

**ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICES AND
EMPLOYEE PERFORMANCE (IN CASE OF ETHIO TELECOM
MUGHER BRANCH)**

**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF
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ABSTRACT

The research study conducted on the assessment of training and development practice and employee performance in case of Ethio telecom Muger branch. It is worth to conduct research on this topic, because assessment of training and development and employee performance plays a significant role in order to evaluate the performance of the organization. Due to the small number of employees the researcher use the census method. The researchers collected data by using both primary and secondary data. The primary data collected from employee of organization by distributing questionnaires and secondary data collected from books and journals. The data gathered was analyzed and interpreted by using tables and percentages.

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CHAPTER ONE

1 INTRODUCTION

1.1 Background of the Study

Training and development Practice are a learning experience in it seeks a relatively permanent change in an individual that would improve his or her ability to perform the job. We typically say training and development practice can involve the changing of skills knowledge, or social behavior. It might mean changing what employees know, how they work their attitudes towards their work, or their interaction with coworkers or their supervisor. For our purpose training and development, practice was presented as it applies primarily to operative employees in the organization. Every organization needs to have well trained and experienced employees to perform the activities that have to be done. If current or potential job occupants can meet this requirement, training is not important when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employees (Decento 2003).

As jobs have become more complex, the importance of employees training will be increased when jobs were little needs for employees to upgrade or alter their skills. But the rapid change taking place during the last quarter century in our highly sophisticated and complex society have created increased pressures for organization to readapt the product and service produced the manner in which product and service reproduced and offered, the types of skills necessary to complete these jobs (Robbins, 2003).

The quality of employees and their development through training and education are major factors in determining long term profitability of a small business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase the productivity. Training of them is considered for new employees only. This is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirement (Raymond Noe, 2006).

1.2 Statement of the Problem

The purpose of this study was to examine the assessment of training and development practice and employee's performance. As the researcher gathers data, it's been noticed that the majority of employees are not well trained as a result; the administrative employees, skills

and abilities have over the years have not been enhanced to enable them to become effective and efficient. Though there is an academic board, subcommittee and staff member it seems that it does not have a well-arranged policy of director members in their work. Even though the Ethio telecom of Muger branch is described as the premier Ethio telecom by its management and employees, it appears that the branch does not currently have good staffing policy, training and development practice policy as a succession.

1.3 Research questions

Based on above clarification the researcher tried to assess and the following research questions: -

- What are the issues that work against training and development practice in the Ethio telecom Muger branch?
- How training and development practice needs of Ethio telecom Muger branch employees are determined?
- Does training and development practice have an implication on the performance of employees for the achievement of organizational goals in Ethio telecom Muger branch?

1.4 Objectives of the Study

1.4.1 The General Objective of the study

The main objective of the study was to assess the assessment of training and development practice and employees' performance of Ethio telecom Muger branch.

1.4.2 The Specific Objectives of the study

- ✓ To find out whether there are organizational issues that constraint training and development practice in Ethio telecom Muger branch.
- ✓ To investigate how training and development practice needs of employees are determined.
- ✓ To find out how training and development practice of employees contribute to the achievement of the goals of Ethio telecom Muger branch.

1.5 Significance of the Study

This study is vital for Ethio Telecom Muger branch in order to gain sufficient information about employees and understand the reliability in order to perform their work. In addition,

this study is important for Ethio telecom Muger branch to know about implication of training and development practice on their employee's performance.

This study added some knowledge and increase performance of finding of the investigator not only this but also this study is important for other researchers to use as reference and also important in order to know about nature and type of training and development practice, guide for employees and about training and development practice for common goal. It also provides additional information to the existing literature that will improve employee's performance. the finding of study identifies the best practices and suggest policy makers to give due attention to other similar business or qualification on what to do satisfy in their training and development practice system. And the research is also very important to other organization other than Muger Ethio telecom to gain competitive advantage. Finally, the research become important for the society to get quality service from the organization.

1.6 Scope of the Study

This study was encircled with different constraints and limited to geography, conceptual area and capacity of the researcher's knowledge.

- **Conceptually:** -the study was conceptually focused on the assessment of training and development practice and employee's performance at Ethio telecom Muger branch.
- **Geographically:** - the study was not covering large areas because of different constraint limiting it and the study was geographically limited to Ethio telecom Muger branch.

1.7 Limitation of the study

Even though I used my maximum effort to make the study, while conducting this study I faced the following limitation. This limitation includes: -

- Scope of the study was only limited to the Ethio telecom in Muger branch.
- Lack of adequate secondary data particularly in relation with training and development practice.

1.8 Ethical consideration

Kinds of ethical consideration that was made during conducting this research;

- ✓ Research participants were not subjected to harm in any ways whatsoever.

- ✓ Respect for the dignity of research participants was prioritized.
- ✓ Any type of communication in relation to the research was done with honesty and transparency.
- ✓ Any type of misleading information, as well as representation of primary data findings in a biased way was avoided.

1.9 Organization of the study

The study of the organization was organized into five chapters. The first chapter deals with introduction, which consists of backgrounds of the study, background of organization, Statement of the problem, significance of the study, objective of the study, scope of the study and limitation of the study. The second chapter emphasizes on review of related literature, which briefly discuss about the definition and concepts of training and development practice and another related concept. The third chapter consists of methodology of the study. The fourth chapter consists of data presentation and analysis. The fifth chapters deals with summary of major finding, conclusion and recommendation of data collected from the organizations.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Definition of Training and Development Practice

Well trained employees are key to a business success it has been shown that the most successful and productive employees can be described as the cream of the scope that often has strongest stake in an organization's future.

According to Dessert (2008) even when employees are carefully selected, it does not guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with high potential to perform may not still perform his job if he does not go through training and development practice.

Cole (2004) postulates that human resources are the most dynamic of all of the organization's resources and therefore needs considerable attention from the organization's management.

Training and development practice activities and most other activities in an organization depends on the policies and strategies of the organization. What a well-organized training would refer to is "systematic training". Which is why job descriptions are inevitable during the recruitment and selection process furthermore, in establishing what training and development practice needs, an organization must start with better job descriptions and better performance appraisal?

2.1.1 Definition of Training

Decento and Robbins (2000) explains training as a learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. This means that training must be designed in such a way that, it will involve either the changing or enhancing of skills, which could involve what the employee knows, how he works, his relation and instruction Cascio (1992).

Monappa and Saiyadlain (2008), define training as "the reaching or learning activities carried for the primary purpose of helping members of an organization it is the act of increasing the knowledge and skill of an employee for doing particular job."

Desler (2008) sees training further as a means of giving new or current employees the skill the needed to perform at their various jobs, continuing, he sees training as the hall mark of

good management. And thus, when managers ignore training, they are doing so to the great disadvantage of the organizations they manage this is because having high potential employees does not guarantee they will perform on the job.

Cole (2004) argued that human resources are the most dynamic resource of the all the resource at the disposal of the organization and thus, the human resource needs to be given considerable attention from management to enable this resource realizes their full potential in their work. For this reason, management must address motivation.

He further provided some definitions that are worth nothing.

Education; usually intended to mean basic instruction is knowledge and skills designed to enable people to make the most of life in general it is personal and broadly based.

Training; implies preparation for an occupation or specific skills it there for narrower in conception than either education or development, it is job oriented than personal.

Development; usually suggests a much broader view of knowledge and skill acquisition than training. It is less job oriented than career oriented it is concerned more with employee potential than immediate skill. It sees employee as an adaptable resource.

Learning; this process of acquiring knowledge, understanding, skill and value in order to be able to adapt to any environment, it under pins all of the above three terms.

Competence; this refers primarily to a person's ability to demonstrate to other that they can perform a task, process or function to predetermined standard, it is all about putting learning in to practice.

Finally, Ivancevich (2010) says "training is an attempt to improve current or future performance of an employees and it is important for both new and current employee" he quotes Clifton and kink (2005) as follows. Some future definition as used in this research as follow. Human resource practitioners provide there are three types of learning activities to employee of their organization namely education, Training and development learning.

Development Learning; This is a relatively permanent change in behavior as a result of some experience. If let's say supervisor watches a film on employment counseling and as a result changes his counseling style then learning is said to have occurred on the part of the supervisor.

Education; along term learning activity aimed at preparing individuals for a variety of roles, in society as citizens, workers and members of family groups.

As bediak (2002) simplifies it thus “education aims at equipping individual with skills and knowledge enable them to respond meaning full lives.

Training; any learning activates which is directed towards the acquisitions of specific knowledge and skills for the purpose of an occupation of task.

2.1.2 Role and Impact of Training and Development practice on Employees Performance

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers’ skills contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies. (www.oecd.org)

Unemployment

Unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period (*Noe 2001*)

The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment, which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training.

Therefore, lifelong learning policies, if well targeted for specific groups, can be effective in improving the labor market performance of these groups, and can form part of a general

Strategy to reduce unemployment traps.

2.1.3 Importance of training and development practice for employee’s performance

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management

place on training and development practice, some employees are still reluctant to be trained. Training and development practice offer more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training. (Choo, S., & Bowley, C. (2007).

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person (*Bowley, 2007*)

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges (*DeCenzo 1994*)

2.1.4 Effective Training for Employees Performance

Implementation of formal training and development practice programs offers several potential advantages to employee's performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and employee's satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (*Ambler, 2006*)

Effective training and development practice begin with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in

the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program (*Schwartz 2000*).

2.2 Training and Development practice Policy

Policies are formulated to provide guides to action and to set limits to decisions making. What should be done in certain circumstances and how particular requirements and issues must be dealt with Armstrong and Stephens (2005), policies are set up in such areas as marketing finance operation as well as human resource. In human resources there could police on training and development practice, recruitment and selection, salary administration and compensation just to mention a few such organizational policies are either formally expressed in manuals or informally as have grown from customs and traditional practices over the year.

There would be the strong need for a policy document usually start with a statement of broad objectives of management its philosophy for the establishment of a mutuality of interest with its for great cooperation Mullins (2007) lists the following as the employee's essential components of a training and development practice policy.

- ✓ The view that continuous training (and retaining of employees) in the norm.
- ✓ The assumption that training will be a lifelong process (may as long as employee remains in the employment of the organization).
- ✓ Recognition of the need to update existing skills, replace redundant skills and train for new skills and
- ✓ The need for multi-Skilling to cope with change, (In today work lab our market multi skilling is the new paradigms shift for would be employees). This is because with the increase in the cost of doing business while profit is declining, management of business are working to cut cost in the numbers of hired employees.

2.3 Aims and objectives of Training and development practice

Argyris (1971) contends that organization effectiveness is dependent on ability to accomplish the following objectives.

- ✓ To achieve goal.
- ✓ To maintain itself internationally.

- ✓ To adapt to its environment.

For there to this contagion B.M Bass (1969) identified three other factors which could necessitate training activity as quoted by Moapa and Saiyadain;

- ✓ To keep pace with advance industrialization for the organization's survival.
- ✓ To train and retrain from the shop floor to the top executive development because of expansion in numbers of employees and control mechanisms.
- ✓ Training in human relations has become necessary for talking human problems and also for peacefully industrial relations.

2.4 Training needs identification and analysis of Assessment

According to Munappa and Saiyadain (2008) many methods for training needs identification and analysis have been proposed. They quote as survey that was conducted by Sinha (1974). In which the under listed methods have been identified.

- ✓ Views of the line manager.
- ✓ Performance of appraisal.
- ✓ Organization and development plans.
- ✓ Views of the training manager and
- ✓ Analysis of job difficulties and job description.

In the Thayer and MC Ghee model the above method seen to have summarized in to only three broad areas for consideration.

- ✓ Organization analysis
- ✓ Task analysis and
- ✓ Man analysis

This model agree with the position of Cascio (1992), as found in his book "managing human resources, quality of life profits" with just slight change in the choice of words.

2.5 Training and Training Transfer

A major problem of training programs in some organization is the transfer of employees learning to back to the work place or the situation, Moorhead and Griffin (1998). It has been

asserted by management from casual observation that, very often when an employee learns a new skill.

In the view of Cascio (1992) training and development, and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during training could be applied on the job training results thus could come in their kind.

- ✓ Enhance job performance positive.
- ✓ Hamper job performance negative and
- ✓ Has no effect neutral

2.6 Training methods and techniques

According to Desler (2008), Training and development practice must consist of five steps.

Step 1, Needs analysis in this step the trainer identifies the specific job performance skill needed assess the prospective trainee's skills and then develop specific.

Step 2, Instruction design; here the trainer decides on content and produce the training programmer, content including work books exercise, and activities some the techniques might clouding on- the job training off the job training and soon.

Step 3, validation, (optional) this stage validates step 2 in which there is testing of the training programmer on as much represent active alliance.

Step 4, Evaluation; here management assesses success or failure of the programmed

Step 5, Implementation; this is where the training programmed is actually put in to action.

For a training and development programmer that strongly considered using learning principle to be most effective in skills learning, the under mentioned four essential ingredients must have to be present.

- ✓ Goal setting: In other words what is to be achieved at the end training programme.
- ✓ Practice: there is what activities must trainee go through during the training sessions and up on return to the job situation from training and
- ✓ Feedback: mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training program.

There are various training techniques for organizations to train if its employees especially the training is to done by personnel internally on the job training Dressler (2008) lists the following types.

- ✓ On- the job; this is the best way of learning practical work-based skills. The trainee learns by carrying out real work tasks under instruction from a colleague, trainer or manager
- ✓ Off – the job; off the job training method involves attending courses and training event away from the work place.
- ✓ Apprenticeship; is employers the opportunity to shape un-experienced workers to fit existing and future job.
- ✓ Job rotation; this method involves moving employees to various positions in the organization to expand their skills, and abilities. It can be either horizontal or vertical.

2.7 Training Evaluation on employee’s performance

The final step in the training and development practice process is the evaluation of the whole training programmed. The evaluation process is very important because the training had at one set some objectives to achieve and thus the evaluation process at the end of the training programmed. According to Ivancevich (2010) it is more effective to use multiple criteria to evaluate training.

Dressier (2008), sets basic categories of training programmed out come

- ✓ Reactions for the trainees to the programmer are evaluated
- ✓ In respect of learning trainee are given some kind of a test to find out whether they learning the principles skills and facts that they were supposed to learn.
- ✓ Find out whether trainees’ behavior on the job has changed due to the training programmed and finally.
- ✓ Find out whether the objective set before the training has been achieved.

A sure – bedioxo (2008), with a strong back ground in the Ghanaian context virtually urged with the evaluation of attaining program.

He also suggested four ways (which are not different from what has been said already by the previous writers except the choice of words) as.

- ✓ Trainee satisfaction
- ✓ Evaluating learning
- ✓ Evaluating learning application
- ✓ The impact of all three above on the organization.

2.8 Benefit of training and Development practice for employee's performance

Mullins (2007), Gives the purpose of training and development practice to improve knowledge and skills and to change trainee's attitude. Thus, training becomes one of the most important potential motivators and hence the following benefits do accrue from training and development programmes.

- ✓ Increase the confidence and commitment of staff.
- ✓ It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This is result of performance appraisals.
- ✓ With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career promotion opportunities.
- ✓ Training and career development practice improves the availability and quality and skills of staff.

According to Cure (2004). Benefits to organizations from systematic training and development practice include.

The provision of a pool of skilled personnel for the organization, (some as Mullins fourth point)

B, greater commitment of staff (first point of Mullins)

- ✓ Improved service to customer's e.g. EthioTelecom Muger branch.
- ✓ Improvement in job performance with its resulting increase in productivity over all from all of the above. It became quite clear that training and development practice is a very key element in the improvement process of organizational performance.

Other benefit that would accrue from training and development practice are:

- ✓ Increased job satisfaction and morale among employees.
- ✓ Improvement in job satisfaction, reduction in employee turnover, scrap and wastage.

Though the benefit discussed above is no exhaustive they give an indication to the Ethio Telecom about the need to give an indication to the Ethio Telecom about the need to take training and development practice very seriously.

2.9 Empirical Review

The training and development function play a further superior role and clutch more importance, as it deals with knowledge of workers. Employees are entrusted different roles and responsibilities in the LIC. Training enables them to carry out these roles and responsibilities efficiently and also learn new things, which will prepare them to take up higher responsibilities in the future. In the insurance sector, the training and development function hold a key responsibility by helping employees to upgrade their performance on a continuous basis. This paper analyzes the status of various training and Development practices in Life Insurance Corporation in India and explores the proposed link between the training and employee's productivity. The study makes use of statistical techniques such as mean, Standard deviation, Z test. Correlation analysis and regression analysis to process and analysis the data Collected for this study. The result shown that the Training in Life. Insurance Corporation is average and the perception of employees regarding the Training and Development do not differ significantly. The paper ends by offering useful suggestions to the management involved in the operations of the Corporations. Some of the recommendations are- it is vital that managers, senior executive, as well as all employees receive training; and that any training/management development which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization.

Human resource development (HRD) is concerned with the provision of learning and development opportunities that support the achievement of business strategies and improvement of organizational, team and individual performance (Armstrong and Baron, 2002). The journey toward s a knowledge economy demands the new additional type of competencies like team spirit, co-operation, etc. To reach the destination of knowledge economy in high productivity places like insurance, the lifelong learning concept should be applied to its workforce. During the last ten years, "lifelong learning" has become one of the most frequently heard terms in training circles. This is perhaps an apt response to the increasingly rapid changes under-way in modern societies. As a sequel, every business entity worth its salt is placing utmost importance on the development of Human Capital - the knowledge, skills and motivation embodied in people. The growing share of economic output in the services sector is turning to be knowledge and information-intensive. This in itself is placing a high premium on the continued chronological development. This reality according to Goldstein and Gillian (2006);

and Zager (2008), has magnified the importance of successful training and development programs with measurable results. Consequently, training and development has become one of the most critical aspects of human resource management effectiveness.

2.10 Knowledge Gap and Analysis

The literature shows that in the past decades, limited studies have been conducted in assessment of training and development practice and employee performance in Ethiopia with different study area.

According to the empirical studies, there is no direct empirical literature which is related with assessment of training and development practice and employee performance in case of Ethio telecom in Mugerbranch. The previous researcher concentrated on financial institution like banks and other service sector. to fill these gaps this study tries to the assessment of training and development practice and employee performance in case of Ethio telecom Muger branch.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design and Approach

In this study, i used descriptive types of research design method. The goal of descriptive research is to offer the researchers a profile or to describe relevant aspects of the phenomenon of interest from an individual, organizational and industry-oriented prospective. The objective of descriptive research is ‘to portray an accurate profile of person, events or situations’ (Robson 2002:59).

3.2 population and Sampling

3.2.1 Target Population

Target population of this study was taken on Ethio telecom Mughher branch which have about a total of 45 permanent employees. Therefore, I used census techniques.

3.2.2 Sample size and sampling techniques

In Ethio telecom of Mughher branch there are 45 employees. Given the small number of employees, I used census method, thus eliminating the need of sample size. I distributed the questionnaire (open ended and closed ended) for the participants of the organization.

3.3 Data Type, Source and Method of Analysis

3.3.1 Type and source of data

I used both primary and secondary data. The primary data sources the resercher used were questionnaires and interviews while secondary sources used in this research was books and journals.

3.3.2 Method of data collection

I obtained and gathered the reliable data and necessary information from both primary and secondary sources. Primary data are those data collected by an interviews and questionnaires. I gathered most data from primary sources by using self-administered questionnaires. A self-administered questionnaire that is filled by the respondent rather than by an interviewer. It offers the most cost-effective method for getting enough information (William G. Zinkmund: 2004). I also used unstructured interviews as other means of gathering primary data. Additionally; I used secondary data sources such as books and journals.

3.3.3 Data analysis and presentation

The data collected have no meaning without analyzing and interpreting it. Therefore, the data was analyzed by using descriptive data analysis that use percentage and frequency and data was presented by using descriptive data that will use simple tabulation.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This section is used for data analysis and interpretation. The data collected through the distributed questionnaires tabulated as per the numbers of respondents for each item, sex difference and their respective percentage and presented as the comparing the relative percentage. In this research study a total of 45 questionnaires were distributed to total respondent among the distributed questionnaires, 38 of the respondents there filled and returned.

4.1 Demographic characteristics of the respondents

Under this section personal back ground of the respondents such as respondents' sex, age, educational level, employees working experience are presented and analyzed.

Table 1: Respondent sex

Sex	Frequency	Percentage %
Male	23	61
Female	15	39
Total	38	100

(Source: questionnaire, 2020)

These figure shows that 61% of the respondents were male and the remaining 39% were female. Majority of the respondents are male.

Table 2: Respondents' age

Age	Respondent frequency	Percentage %
<25	8	21
26-35	18	47
36-45	12	32
Total	38	100

(Source: questionnaire, 2020)

This table shows that 21% of respondents are age below 25 years, 47% are 26-35, and 32% are 36-45. It shows that total respondents, at different age levels participated by responding

the questionnaires. So, this table implies that more respondents are found in the age level at 26-35 years, so these employees are found in workers or productivity age.

Table 3: Respondents' specialization

Department	Frequency	Percentage %
Management	11	29
Economics	21	55
Marketing	–	–
Accounting and financing	6	16
Total	38	100

(Source: questionnaire, 2020)

Table 4.1.3 shows the response received from the employees regarding the types of departments. They belong a 29% of respondents indicated that they were with the management department. 55% of the respondents indicated worked at the economics department and 16% of respondents indicated accounting and financing department. So, we concluded that we get sufficient information from economics department.

Table 4: Respondent educational level

Educational level	Respondent frequency	Percentage (%)
Diploma	15	39
Degree	20	53
Above degree	3	8
Total	38	100

(Source: questionnaire, 2020)

As the table shows diploma holder respondents are 39%, degree holder respondents are 53%; above degree holder respondent are 8%. So, most of the response implies that at the employees 53 % are degree that means they have additional skill and knowledge.

Table 5: Experience year

Service year	Frequency	Percentage%
Less than 2 years	6	16

Between 2 to 5 years	17	45
Between 6 to 8 years	12	31
Above 8 years	3	8
Total	38	100

(Source: questionnaire, 2020)

Table 4.1.5 shows the response received from the employees regarding the number of years they have worked with EthioTelecom Muger branch 16% indicated that they had worked in Ethio Tele com Muger branch for less than 2 years whiles another 45% indicated that they had worked between 2 to 5 years, 31% indicated they had worked between 6 to 8 years and 8% indicated they had worked above 8 years. So we concluded that more experienced employees help the organizations to perform in a better ways than employees less experienced.

4.2 Questionnaires analysis

Table 6: Knowledge of training and development practice of the Ethio telecom Muger branch.

Respondents	Frequency	Percentage %
Yes	11	29
No	19	50
Not sure	8	21
Total	38	100

(Source: questionnaire, 2020)

Table 4.1.6 29% said it shows that 50% respondents at Ethio telecom Muger branch indicated that they were not aware of any training and development practice policy, they were of the existence of training and development practice policy while 21% indicated they were not sure of the existence of training and development practice policy. The analysis implies that training and development practice policy at institutions are not mostly known to employees who sometimes hinder any proposed training and development practice program.

Table 7: Have you ever received any form of training since joining Ethio telecom mugher branch?

Respondent	Frequency	Percentage%

Yes	28	74
No	10	26
Total	38	100

(Source: questionnaire, 2020)

Table 4.1.7 Shows that 74% of respondents at mugher Ethio Telecom replied that they had received training since joining Ethio telecom mugher branch. While 24%, didn't receive training joining mugher Ethio telecom. The analysis implies that training and development practice programmed usually takes several forms including in house (Workshop, seminars etc.) or external (Consultant engagement).

Table 8: Impact of training on work performance

Responses	Frequency	Percentage %
Excellent	17	45
Very good	13	34
Good	8	21
Total	38	100

(Source: questionnaire, 2020)

Data analysis from table 4.1.8 indicates that a maximum of 45% respondents agreed that the impact of training on their work performance was excellent. Respondents representing 34% mentioned that the impact of training on their work performance was very good while 21% said the impact of training on their work performance was good. The implication of the result confirms that training adversely impacts on work performance.

Table 9: Relevant of training center to achieving personal needs, goals and self development

Responses	Frequency	Percentage %
Relevant	19	50
Somewhat relevant	14	37
Not relevant	5	13
Total	38	100

(Source; questionnaire, 2020)

With regard to the question of above table number relevant to achieving personal needs, goals and self-development respondents representing 50% indicated that the training content was relevant to achieving their personal needs and self-development, 37% said content was somewhat relevant and 13% indicated content was not relevant. The analysis explains report that training content must seek to achieve individual personal needs, goals and self-development.

Table 10: Organizational issues constraining training and development practice at Ethio telecom mugher branch.

Responses	Frequency	Percentage%
Yes	33	87
No	5	13
Not true	-	-
Total	38	100

(Source: questionnaire, 2020)

Table 4.2 shows that 87% respondent representing indicated that were organizational issues constraining Training and development practice at Ethio-tele.com mugher branch and 13% respondents said there were no organizational issues constraining training and development at Ethio telecom mugher branch.

From this we concluded that organizational issues constraining training and development practice at Ethio telecom mugher branch.

Table 11: If yes indicates organizational issues by ticking

Organizational issues	Frequency	Percentage%
Employee's failure understands the training needs of Ethio telecom.	11	29
Lack of top management support for the training and development practice	16	42
Inability to gain the understanding and acceptance of employees	7	18
Failure to ensure that adequate resources (finance, people,	4	11

and time) required to implement the training		
Total	38	100

(Source; questionnaire, 2020)

Table 4.2.1 organizational issues that constrain training and development practice at Ethio tele com 42% indicated that the lack of top management support for training and development practice at Ethio telecom mugher branch was the main organizational issues while 29% said employees failure to understand the training need of Ethio telecom mugher branch While 11% indicated failure to ensure that adequate resource (finance, people and time) required implementing the training was the organizational issue and 18% said inability to gain the understanding and acceptance of employees.

From this table we suggested that several organization issues constrain training and development practice which must be addressed in order to improve efficiency and effectiveness.

Table 12: Has training and development practice traditionally used to ensure that the right persons are in right job at the right place.

Responses	Frequency	Percentage%
Agree	10	26
Disagree	6	16
Strongly agree	20	53
Strongly disagree	2	5
Total	38	100

(Source: questionnaire, 2020)

Regarding analysis 53% of the respondents strongly agrees training and development practice has traditional been used to ensure that the right persons are in right job at the right place, while 26% of respondents agrees on the ideas and 16% of the respondents disagrees on the ideas , while 5% of the respondents strongly disagrees on the ideas From this we concluded that organizations typically attempt to use training and development practice to ensure that the right person is in the right job at the right place.

Table 13: If no what are the reason for not using training and development practice strategy to ensure that the right person is in the right job at the right place?

Respondent	Frequency	Percentage%
In efficient recruitment and selection techniques	13	34
No training and development centers	16	42
Absence of a strategic HR plan	9	24
Total	38	100

(Source: questionnaire, 2020)

Table 4.2.3 the response for not using training and development practice strategy to ensure that the right person is in the job the right time 42% indicated that no training and development practice centers, 34% said in efficient recruitment and selection techniques, 24% indicated absence of strategic human resource plan. From this table we suggested that the reason for not using training and development practice strategy to ensure that the right person is in the right job at the right place is mostly because of lack of training and development centers.

Table 14: What is the proportion of theoretical and practical training provided by institution?

Respondent	Frequency	Percentage%
More emphasis is given for theory	6	16
Theory and practice are given equally	22	58
More emphasis is given for practice	10	26
Total	38	100

(Source, questionnaire, 2020)

The information we can get from the table is that the proportion of theory and practice in the training program. As it is stated on the table 58% of respondents believes that theory and practice are given equally where as 26% of them said that more emphasis is given for practice and 16% of them said more emphasis is given for theory. According to the response it concluded that the organization gives more effective training which is composed of theory and practice.

Table 15: What did your performance look like before taking training in Ethel-Telecom mugher Branch?

Response	Frequency	Percentage %
Encouraging	32	84
Discouraging	-	-
Need important	6	16
Total	38	100

(Source: questionnaire, 2020)

Table 4.2.5 reveals that out of the total respondents those who have taken training course 84% was encourage performance before taking training course on the other hand 16% of the respondent's performance need improvement even though, most of the respondent's performance is encouraging still there are groups that need improvement in their performance. From this table we concluded that most of the respondents have taken training course before training is taken in Ethio telecom mugher branch.

Table 16: Have you realized any change on your performance after taking training?

Response	Frequency	Percentage%
Yes	34	89
No	4	11
Total	38	100

(Source: questionnaire, 2020)

The training department should also focus on improving these respondents to do things more effective than before more over 89% of the total respondents have realized performance after taking the training.

But about 11% do not realize any change in performance after taking. From this table we suggested that majority of the respondents realized performance after taking training.

Table 17: Follow up by the training institute after trainees completed the program?

Respondent	Frequency	Percentage%
Frequent follow up	25	66

In frequent follow up	13	34
Total	38	100

(Source: questionnaire, 2020)

From this table 66% follow by training institute after trainers completed their program while 34% respondents, they simple train and leave without any kind of follow up. From this table we concluded that most of the respondents follow by training institute after trainers completed their program.

4.2 Interview analysis

The interview was conducted with the manager of Ethio telecom mugher branch and two executive employees, in the form of unstructured way. The result of interview stated as follows:

Q1. Does the organization give training and development practice programs to its employees?

Answer; yes, the interviewee said that Ethio-tele com in mugher branch is one of the most known organizations that give training and development practice to its employees of the organization and manager of the organization.

Q2. How often do you think employees should be trained?

Answer; the interviewee said that in Ethio tele com mugher branch an employee can take training and development practice based on the nature of the wrk an employee is engaged. The numbers of employees who should participate in one training session program depends on the availability of resource to hold it, for instance, availability of class, trainers, computers etc....

Q3. What method of training and development practice used in your institution?

Answer; the interviewee said that Ethio telecom mugher branch uses both on the job and off the job methods but most of the time it uses off the job training method. This can be held by using lecture, conference, and development of interpersonal relations practical or instrument training.

Q4. What are the criteria for the assignment and selection of trainers and trained?

Answer; the interviewee said that the organization select its expert trainers based on capability of individual. The organization select individual experts based on the experience and recognition.

CHAPTER FIVE

5. SUMMARY OF MAJOR FINDING, CONCLUSION AND RECOMMENDATION

5.1. Summary of major finding

This research examined the implication of training and development practice on employees' performance, a case of Ethio telecom mugher branch. The research had the objectives to find out how training and development practice of employees contribute to the achievement of the goals of the Ethio telecom mugher branch. Again, it found out whether there were organizational issues that constrain training and development practice in Ethio telecom mugher branch. Furthermore, it investigated how training and development needs of employees were determined.

Below are the summaries of findings itemized;

- The analysis indicated that the major organizational issue constraining training and development practice at Ethio telecom mugher branch was lack of top management support for the training and development practice programs.
- Training and development practice in particularly at Ethio telecom mugherbranch should become more closely tied to the need and strategies of Ethio telecom mugherbranch.
- Training and development practice has a significant for achieving organizational goal through enhancing employee's performance, retention and motivation.
- Regarding analysis most of the respondents said that training and development practice policy at institution are not mostly known to employees who sometimes hinder any proposed training and development practice program
- Majority of the respondents said that organizations typically attempt to use training and development practice to ensure that the right person is in the right job at the right place
- A large number of the total respondents admitted that impact of training on their work performance is excellent.
- Most of the respondent analyzed that the organization gives more effective training which is composed of theory and practice.

- The analysis also concluded that even though majority of the respondent's performance is encouraging still there are groups that need improvement in their performance.
- Most of respondents have realized that performance after taking training.
- Finally most of the respondents follow up by the training institute after trainees completed the programs.

5.2 Conclusion

Based on the results of the study it become clear that training and development practice strategy was haphazardly carried out activity at Ethio telecom mugher branch. Although the respondents were of the various aspects of training and development practice, there was no strategic frame work in place as the basis for an operational plan for the training and development practice strategy. Even though all respondents indicated that training and development practice was part of the strategic business plan process of Ethio-tele com mugher branch.

Furthermore, it can be concluded that clear human resource management in general, and training and development practice in particular at Ethio telecom mugher branch should become more closely tied to the need and strategies of Ethio telecom mugher branch. There was the thread that ties together all other activates and integers these with the rest of the departments.

It become clear from respondents that the major organizational issue constraining training and development practice at Ethio telecom mugher branch was lack of top management support for the training and development practice programs. Therefore mugher Ethio telecom in its attempt to enhance employees' performance, retention and moral competition most endeavor to ensure effective training and development practice strategies across all departments.

5.3. Recommendation

Based on the finding and conclusion the following recommendations are out lined for addressing, challenging, identified as well as ways of improving training and development practice at Ethio telecom mugher branch.

- One of the major organizational issue constraining training and development practice at Ethio telecom Muger branch was lack of top management support for training and development practice programs. Therefore, In order to position Ethio telecom Muger branch for success, management should better to empower developments in various practice to engage in training and development practice.
- The company should have to give additional training to employees since some employees do not understand about training and development practice.
- Muger Ethio telecom has the aim and objective to know about implication of Training and development practice and to be successful on its goal. In order to attain this objective it is better to looking the future has great significance in today's globalization based on business environment.
- Employees of Ethio telecom mugher branch advisable to take on the role of organizational change agent to be effective in its goal.
- The human resource manager will need to create a frame work for making human resource decision based on Ethio telecom mugher branch vision and strategic plan.
- Through a collaborative process, each department advisable to develop its own training and development practice plan, which outline its critical strategic issues.
- Since most of the employees does not aware of any training and development practice. Policy therefore the company should be give training in mostly known ways to the employees of the organization.
- To better compete in the global market, Ethio telecom mugher branch will advisable create and implement corporate strategies.
- mugherEthio telecom should widen its source of training with technological advancement in the human resource development perspective.
- Finally, government body is better to encourage to Ethio telecom mugher branch gives training to employees in well efficient manner ways.

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APPENDIX
WOLKITE UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

Questionnaire

Questionnaire to be filled by the employee of EthioTeleCommugher branch

The purpose of this questionnaire is to assess the training and development practice on employees' performance in case of EthioTelecom mugherbranch as fulfillments of the requirement for the completion of bachelor degree in management so; we kindly request your sincere cooperation because your cooperation is very important to accomplish the study your information will be kept confidentially.

General instructions; choose the letter you agree on

Part 1: PERSONAL PROFILES

1. Sex

A. Female B. Male

2. Age

A. <25 B. 26-35 C. 36-45

3. Specialization:

A. Management B. Economics C. Marketing D. Accounting and Finance

4. Educational level:

A. Diploma B. Degree C. above degree

Part 2 Work Related Question

5. For how long have you been working in EthioTelecommugher branch?

A less than 2 years B. 2 -5 years C. 6-8 years D. Above 8 years

6. Are those who give the training and development practice program have adequate knowledge and skill?

A. Yes B. No

7. Have you ever received any form of training since joining Ethio telecom mugherbranch?

A. Yes B. No

8. How did the training impact on your works performance?

A. Excellent B. Very good C. good

9. Is the training content relevant to achieving your personal needs, goals and self-development?

A. Relevant B. Very relevant C. Somewhat relevant

10. Are there organization issues that constrain training and development practice at EthioTelecom mugher branch?

A. Yes B. No C. Not sure

11. If yes; indicate organizational issues by ticking.

12. Do you agree that training and development practice has traditionally been used to ensure that the right person is in the right job at the right time?

A. Agree B. Disagree C. strongly agree D. Strongly Disagree

13. If no what are the reasons for not using training and development practice strategy to ensure that the right person is in the right job at the right time?

14. Which type of training is more dominant in the institution?

A. Theoretical B. Practical C. theory and practice

15. What did your performance look like before taking training in EthioTelecom mugher branch?

A. Encourage B. Discouraging C. need important

16. Have you realized any change on your performance after taking the training?

A. Yes B. No

17. How frequent is the follow up by the training institute after trainees completed the program?

A. Frequent follow- up B. Infrequent follow up

Interview

- Does the organization give training and development practice programs to its employees?
- How often do you think an employee should be trained?
- What method of training and development practice is used in your institution?
- What Are the criteria for the assignment and selection of trainers and trained?

