly to training effectiveness:

✓ The instructional events that comprise

✓ The training method should be consistent with the cognitive, physical, or psycho motor processes that lead to mastery

✓ The learner should be induced to produce the capability actively

✓ All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive

✓ The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to value outcomes

✓ Training methods should be adapted to differences in trainee aptitudes and prior knowledge

2.1.5.3 Implementation of the training program: in this stage the training program tends to existence to get the desired output. It includes the scheduling of training activities and organization of any related resources to deliver the training. According to P.Wilison, (1999) book to make the implementation of the training program powerful it is better involve a careful mix of Face-to-face classes, study of open learning materials, practice of skills, application of Knowledge followed by reflection, free-choice study of literature of personal interest and Choose appropriate methods. As Noe, Hollenbeck, Gerhart & Wright, (2011) mentioned Implementation phase plays a vital role to have effective training. While implementing, presenting information in memorable way helps trainees link the subject with their job and also when employees practice what they are learned and receive feedback, these helps to improve their performance, in addition to these materials should be easily understandably by them. Robert L. & John H., (2006) argues that after training design then the actual delivery of training will follow, whatever the approach a number of consideration must be balance with selection of training deliverer methods. The common variables which are considered such as Nature of training, subject, number of training, Training cost, geographical location, time allotted and completion time has a great role in implementing training program. While implementing training it is necessary to take in to account training facilities, its training environment and selecting of trainers and trainees.

I. Training Facilities and Environment

Having proper training facilities and good training environment are another vital element to gain desired outcome from the training program. With regard to the benefit of selecting appropriate facility, Faller, (1976) states that if Training facilities and proper training environment like room and seating condition is selected carefully and planned in advance; it will aid the training program by making the course more easily understand. Supporting the mentioned statement, Bell, Chris, (1997) mentioned well-chosen to train facility has a great impact in effectiveness of training program by;

- Enhance variety in learning process, these helps in maintain involvement and motivation;
- Helping those learners whose learning style responds better to one type of approach than another;
- Preparing instruction or aid which supports the training program to achieve its objective, the materials can be visual, audio or audiovisual. Audio visual can be television, videotapes and films are the most effective methods to provide real world situation in a short period, and these materials help in enhancing the learning process.

Generally, to have effective training program appropriate training environment like the location, setting and layout of training rooms and appropriate training facilities must betake in to account while implementing the training. As Bell & Chris, (1997) mentioned training aids should be based on the purpose of the training and levels of trainees' understanding.

II. Selection of Trainers and Trainees

Training program comes worth and valuable after deciding suitable method, contents of training and selecting participant. Trainees and trainers are important components of training program. According to Truelove, (2000) stated that to have effective and efficient training program it is advisable to select trainees who are able to achieve the best outcomes. As Tracy, (1984) explained that the training program must be given by a trainer who has been carefully selected and a good trainer should be equipped with both Knowledge of subject, and art of interpersonal skills, conscious of several essential

elements including good planning, controlled environment, use of various training method, good communication skills and trainee participation.

Regarding the criteria of selecting trainers, Chaddock,Paul H, (1976), state necessary points such as organization knowledge, professional knowledge, personal qualifications, Education and training, skills, and abilities. As Tracey (1984) mentioned on his part argues that Competence of trainer performance is a function of subject expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities, and also the source for good trainer can be the company's trained personnel, operative and technical employees, supervisors, managers, staff training specialists and outside experts. And like a wise in selecting appropriate trainees needed to be based on certain factors. The main criteria should be considered;

- Employees responsibilities and their position in the organization,

- Workers' Qualification and related requirements like language and technical skill.

- Ability to transfer the knowledge and skills which is required,

- Applicability of the skills and knowledge in his/her organization.

To conclude, to enhance the impact training programs it is very important to consider on a selection of trainees and trainer, In addition to appropriate training the facility and environment. Employee failure in training program not only damage employees but also wastage of money and time for an organization. Hence, take in to account on appropriate training facility, environment and selecting trainees and trainers are important to success of training program.

2.1.5.4. Evaluation of the training program: is vital to examine the training is effective or waste of time and also, it is helpful to design to future training programs. Tarik (2018) argues that evaluating training is essential to examines to what extent the gain of knowledge is transferred to the workplace and measure the effectiveness of the training. Without training evaluation the objective cannot be achieved. According to Raheja, (2015) evaluation of training refers to the comparison of the post training result to the objective expected by the managers, trainers, and trainees, However measuring both the cost, and benefit may be difficult so rather than doing evaluation internally bench marking training is good to compare from one organization to others. The training evaluation can answer the questions like did the participants

appreciate the training, did the participants acquire new knowledge, Are the participants applying the new techniques or methods to their work situations, and what impact has the training had on the company's performance.

To assess the effectiveness of training, Evaluation can take place at different levels. Starting with immediate reactions to the learning event and completed with an assessment of the impact it has had on organizational performance. The best known and most used system of levels was developed by Kirkpatrick (1994) cited in Armstrong (2014).

Level 1: Reaction At this level it measures the reaction of the trainees towards the training. It spells out whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions have for improving the training.

Level 2: Evaluate learning measures how much learning objectives have been attained. This could be accomplished by pre and post-testing the participants or by evaluating the participants against a control group that has not been trained. It will help to find out how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction.

Level 3: Evaluate behavior this level evaluates whether the training actually changes the employee's behavior when he or she returns to the job which can be evaluated by the participants, supervisors, or trainer. It clarifies the extent to which KSA have been transferred from the classroom to the workplace. The evaluation should take place both before and after the training and Time should be allowed for the change in behavior to take place.

Level 4: Evaluate results this level measures whether the training benefited the employer or not. This could be done by determining or evaluating a behavior against another standard, such as a benchmark. The evaluation has to be based on before-and-after measures and should determine the extent to which the fundamental objectives of the training has been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Identifying the result is mandatory to have effective training and helps to improve the training for the future.
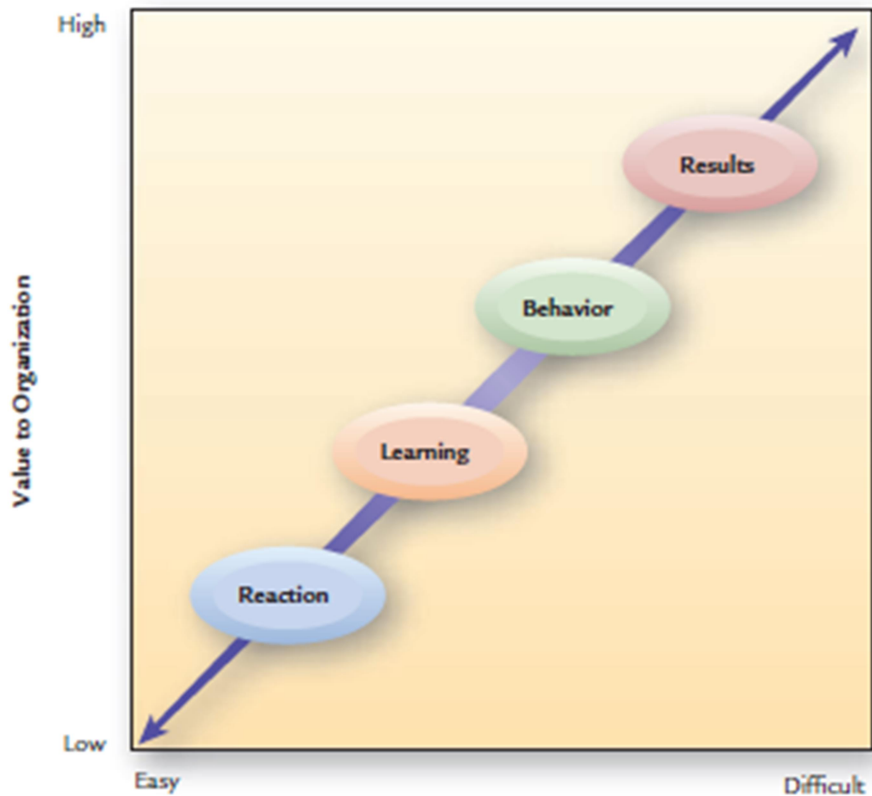
Fig 2. 2: Levels of Training Evaluation

Source: Robert and John, (2006)

As Grove and Ostroff (1990) cited Armstrong(2014) mentioned there are barriers which make the training evaluation is not done properly, such as the senior managers not often follow-up or request information about the impact of training which is given, lack of professional who carry out training evaluation, lack of clear objective, limited budget and afraid of risk which is related to evaluation data might revealed that it had little impact, these factors are the problems in evaluating of training program.

Training Evaluation Metrics

As training is expensive and time-consuming function of human resource practice it requires measurement to check its effectiveness. According to (Robert L. & John H., 2006) to evaluate training program it is better to have cost-benefit analysis, Return on Investment analysis and various bench marking analysis approach.

Cost- Benefit Analysis- in this method result of training can be examined by considering costs and benefits that arise from training even though some benefits like attitude change can be hard to quantify. Cost of training can be explained by trainees, and trainer salary and time, cost of materials, equipment and opportunity costs. Benefit of training can be defined concerning increased in production, Reduction in error and turn over, ability to new capabilities and attitude changes. Comparing cost and benefit of training helps to examine whether training is cost effective or not?

Return on Investment (ROI) Analysis- it is expected training produce return on investment. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improve results made by training as distinct from other factors and, as Kirkpatrick said, that evaluators should be satisfied with evidence, because proof is usually impossible to get. Perhaps the most powerful method is to measure the return on investment.

Bench marking- besides evaluating training internally bench marking measurements are used to compare it with training done in other organizations which are in same industry and similar size. With or without bench marking data internal evaluation of training program can be designed regarding post measure, pre -/post measure with a control group.

- ❖ **Post measure-** it evaluates effectiveness of training after giving training whether trainees perform as management desire or not. But tests after training might not clearly indicate performance is result of training or it can be achieved without trailing.

- ❖ **Pre-/Post measure-** in this method pre-test skill can be considered. To know training made differences or not data entry is done before and after training. In this case, people may perform better when they know there effort being evaluated.

- ❖ **Pre-/Post measure with a control group-** it evaluates by comparing employee who trained and not trained, untrained group called control group. After training offer if trained representatives perform faster than who are not trained the manager can verify training was effective.

2.1.6 on Time Training

On time training refers to giving new knowledge and skill only when we need them, rather than the case we will need them. According to Armstrong, (2014) Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities and it is delivered as close as possible to the time, when the activity is taking place. The training will take to account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current situation. A well-designed and properly delivered training is not only making the training effective unless it is given on time. The organization should give attention to give the training when the employees need or there is a gap in skill, ability and knowledge happening.

2.1.7 Challenges in Training

Training faces different problems and obstacles in organizations due to the inadequate needs analysis or assessment, irrelevant curricula, non-participative training techniques, lack of training evaluation and reinforcement. Amir Elnage & Amen Imran, (2013) argues that the majority of governmental, private, and international organizations are not recognized as important training to increase their employees productivity and when the economy slows or the profit decline many organization seeks cuts in their training budget and this leads to high job turnover then increase costing to hire employees. As Ejigu, (2016) mentioned the training process are not followed properly because of cost related problem, lack of coordination by various work unit and supervisors. This has the ability to decrease the effectiveness of the training.

According to Abdullah, (2009) a range of challenges occur at organization in managing and implementing effective human resource training. The main challenges is a lack of intellectual human resource professionals to cope with the demand for knowledge-workers and fostering learning, problem with language and communication during training with trainees, consultants, and management employees, and also Employees have pessimistic attitudes towards training. This implication could lead to the ineffective implementation of employees training activities and increased ambiguity and failure in effectively managing human resource training as a whole. Furthermore, the lack of commitment towards training can be seen throughout organizations,

from top management to shop-floor employees. The top management and managerial level employees are found to be uncooperative towards employee training whilst lower level employees lack the commitment to participate in training and development activities. This suggests that employees may have embedded pessimistic attitudes towards training and be fundamentally resistant to change. It is essential for individual employees to engage in self-directed and self-motivated learning. As Eden, (2018) mentioned the expected result from the training cannot obtain due to lack of qualified trainer, unfavorable, and unattractive training. According to Armstrong (2014) fundamental problem in training is the course they take or taught can be different and difficult to apply in their work place. The other challenge stated by Debra et al (2002) cited in Abdullah (2009) some firms have claimed that not providing the training that their employee needs instead poach employees from other firms who have already been trained by their prior employer this makes the organization do not give the training to their employees properly.

2.2 Empirical Literature Review

Empirical findings review and extract the training practices from various researches. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap that the researcher wants to find out and how the research had empirically undertaken. There are studies undertaken outside and inside Ethiopia;

2.2.1 Studies conducted outside Ethiopia

Khan & Abdullah, (2019) state that training has strong, and positive relationship with productivity by giving opportunities to employees to be acquainted the variety of skills, information, attitude and conduct towards our work and get regular feedback from employees help to enhance the best result, and this study suggest that the Kurdistan management of institute is required to invest in training session for teachers and review the effectiveness of the training methods that are implemented. According to Vinesh, (2014) In India, many companies other than multi-nationals are not meeting the employee training; this makes an ultimate gap between the desired, and the actual skill. As Chahal (2013) indicated that for effective training out put the HR department should give the training to the employees with their working hours. Nassazi,(2013) mentioned employees are not aware why they are selected the training approach, the superior only have a clue about the training this influence the training practice. According to

Alshuwairekh, (2016) training is very essential for employee performance by acquiring competency advantage and helps to retain its employees through satisfaction and motivation.

Effective training cannot be attaining without clearly identified goal and objective of training, examine the knowledge, skill and ability of the employees (Amir Elnage & Amen Imran, 2013). As Henry Ongori & Jennifer Chishamiso, (2011) argues to have effective training the organization select the trainee carefully, and consider the organization need. According to Abdullah (2009) lack of evaluation, absence of commitment towards training, lack of need assessment and problem with language and communication have a great effect on the productivity and development of the Organization. As Boadu, Dwomo-Fokuo, Boaky & Kwaning, (2014) mentioned in their study the management and employees faced the problem during giving the training because of Inadequate time allotted to training, lack of qualified trainer and inadequate funds makes the training not issue frequently and on time.

2.2.2 Studies conducted in Ethiopia

According to Asfaw, Argaw, Bayissa, (2015) argues training is necessary to ensure an adequate supply of staff that is technically and socially competent, and for organization to succeed in achieving the objective of the training; the design and implementation must be planned and systematic. As Tegene, (2017) argues to achieve aim of the training, Administrators should engage in increasing the qualities, and quantities of the training program. This leads the organization to succeed in achieving the objective of the training program if the design and implementation is well planned and systematic. As G/Selassie, (2018) mentioned that the major reason for poor training practice is need assessment is the lack of management support and awareness of TNA and having need assessment properly save money, Time and Effort. Ejigu, (2016) indicate that the training practice helps to increase effectiveness, training process have impacted on efficiency and training delivery technique gives a remarkable change in commitment. According to Desalegn, (2017), state that, to gain the best result the selection of trainee should be based on job profile of a trainee and objective of the organization. As (Selam, 2016) mentioned to conduct the training program well identification of Knowledge and skill gap before conducting the training and evaluate the training program is mandatory to get the desired result.

2.3 Conceptual Framework of the study

The process of the training has a great effect to meet the specified needs and to follow the process properly leads to effective training (Noe, Hollenbeck, Gerhart & Wright, 2011). As John M. Ivancevich & Robert Konopaske, (2013) stated that training need assessment is the first stage in training process to determine if and what type of Training is necessary and After that instructional objective leads to selection and design specific and customized instructional program done carefully then training can be monitored and evaluated. According to Armstrong (2014), the process of the Training classified as follows;
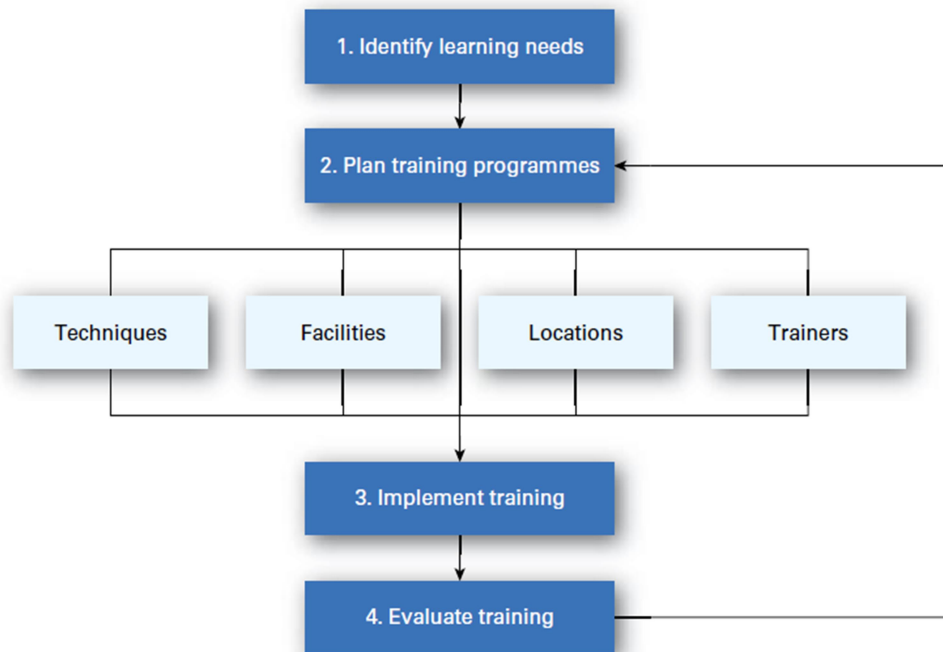
Fig 2. 3: Systematic Training Model

Source: Armstrong, (2014)

<h1 style="text-align: center;">CHAPTER THREE</h1>

<h1 style="text-align: center;">RESEARCH METHODOLOGY</h1>

This chapter presents methods that are used in the study to meet the purpose of the research. It clarifies techniques and methods of sampling, data collection, data analysis, and area in which the study carried out.

3.1 Research Design and Approach

In this study a descriptive research design employed to collect and organize data for assessing employee training practices and challenges at EDR. Descriptive design helps to portray accurately the characteristics of particular individual, situation, or group (Creswell, 2009). The study adopts a mixed approach because it uses both qualitative and quantitative research approach to achieve the purpose of the research. The quantitative approach is helpful for a large sample, statistical validity, and accurately reflects the population, and the qualitative approach is important to get detail and specific answers. As Creswell & Plano, (2007) cited on Creswell, (2009) stated that the mixed approaches in tandem have the overall strength greater than either quantitative or qualitative Approach.

3.2 Population, Sample Size, and Sampling Techniques

3.2.1 Population

The targeted populations are Ethiopian Employees located in Head office and Lebu station, who are stayed more than 1 year in the company. The EDR has a total 849 employees (Jan 2019 payroll); from the total number, 357 employees are selected who comprise 60 at a head office and 297 at Lebu station. From out of 357 employees 157 of them are stayed for more than a year in the company. Due to geographical restriction, availability, and accessibility of employees, cost-effectiveness and easy manageability the researcher selects head office and Lebu station.

3.2.2 Sample size

Determination of the proper sample size is mandatory to any study; the sample is one of the most important determinants of the accuracy of the research results. To determine the sample size the researcher used the following sample calculator formula.

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$

(Kothari, 2004)

Where,

P = sample proportion, q = 1-p;

Z = the value of the standard variant at a given confidence level and to be worked out from table showing area under Normal Curve;   N = size of the total population; n = size of sample.

Given: At 95% confidence level the value of Z = 1.96

P = the population proportion
N = 157 which is population size e = 0.05 which is acceptable sample error

Therefore the sample size for a total population size of 157 for survey data collection is 112 (One hundred Twelve).

3.2.3 Sample Technique

Obtain the specified number of samples, Stratified sampling, and Purposive sampling technique applied to distribute questionnaires. In the first step the study selects employees who worked at a head office and lebu station with more than one year in EDR by using Purposive/Judgmental sampling technique. Because other stations are out of the city, it is difficult to collect the data due to the spread of COVID 19. And also to maximize the possibilities of obtaining optimum

data for the research objective, the researcher selected employees who worked for more than one year.

The study also used a stratified sampling technique because this technique useful to ensure the presence of sub key groups within the sample and also, it has a higher statistical precision as compared to random sampling technique and also, it helps divide the population into sub population. After allocating the sample simple randoms sampling was used to distribute the questionnaires.To have a proportional allocation to lebu station and head office of EDR the study used the following formula.

n1=Pi*n

Where n1= is the sample size

n = is represented the total sample size

Pi=represents the proportion of population included in the study

Source (Kothari, 2004, P.64)

Table 3.1: Stratified Sampling

Location	Number of Employees	Total Sample size	Total Population	Proportion	The sample size
I	A	N	N	PI=A/N	N1=pi*n
Head Office	40	112	157	0.25	28
Lebu Station	117	112	157	0.75	84
Total	**157**	**112**	**157**	**1**	**112**

Therefore, 28 questionnaires are distributed to employees worked at a head office and the rest 84 questionnaires are distributed to Lebu station. Out of 112 questioners 101 questionnaires were filled and returned by respondents.

3.3 Sources of Data and Instrument of Data Collection

This study based on primary and secondary data. Primary data collected through semi-structured interview and questionnaires which have open and closed structure. The closed-ended question was measured by a five-point Likert scale (From Strongly Agree to Strongly Disagree). Using the Primary source helps to provide raw information and first-hand evidence. The secondary data

was obtained from books, and related to literature. It describes interprets, evaluates, or analyzes information from primary sources. Using questionnaires gives an advantage in collecting a large number of data from respondents with low cost, and in a short period time. It also gives respondents freedom of time and place in filling the questionnaire. It avoids bias and intervention of the researcher. Using interviews helps to get a high response rate and it also gives time to clarify vague and general questions.

3.4 Procedure of Data Collection

To collect the data from the Respondents; first, the permission of the organization requested to collect the data then full description of the study was given to respondents let them know their response is strictly confidential and the completed questionnaires were directly given to the researcher, the Distributing the questionnaire to the selected employees and interviewing with the team leaders and managers. The researcher gives two days to the respondents to fill the questionnaires and collect the questionnaires from each employee.

3.5 Data Analysis Method

After collecting all data from the primary sources, and then it was analyzed, using qualitative and quantitative data analysis methods. The data which is collected through questionnaires was processed, analyzed, interpreted and put in to Frequency count, Percentage, and mean by the help of SPSS Version 20 (Statistical Package for Social Science) software. The response from the interview was reported in line with the questionnaire result. And then these findings were combined and summarized together with the quantitative data findings properly. The output of the data summarized, tabulated, and interpreted appropriately.

3.6 Research Reliability and validity

3.6.1 Reliability Assurance

Reliability is the degree to which research method produces stable and consistent result. Cronbach's Alpha helps to measure the reliability of measures the internal consistency through measuring how closely related a set of items as a group. To measure the internal consistency the Cronbach alpha reliability test was carried out. Cronbach's Alpha coefficient has the maximum

value of 1 and if it is closer to 1. It indicates there is a strong relationship between the test items. According to (Pallant, 2005), the coefficient of scale should be greater than 0.7.

The questionnaire was designed by taking into consideration the goals of the study, theories, and the problem which is related to the subject, and then pilot was conducted to check the reliability of the questionnaire designed. For pilot survey 10 employees were selected and then test the questionnaire to see if it obtains the result that is required for the study and based on the result that the questionnaire was redesigned, finalized and distribute to other employees who are not participated in the pilot study.

Table 3.2: Reliability Analysis of Variables

Variables	Cronbach's Alpha
Training Need Assessment	0.721
Training frequency	0.862
Training Design	0.742
Training Implication	0.729
Training Evaluation	0.734
Employees Perception	0.769
Average Value	**0.759**

Source: Own Survey (2020)

3.6.2 Validity Assurance

Validity refers to the extent of accuracy of the results of the study. Cooper.D & Schinder.P (2008), stated that Validity of the results can be internal or external. Internal validity related to the analysis of the accuracy of the results obtained and External validity refers to the analysis of the findings to be generalized across persons, settings, and times. To ensure the validity of the instrument the researcher conducted the supervisors to check on the clarity, length, and working of the question, and also considered the comments of the advisor to increase validity of the instrument.

According to Mohajan, (2017) the better the reliability is performed, the more accurate the results; which increases the chance of making correct decision in research even if Reliability is a

necessary, but not a sufficient condition for the validity of research. Both Reliability and validity of the research is a significant factor to evaluate the research quality so the study considered the two factors to achieve the research objective.

3.7 Ethical Considerations

The study conducted by takes in to account Ethical responsibility. It communicates the purpose and aim of the study and to keep the confidentiality of the data given by the respondent, they were not requested to write their name or Address. In addition to Information obtained was held in strict confidentiality by the researcher and the response was used only for the academic purpose.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter deals with presentation, analysis, and interpretation of the data which is collected through Questionnaire and interviews. Firstly, demographic characteristics of respondents in connection with their sex, age, work experience, educational status, and their positions are presented. Then the basic research question in line with the research objective discussed and analyzed. To gain valid and relevant information, 112 copies of questionnaire were distributed to the sample respondents, and out of these 101 were completed and returned. This makes the response rate 90.2% and the rest 11 (9.8%) copies of the questionnaire were not returned.

4.1 Demographic Information of Respondents

Table 4. 1: Background Information of Respondents

Category		Frequency	Percentage
Gender	Male	59	58.4
	Female	42	41.6
Total		101	100
Age(years) of respondent	18-25	13	12.9
	26-35	87	86.1
	36-45	1	1
Total		101	100
Service in EDR	1-2 years	62	61.4
	> 2 years	39	38.6
Total		101	100
Educational Status	Diploma	5	5
	Degree	74	73.3
	Masters Degree	22	21.8
Total		101	100
Work Position	Manager	4	4
	Supervisor	8	7.9
	Non-Manager	89	88.1
Total		101	100

Source: Own Survey (2020)

As shown in the table above, reveals that from 101 respondents, 59(58.4%) are Males and 42(41.6%) are Females. This illustrates that in this study males' participation are greater than females. Concerning the age of respondents, 13 respondents (12.9%) are between 18-25 years old. Respondents whose age between 26-35 years counted 87 in number (66%) And 1 responded age is between 36-45 years old. This implies the workforce of the organization is dominated by young employees and expected to do a lot in the future for organization.

Regarding service year in EDR, the majority of respondents, 65(61.4%) are worked between 1-2 years and the remaining 39(38.6%) are stayed for more than 2 years. This implies the employees are new to organization and do not have noticeable work experience. Based on employees educational status as shown in table 4.1, it explains that the highest number of respondents 74(73.3%) are degree holder and followed by masters' holder which represents 22(21.8%) and the remaining 5(5%) respondents were diploma holders. This indicated that EDR has a fairly educated workforce.

The researcher also collected information in line with the responded work position, 89(88.1%) was non manager, while 8(7.9%) and 4(4%) are supervisor and management members respectively as stated in table 4.1.this shows the majority of respondents are worked at an operational level.

4.2 Training related questions

This section deals with employees' participation and identifies how frequently employees participate in the training program. This helps to examine the organizational commitment to providing training programs.

Table 4.2 Employees Response to Training

Category		Frequency	Percentage
Employees Response on participating in training program	Yes	101	100
	No	0	0
Total		101	100
Employees response to frequency of the Training	Only Once	38	37.6
	Twice	59	58.4
	Rarely	4	4
Total		101	100

Source: Own Survey (2020)

According to table 4.2, all of the respondents said, 'yes' for the question to participate in training held by the organization. This tells that the training facilitated in the organization, and EDR give much focus and invests many resources to provide the training program.

The respondents were also asked how often they attend the training program. As indicated in Table 4.2, 38(37.6%) took the training program only once, 59(58.4%) participated twice and the remaining 4(4%) rarely attending the program. This implies the respondents were not attended the training program not more than twice, due to the new technology is used and the employees are not familiar with the sector there is less frequency of training delivery in institute. This affects the training program's effectiveness. As Armstrong, (2014) stated a well-designed and properly delivered training is not only making the training effective unless it is given on time.

4.3 Training need assessment

This part of data description and analysis incorporated responses of respondent relation to training needs assessment practices in EDR. As stated in the literature review Training need assessment is a crucial factor in training design and training delivery. As shown in the table below, most of the respondents 68(67.3%) stated that organizational analysis technique is conducted to identify training needs. The rest 25(24.8%) and 8(7.9%) indicated that task analysis and person analysis is the most wide method to conduct the training need analysis respectively in an organization. This implies the company used organizational analysis in order to assess need for training program. This illustrates there is a lack of corporations in analysis at all levels, and this can lead the training design and training implication in an improper way. According to Noe, Hollenbeck, Gerhart & Wright, (2011) organization, person, and task analysis are very essential to identify whether the training is needed or not.

Table 4. 3: Employees response on Training needs analysis technique

Variable		Fr	%
Which techniques is mostly used in order to identify training need	Organizational Analysis	68	67.3
	Task Analysis	25	24.8
	Person Analysis	8	7.9
Total		101	100

Source: Own Survey (2020)

The data was prepared based on 5 point Likert type scale. The value which is given to Strongly Agree =5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree =1. To determine the maximum and minimum length of 5 points Likert type scale, the range is calculated by (5−1=4) then the result 4 divided by 5 which is the greater value of scale (4÷5=0.8). Thereafter, number one which is the least value (1) in the scale was added to identify the maximum of this cell. The length of the cells determined; from 1 to 1.8 represents strongly disagree, 1.81 until 2.6 represents disagree, 2.61 to 3.4 represents neutral, 3.41 to 4.2 represents agree, and 4.21 to 5 represents strongly agree (Mohamed, 2016).

Table 4. 4: Employees response to Training needs Assessment

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
EDR has a system to conduct Training need assessment.	0	0	12	11.9	53	52.5	36	35.6	0	0	2.74
Training needs Assessment method designed and developed based on analysis of Employees' knowledge, skill, and ability gap.	2	2	10	9.9	37	36.6	42	41.6	10	9.9	2.68
Training need Analysis method of organization enables you to perform your task.	0	0	13	12.9	42	41.6	44	42.6	2	2	2.65
The organization Perceive employees' opinion while conducting Training Need Assessment.	0	0	5	5	32	31.7	62	61.4	2	2	2.39

Source: Own Survey (2020)

Concerning training need assessment, the responded were asked their level of agreement to the question EDR has a system to conduct, training need assessment. As shown above, in Table 4.4, Most respondents replied neutral to this question with 53(52.5%), 36(35.6%) disagreed, and the remaining12 (11.9%) are agreed about training need assessment conducted in the organization. The mean value for the above statements is 2.74, as far as it lied between 2.61−3.4, it implies that employees of EDR do not have any information whether the organization has a system to conduct, Training need assessment or not. The respondents also provide their answers about the training needs assessment method is designed and developed according to employees Knowledge, skill and ability gap. As shown in the table above majority of respondents replied disagreed 42(41.6%) and followed by 37(36.6%) who are neutral or don't have opinion for the training need assessment conduct based on knowledge, skill, and ability gap of employees. 2(2%) strongly agreed, 10(9.9%) agreed, and the rest of 10(9.9%) are strongly disagreed. The mean value result (2.68) implies training needs assessment designed based on KSA of employees to some extent.

The respondents also provided their answer about the training need analysis method has ability employees to perform their tasks. Most of the respondents 44(41.6%) disagreed with the statement, 42(41.6) respondents remaining neutral, 13(12.9%) are agreed and the rest 2(2%) of respondents are strongly disagreed with organization training analysis method regarding enable to perform what the job required. Regard to mean value (2.65), Training analysis method is not much satisfactory to enable perform their job properly. This implies absence of person and task analysis affects training program.

The other question that was asked to respondents was about the organization perceive employees perspective while conducting training need assessment. In reply to the question, 5(5%) agreed, 32(31.7%) neutral and the majority of respondents 62(61.4%) disagreed, and the remaining 2(2%) are strongly disagreed with the above statement. The mean value (2.39) also reveals employees do not participate in training need assessment.

According to the data collected from an interview which conducted with human resource manager of EDR, the training process is started from by identifying the training need. The

organization believed there is knowledge, skill, and ability gap because the sector is new to the country and most of the employees are from different fields of study, and it is challenging to determine the exact KSA gap. To identify the gap to be fulfilled with training, the company tried to distinguish the task and employees that were included in the training program based on observation and refer supervisors. As long as the technology is new and employees are not familiar with it, it is better to identify the gaps with different methods. As Leat & Lovell (1997) stated common methods like questionnaires, focus groups, structural interviews and performance appraisal are very useful to identify, and analyze training needs.

The literature review of this paper explains that, thoroughly conducted assessment provides the outcomes including expected learning result, guidance for training design and delivery, gives idea for training evaluation, and information about the organizational factor that will likely improve training effectiveness. According to Chahal, (2013), mentioned if TNA is not done properly, effectiveness, and validity of training program is jeopardized. As Noe, Hollenbeck, Gerhart & Wright, (2011) also stated organization, individual and task analysis play a great role to determine what kind of training is needed. This analysis implies that training need analysis is based on employees' knowledge, skill and ability gap is not satisfactory, as mentioned above the company consider only organization analysis to identify training need and the organization is not properly perceive employees opinions while conducting training need analysis. These refer to there is a deficiency in assessing the training need and affect the expected outcomes from training program.

4.4 Training Design

This part deals, data description and analysis deals with the response of respondents to training design. Based on literature review, after the need is identified training design is essential to build a bridge to fill the gap between actual and desired outcomes. As stated on the table below in item no.1 shows the answer of respondents whether their organization identified the training objective or not? As stated in table 4.5, 42(41.6%) agreed, 57(56.4%) are remaining neutral and the rest 2(2%) respondents disagreed with the statement. Concerning item no.2 indicates the majority of the respondents 77(76.2%) are agreed, 22(21.8%) neutral and the remaining 2(2%) disagreed about the training objective of the training is well stated to them. Based on the mean value of the first two variables the training objective of the training is identified, and also the

objective well stated to employees. This implies EDR has good practice concerning this variable which is essential to training programs. As Noe, Hollenbeck, Gerhart & Wright, (2011) stated that training design begins with establishing objectives for training programs and a setting clear objective will have the probability to succeed.

Table 4.5: Employees response to Training Design

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	
Training objective is clearly identified.	0	0	42	41.6	57	56.4	2	2	0	0	3.39
The objectives of training are well stated to employees.	0	0	77	76.2	22	21.8	2	2	0	0	3.74
EDR design the training program based on the objective of training. Need Analysis method of organization enables to perform your task.	0	0	61	60.4	22	21.8	18	17.8	0	0	3.42
The organization use Participatory training delivery method.	0	0	12	11.9	79	78.2	10	9.9	0	0	3.01
The topics covered in the training are related to the job required.	1	1	53	52.5	44	43.6	3	3	0	0	3.51
The designed training methodology helps to gain the required skill to perform a job.	1	1	27	26.7	71	70.3	2	2	0	0	3.27
EDR set measurable objective.											

			0	0	10	9.9	39	38.6	52	51.5	0	0	2.58

Source: Own Survey (2020)

The respondents were asked their opinion about the organization design the training program based on training objectives. As it showed from the table above, most of the respondents 61(60.4%) agreed, 22(21.8%) replied neutral or no opinion regard to the question and the remaining 18(17.8%) disagreed with the statement. The mean value (3.42) for this statement implies, most of the respondents are agreed with training is design based on its objective. The respondents also provide their answers related to their organization design the training program at the right time. As stated in Table 4.5. 12(11.9%) agreed, 79(78.2%) are remaining neutral and the rest 10(9.9%) of respondents disagree on the company design the training program. Based on mean value (3.01), it shows the training design on time is not satisfactory.

The other training design statement is the topic covered in the training is related to the job requirements. As mentioned in table 4.5, it indicated that majority respondents 53(52.5%) agreed, 44(43.6%) remaining neutral, the rest 3(3%) disagreed with the statement, and the mean value result also reveals the topics covered in the training program is basic and necessary. Regard to the question item4in the table above 71(70.3%) of respondents are neutral, 27(26.7%) and 2(2%) agree and disagree with the designed training methodology helps to gain the required skill to perform the job. Based on the mean value (3.27) analysis implies there is a gap in a controlled methodology. This may lead to a decrease in the expected result from the training program. as Raheja, (2015) stated training method is an essential element to succeed the desire result and nature of the job, size of organization, and cost should consider while selecting training method.

The researcher also seeks to see the organization set measurable objectives. In reply to this question majority of respondents 52(51.5%) disagreed, 39(38.6%) replied neutral and the remaining are agreed with the statement. Regard to mean value (2.58), there is a gap in setting a measurable object while designing the training program which is required for training evaluation. As Noe, Hollenbeck, Gerhart & Wright, (2011) mentioned setting a measurable objective is one factor for effective training which helps to examine whether training programs meet the desired outcome or not.

4.5 Training Implication

Training implication is a phase where the training program tends to existence to get the expected output. As Noe, Hollenbeck, Gerhart & Wright, (2011) argues that implementation phase plays a vital role to have effective training and while implementation, memorably presenting information, employees practice what they are learned and received feedback helps to gain the desired a result from a training program.

As shown in the table below, the survey incorporated response regarding trainees and trainers are selected based on training objective. The majority of respondents 60(59.4%) are neutral, 24(23.8%) are agreed, and the remaining 17(16.8%) disagreed with this statement. Based on mean value (3.06) represents there is a gap of information used in EDR in selecting trainers and trainees. According to Bell, (1997) mentioned training aid should be based on the purpose of training and level of understanding.

Table 4. 6: Employees' response to Training Implication

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
Trainees and Trainers are selected based on training objective.	0	0	24	23.8	60	59.4	17	16.8	0	0	3.06
The Trainers are knowledge about the training topic.	6	5.9	17	16.8	62	61.4	13	12.9	3	3	3.09
Trainers have the ability and interpersonal skill to communicate their knowledge clearly.	0	0	9	8.9	39	38.6	50	49.5	3	3	2.53
The organization use Participatory training delivery											

method.	2	2	19	18.8	54	53.5	22	21.8	4	4	2.93
Training materials are available and easily understandable.	0	0	24	23.8	57	56.4	20	19.8	0	0	3.04
Training Environment is suitable to give the training.	1	1	53	52.5	30	29.7	17	16.8	0	0	3.37
EDR use both on the job and off the job training.	10	9.9	75	74.3	13	12.9	3	3	0	0	3.91

The other question that was asked to respondents in line with the trainers' knowledge about the training topics, Most of the respondents 62(61.4%) neutral, or they don't have an opinion about a statement, 17(16.8%) agreed, 6(5.9%) and 13(12.9%) are strongly agreed and disagreed respectively regard to the statements. The mean value with this statement is 3.09; as far as it laid between 2.62 to 3.4, it implies trainers' knowledge about the topic is moderately good.

The other training implication statement, as shown in table 4.5, the majority of the respondents 50(49.5%) disagreed, 39(38.6%) remaining neutral and the rest 9(8.9%) are agreed with trainers have the ability and interpersonal skill to communicate their knowledge clearly. This analysis implies there is a gap in communication between trainees and trainers. According to state in item no, 4, the majority of respondents 54(53.5%) replied neutral or there is no opinion about organization use participatory training delivery method. 19(18.8%) agreed, 22(21.8%) disagreed, 4(4%) strongly disagreed, and the rest responded strongly disagreed with statement. Regard to the mean value (2.57) most of the respondents are not satisfied with trainers' communication ability. Based on a literature review of this paper communication between trainees and trainers is crucial to transfer knowledge and gain the desired results from training program.

The researcher also asked the respondent their level of agreement about the training availability and easily understandable. Most of the respondents 57(56.4%) replied neutral, 24 (23.8%) and 20(19.8%) are agreed and disagreed with the above statement. The mean value (3.04), illustrates

the training material availability and easily understandability is not much satisfactory for trainees.

The respondent also answered about training environment is suitable to give training. Majority of respondent 53(52.5%) agreed, 30 (29.7%) replied neutral, 17(16.8%) disagreed, and the remaining 1(1%) responded strongly agreed with the statement. According to the mean value represents the training environment to give the training relatively good.

The survey data also depicted responses related to organization use on-the-job and off-the-job training. Most of the respondents 75(74.3%) agreed, 13(12.9) neutral, 3(3%) disagreed, and the rest 10(9.9%) strongly agreed with the above statement. This analysis explains the organization provides the training program both on-the-job and off-the-job training method.

According to the selected manager in the interview session, the selection of trainer takes place with interviews while they are joining the company and on the bias on supervisors and managers. But the trainers are selected by the two Chinese companies who are already signed contracts for 6 years, to provide the training program and transfer their knowledge within the given time. As per the interview conducted, for the training program which is conducted outside of Ethiopia, the trainees are mostly managers and supervisor because the cost of training program is expensive. Regard to training method, the company uses a lecture for off-the-job training and coaching for on-the-job training to improve knowledge, skill, and ability of employees. As the result from questionnaire implies there is a communication gap with trainers, even if, the trainers already selected, it is essential to follow the trainers periodically.

Training method

Training methods is the way to transfer knowledge, skill, and ability properly. According to Armstrong (2014) training methods, in general, can be classified as on job and off job training method. As Raheja, (2015) stated nature of the job, training cost, and size of an organization are mandatory elements to select training methods. Based on the table below, the majority of respondents 87(86.2%) replied they were taken classroom lecture and 62(61.4%) stated they were taken coaching training method. This indicates that EDR uses both on-the-job and off-the-job training method.

Table 4. 7 Training method

Variable	Classroom Lecture		Coaching		Mentoring		Job rotation		Job instructional technique	
	F	%	F	%	F	%	F	%	F	%
What type of employee training method have you taken? (You can select more than one)	87	86.2	62	61.4	0	0	0	0	0	0
Which type of employee training method you prefer the most?	22	21.8	38	37.6	35	34.6	6	6	0	0

Source: Own Survey (2020)

According to a response of respondents, 38(37.6%) prefer coaching training method, 35(34.6%) prefer a mentoring training method, 22(21.8%) and 6(6%) prefer classroom lecture and job rotation respectively. This implies most of the respondents prefer on-the-job rather than off-the-job training method.

4.6 Training Evaluation

Training evaluation is a crucial element to transfer knowledge and skill. According to Tarik, (2018) evaluating training is essential to examine to what extent the gain of knowledge is transferred to the workplace and measure the effectiveness of the training.

As show in the table below, majority response of respondents 60(59.4%) disagree, 37(36.6%) neutral and 4(4%) are agreed and with mean value (2.44) to the statement, EDR take opinion of employees about training material, method, content, and trainers. According to analysis of the management of EDR doesn't receive trainees' opinion while they are taking the training program.

Table 4.8: Employees response to Training Evaluation

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
EDR take opinions of Employees about Training materials, method, contents and Trainers.	0	0	4	4	37	36.6	60	59.4	0	0	2.44
The organization test trainees before and after training.	0	0	33	32.7	56	55.4	12	11.9	0	0	3.2
Employees' knowledge, skill and ability are improved after taking the training program.	0	0	40	39.6	39	38.6	20	19.8	2	2	3.15
The organization looks performance appraisal in order to evaluate the training.	0	0	19	18.8	37	36.6	45	44.6	0	0	2.74
EDR Evaluate the training output each time.	0	0	4	4	9	8.9	77	76.2	11	10.9	2.06

Source: Own Survey (2020)

The other question asked respondents was organization test trainees before and after the training program. The majority of respondents 56(55.4%) have no opinion about the question, 12(11.9%) disagreed, and the remaining 33(32.7%) are agreed with the statement. The mean value (3.2) shows there be some deficiency in evaluating the trainees before given and after the training program is accomplished.

The respondent also answer to employees' knowledge; skill and ability are improved after taking the training program. 40(39%) agreed, 39(38.6%) remaining neutral and the rest 20(19.8%) and 2(2%) are disagreed and strongly disagreed with this statement. According to the mean value

(3.2) represents the training program improves KSA of employees in some extent but there is a gap in fulfilling the expected result due to improve knowledge skill and ability from the training program.

The other question that was asked to respondents was the organization looks performance appraisal to evaluate the training program. Most of the respondents 45(44.6%) disagreed, 37(37%) neutral and 19(18.8%) agreed with the above statement. The mean value (2.70) implies that organization evaluation mostly doesn't depend on the performance of employees.

The respondents also give their feedback about the organization evaluates the training output each time. The majority of respondents 77(76.2%) disagreed, 11(10.9%) strongly disagreed, 11(10.9%) strongly disagreed, 9(8.9%) neutral and the remaining 4(4%) of respondents agreed with the statement. Based on the mean value (2.06) which is laid between 1.81−2.6, implies the management of EDR didn't evaluate the output of the training program properly.

The interview with human resource management and supervisor indicated, to evaluate the training program trainees tested before and after taking and accomplished the training which is given to them. They also explained the company doesn't conduct the effect of training program to employees' skill, knowledge and ability properly, because of a shortage of time and lack of experience experts. According to Robert L. & John H., (2006) training should be evaluated at four different level means at the reaction, learning, behavioral and result level to examine the training is effective or a waste of time. This analysis shows there is a huge gap in training evaluation process especially at the reaction, behavioral and result level.

4.7 Employees perspective on training program

The employees of EDR were asked their opinion towards the training program. As shown in table 4.6 below the responded replied to the question the training program helps to improve my performance.39(38.6%) agreed, 56(55.4%) neutral, 3(3%) disagreed, and the remaining 3(3%) strongly disagreed with this statement. Based on the mean value (3.29) implies there is a gap on training program. The respondents also replied about the effective training practice takes place in my organization, majority respondents 63(62.4%) agreed, 17(16.8%) replied neutral, 19(18.8%) disagreed, and the remaining respondents disagreed with the statement. According to the mean

result (2.04) represents the employees are not satisfied with the training practice takes place in the company.

Table 4.9 Employees attitude towards training program

Variable	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean
	F	%	F	%	F	%	F	%	F	%	
The Training program helps to improve my performance.	0	0	39	38.6	56	55.4	3	3	3	3	3.29
There is effective Training Practice takes place in my organization.	0	0	17	16.8	19	18.8	63	62.4	2	2	2.04
I have enough Training to Perform What a Job Required.	2	2	21	20.8	47	46.5	31	30.7	0	0	2.94
I am Satisfied with Training Delivery method.	0	0	14	13.9	57	56.4	27	26.7	3	3	2.81
Training has the ability to reduce stress of employees.	19	18.8	70	69.3	9	8.9	3	3	0	0	4.04
The allocated time for the training program is enough.	0	0	26	25.7	30	59	13	12.9	3	3	3.07

Source: Own Survey (2020)

As shown in the table above respondents express their level of agreement to I have enough training to perform what a job required, the majority 47(47%) believes it has a moderate impact, 21(20.8%) agreed, 31(30.7%) Disagreed, and the rest 2(2%) strongly agreed with the statement. The respondents also replied to the statement I am satisfied with training delivery method. Most

of the respondents 57(56.4%) neutral, 27(26.7%) disagreed, 14(13.9%) agreed, and the rest of 2(2%) are strongly disagreed. The mean value result for both statements shows us the training program which was provided to them to perform the work, but also some respondents disagreed with the statement this illustrates that the gap in each step in training process prevent them to gain what the job required. Based on the mean value, the respondents are agreed in some extent with the two statements. As John M. Ivancevich & Robert Konopaske, (2013) mentioned training is useful to achieve organizational goals and helps employees improve KSA and to perform their job efficiently and effectively. Amir Elnage & Amen Imran, (2013) also argues that effective training is necessary for upgraded performance. This implies providing trainings to employees have a positive effect on both organization and employees.

According to the data on table 4.6 majority of respondents 70(69.3%) agreed, 19(18.8%) strongly agreed, 9(8.9%) neutral and the rest 3(3%) disagreed with the statement related to training has the ability to reduce stress of employees. The mean value (4.04) implies the majority of respondents believe that training can reduce their stress and helps them to perform their tasks. According to James Watta and Daniel M, (2014) stated giving training to employees helps to improve their morals, increase motivation, improve the capacity to adopt new technology, and also helps to get job security and satisfacation. Similarly,Lerra, (2016) also argues that training helps to create positive feelings among them.

As per the response of respondents to the allocated time for the training program is enough. Majority of respondent 59(58.4%) neutral, 26(25.7%) agreed, 13(12.9%) disagreed, and the remaining 3(3%) disagreed with the above statement. Based on the mean value (3.07), represents the respondent didn't get enough training that would enable them to perform their task. This leads to seeing a little change in effectiveness and efficiency while they are doing their job.

The selected managers were also interviewed related to the challenges of training program. As they stated as the organization and the technology is new to the country, the training is provided by foreigners (Chinese) this makes the training so expensive, lack of human resource professional to cope up with the demand for knowledge, and also trainees have not to background in this sector, this takes much time to receive the expected result within the required

time. Similarly Abdullah, (2009) mentioned a lack of experience workforce, a problem with communication during training with trainers are challenges that affect the desired from training program. Ejigu.T, (2016) also stated cost-related probelems, lack of coordination work unit & suppervisors are the factors which makes training process not followed properly.

At last, in the open-ended question, respondents were asked their comments regard to the strength and weaknesses of the training program. The majority of respondents state the strength of the training program as follows:

- ➢ EDR provide training for employees when they joined the company or pre-job training is takes place in the organization
- ➢ The contents of the training are basic and important to perform the job
- ➢ Some of the trainers have a good knowledge and experience related to the subject
- ➢ Off-the-job training is provided to employees

The respondents also mentioned the weakness of the training:

- ➢ The training gives more focus on off-the-job training
- ➢ There is a huge communication gap due to language problem because of most trainers are from Chinese who are not good in English
- ➢ Trainers smoke a lot while giving training program
- ➢ There is no good training need assessment
- ➢ There is overlapping of the training particularly for middle management staff
- ➢ Skill and management transfer is not controlled and followed by managers of EDR
- ➢ There is no frequency and continuity of training programs.
- ➢ Some of the trainers have no background about railway industry which makes it difficulty of understanding the topic easily
- ➢ The output is not evaluated periodically
- ➢ Absence of tea and coffee while conducting a training program
- ➢ Many courses were given at a time this makes it difficult to understand them
- ➢ There is a gap in trainee selection

CHAPTER FIVE

SUMMARYS, CONCLUSIONS, AND RECOMMNDATIONS

This chapter contains a summary of major findings, conclusion, and recommendation based on the data presented and analyzed.

5.1 Summary of the major findings

The study conducted to assess training practice and challenges at EDR. 101 questioners and interviews were the sources to gather data.

➢ The study reveals there is less frequency and absence of continuity of training delivery in the organization because of railway technology is new to the country and the cost of training is expensive.

➢ The study result shows the organization is much concerned with organizational analysis technique to identify the training need program but there is a gap in giving focus on a person and task analysis which is very essential for effective identification of training needs.

➢ The study reveals that the training objective stated to employees, the training program designed based on the objective of training and it is found that topics covered in the training programs are basic and related to the job required. But there is a gap in setting a measurable objective in the organization which is very essential for training program. As Noe, Hollenbeck, Gerhart & Wright, (2011) mentioned setting a measurable establishing a measurable is a vital element to examine the training program is effective or not and it helps to improve the probability of the training to succeed.

➢ Majority of respondents' states there is deficiencies on trainers have the ability and interpersonal skill to communicate their knowledge clearly due to language barrier. As John M. Ivancevich & Robert Konopaske, (2013) argue to some extent, the effectiveness of training program depends on trainers personal characteristics, the ability to speak and write effectively.

➢ The result of study shows there is a suitable environment to provide the training program. Even if smoking in the classroom and absence of tea, coffee while conducting the training program makes the trainees bored.

➢ According to the response of respondents EDR uses both on-the-job and off-the-job training methods to facilitate the training program. The organization gives more focus on off-the-job training method.

➢ The study reveals that the management of EDR doesn't take opinion of trainees about training material, a method, trainees, and contents of training. This reveals their reaction of employees which are very essential to evaluate training program is not takes place properly.

➢ The research result shows the organization tests the trainees before and after training. These help to identify the trainees' understand of the contents of the topic which is given to them.

➢ The result of study shows that management EDR has a gap in evaluating the training output periodically. This implies the organization is more concerned in providing the training program.

➢ Majority of respondents do not agree with there is effective training practices takes place in their organization

➢ The result of study reveals the main challenges of the training practice are lack of professional is available in the country within this sector, the technology used is not familiar, employees have different background, there is a problem of budget to assess each training practice because the organization is not profitable at this time, in addition to this the payment to Chinese trainers is too expensive and communication gap due to language barrier is the occurred in training program.

5.2 Conclusions

The purpose of this study has been to assess employees' training practices and challenges at EDR. To meet the research objective the study gives focus on training need assessment, training design, training implication, training evaluation, training frequencies, and employees' perspective towards the training program. Based on data analysis and interpretation of the entire study the researcher drawn the following conclusion.

According to the finding from analysis and interpretation, it can be concluded there is less frequency and lack of continuity problem takes place in organization. This makes the training gap program is not efficient and effective.

Regarding with EDR training assessment the organization identifies need with direct observation and bias on supervisors. Based on the research result the training needs assessment not conducting properly due to the company many focus on organizational analysis technique and give less concern to the task and person analysis to identify the gap properly. In addition to this, employees also don't participate in training needs assessment practice. This makes the exact need of the training is not well addressed. As Noe, Hollenbeck, Gerhart & Wright, (2011) mentioned organization, person and task analysis are necessary elements to identify training needs.

Regarding training design, even if training objective is good design, clearly identified, and the objective of the training program is designed based on the objective of training. The organization doesn't set a measurable objective which helps to clarify the expected outcome from the training program and also there are employees less participation in designing. These help to identify the objective is met with the expected result or not.

Regard to training implication, it can be concluded that the trainers have not good communication with trainees; because of they are not good at English. This makes difficulty in gaining the expected result. In addition to this, the trainers smoke cigarettes while they are giving the training. This distracts the training environment. Related to training delivery method, respondents' stated EDR gives more time for off-the-job training method where training is given outside from job environment than on- the- job training which is employees learn or take training while performing their job.

The study indicated that EDR has a great deficiency in evaluating the training program; it is known that evaluating the training program helps to identify the training process is going well or not, and helps to have effective in organization. Based on analysis EDR doesn't follow and take opinion of trainees while, the training program is conducting, and also the training outcomes are not evaluating each time. It is clear that without evaluating the training

program, it is very difficult to have effective training, or gain the desired result from the training program.

Employees' perceptive relation to the training program, even if the training helps to improve employees knowledge, skill and ability to perform what a job required the training which is given to them is not efficient and effective training practices takes place in the organization.

Based on the findings and conclusion of the study, the researcher produced and forwarded the following recommendation.

5.3 Recommendations

➢ Training program can minimize the gap between the existing and desired knowledge, skill and ability. Therefore, it is recommended that provide training program frequently.

➢ Training needs assessment is a foundation and very essential practice to design and implement the training program. So, it is advisable EDR conduct training need assessment by considering task and person analysis. This helps the organization to identify the training needs effectively to conduct properly.

➢ EDR recommended setting measurable objectives, to identify the expected outcomes. It helps to be an input to evaluate whether the training program is done well or not.

➢ There is a problem with regard to communication because of the most trainers are from Chinese, who are not good in at English. Therefore, to correct this problem, it is recommended that EDR either change the trainers with qualified trainers or hire a translator in to facilitate the training program properly.

➢ Training environment is a vital element to get desired outcomes from training program. Based on stated in conclusion the trainers smoke cigarette a lot while they are giving training. It is recommended smoking cigarette should be forbidden.

➢ EDR is advised to give more focus for on-the-job training such as coaching and mentoring rather than classroom lecture.

➢ Training evaluation practice is a crucial element to identify the training is effective or a waste of time and also, it is important to design to the future training program. Therefore, EDR recommended take opinions of trainees while they are taking the training and evaluate the outcome of the training each time. These help to improve the training program and gain a good result.

➢ Lastly, to have efficient and effective employees training program, it is recommended that EDR follows each and every step of training practices including Training needs assessment, training design, training implementation, and training evaluation properly.

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Appendix A
St. Mary's University
School of Graduate Studies
Department Of Business Administration

Questionnaires to be filled by Employees of EDR

Dears Respondent,

The questionnaire designed to conduct research for partial fulfillment for degree of master of Business Administration in St. Mary University. The purpose of the study is to assess Employees' training practices and challenges at EDR. Thus, you are kindly requesting your cooperation in completing questionnaire which is using to collect data for research study.

Yours honest and accurate answer will make the study more valuable. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality. If you have any query, please contact me through +251921322534. Finally, I would like to thank you in advance for your cooperation and for scarifying your valuable time.

Note
- ✓ Please don't write your name
- ✓ Please tick (√) in the box that best reflects your answer for each question.

Sincerely,

Mahlet Masresha

Part one: Demographic Information

1. Gender: Male ☐   Female ☐

2. Age (years)   18– 25 ☐   26 – 35 ☐   36 – 45 ☐

                                 46 – 55 ☐   >55 ☐

3. Service year in EDR: 1–2 year ☐   >2 year ☐

4. Educational status: Certificate ☐   Diploma ☐

                     BA/BSc Degree ☐   Master's Degree ☐

                 Other, please specify_____

5. Position in Organization: Staff /non-management ☐   Supervisor ☐

                     Management ☐

Part Two: General Information on Training Practices

1. Have you participated in any training program organized by EDR?

                 Yes ☐   No ☐

2. If you answer is yes, How often you attending training program?

                 Only Once ☐   Twice ☐

                 Several Times ☐   Rarely ☐

3. In the need assessment process, which of the following techniques is mostly used in order to identifying your organization's training Program?

         ☐ Organizational analysis   ☐ Task analysis   ☐ Person analysis

4. What type of employee training method have you taken? (You can select more than one)

☐ Classroom lecture   ☐ Coaching   ☐ Mentoring

☐ Job rotation   ☐ Job instructional technique

5. Which type of employee training method you prefer the most?

☐ Classroom lecture   ☐ Coaching   ☐ Mentoring

☐ Job rotation   ☐ Job instructional technique

Part two: Questions related to Training practices and challenges

Please indicate to what extent you agree with the following statements using the rating scale provided and put √ in the box which highly reflect your idea. Where Strongly Agree (SA) =5 (Translated to a very high impact), Agree (A) = 4 (Translated to a high impact), Neutral (N) = 3 (Translated to a moderate impact), Disagree (D) = 2 (Translated to a low impact), and SD= Strongly Disagree (SD) =1 (Translated to a very low impact).

2.1 Training Need Assessment Practice						
No	Statements	SA	A	N	D	SD
1	EDR has a system to conduct Training need assessment.					
2	Training need Assessment method designed and developed based on analysis of Employees knowledge, skill and ability gap.					
3	Training need Analysis method of organization enables to perform your task.					
4	The organization Perceive employees' opinion while conducting Training Need Assessment.					

2.2 Training Design

No	Statements	SA	A	N	D	SD
1	Training objective is clearly identified.					
2	The objectives of training are well stated to employees.					
3	EDR design the training program based on the objective of training.					
4	EDR design training program at the right time.					
5	The topics covered in the training are related to the job required.					
6	The designed training methodology helps to gain the required skill to perform a job.					
7	EDR set measurable objective.					

2.3 Training Implementation

No	Statements	SA	A	N	D	SD
1	Trainees and Trainers are selected based on training objective.					
2	The Trainers are knowledge about the training topic.					
3	Trainers have the ability and interpersonal skill to communicate their knowledge clearly.					
4	The organization use Participatory training delivery method.					
5	Training materials are available and easily understandable.					
6	Training Environment is suitable to give the training.					
7	EDR use both on job and off job training.					

2.4 Training Evaluation						
No	Statements	SA	A	N	D	SD
1	EDR take opinions of Employees about Training materials, method, contents and Trainers.					
2	The organization test trainees before and after training.					
3	Employees' knowledge, skill and ability are improved after taking the training program.					
4	The organization looks performance appraisal in order to evaluate the training.					
5	EDR Evaluate the training output each time.					

2.5 Trainees' Perspective to the Training Program						
No	Statements	SA	A	N	D	SD
1	The Training program helps to improve my performance.					
2	There is effective Training Practice takes place in my organization.					
3	I have enough Training to Perform What a Job Required.					
4	I am Satisfied with Training Delivery method.					
5	Training has the ability to reduce stress of employees.					
6	The allocated time for the training program is enough.					

Part Four

Please describe your comment for the following questions

1. What is the strength of training program?

2. What is the weakness of the training Program?

Thank You for your feedback!!

Appendix B

St. Mary's University
School of Graduate Studies
Department Of business Administration

Interview Questions

The interview question is designed in order to collect information about the employees' Training Practice and Challenges at EDR and it will also contribute in partial fulfillment of the researcher's degree of Masters of Business Administration. Your cooperation in responding to a question will make this study valuable and I believe the result of the study will benefit for the organization.

I would like to thank you in advance for your valuable assistance!!

1. How the organization conducts Training Need Assessment?
2. How Trainees and Trainers are select for Training Program?
3. What kind of Method the organization used to evaluate the training program?
4. What training methods are used in EDR to improve Skill, Knowledge and ability of Employees?
5. What are the critical challenges are occur in conducting training program?
6. Does the management of EDR take a feedback from employees who are taken the training?