

The Implications of Training And Development Practice On Employees Performance (In Case Of Ethio-Telecom Wolkite Branch)



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Abstract

The research study conducted on the implication of training and development practice on employee's performance in case of Ethio - telecome Wolkite branch. It is worth to conduct research on this topic, because implication of training and development practice on employee's performance plays a significant role in order to evaluate the performance of the organization. the researchers collected data by using both primary and secondary data. The primary data collected from employee of organization by distributing questionnaires and interview and secondary data collected from books and journals. The data gathered was analyzed and interpreted by using tables, percentages and paragraphs. Careful interpretation of analyzed information was carried out to arrive at reasonable generalization or conclusion. Ultimately, the research expected to provide reasonable results that help the management to take reasonable decision for their future activity. Finally, conclusion and recommendation made on implication of training and development practice on employees performance based on gathered and analyzed data. This create awareness to management of Ethio telecom Wolkite branch regarding the problem faced on training and development practice and to recommend some suggested solutions to them. The conclusion and recommendation that given by researcher helps the organization for strength of training and development practice and lead to increasing their profitability

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Training and development Practice is 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 typical 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 (HRM literature, Noe,R,A 2020) For our purpose training and development practice was presented as it applies primarily to operative employees in the organization. Ever organization needs to have well trained and experienced to perform the activities that have to be done. If current or potentials job occupants can meet this requiring, 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 has increased when job 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 development 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 Back ground of the organization

The introduction of telecommunication in Ethiopia date back to 1894. In those early years the new technological scheme contributed to the integration of the Ethiopia society when the extensive open wireless system was laid out linking the capital with all the important administrative cities of the country. Most of telecommunication network however was completely destroyed during the Italian fascist aggression when later an Ethiopian had to start the development of its telecommunications facilities all over again, Mullins (2006).

When the imperial telecommunication board of Ethiopia was established by proclamation 131 in 1953, it was granted full provision of administrative and financial autonomy. The major objective of the board was to undertake the expansion of telecommunication service through the nation to represent Ethiopia at all international for regarding telecom activities (except military communication). To allocate and control all communication to allocate and control all communications frequencies, and to train the required personnel in away expedient to its operations. In order to achieve its objectives, the organizations have under gone through series of development program Mullins (2005).

The reorganizations of telecommunications service occurred during the derg regime under the derg regime the Ethiopian telecommunication was reorganized as.

- Ethiopian tele communication services from Oct, 1975 to Feb., 1981.
- Ethiopian telecommunication on Jan, 1981, it retained this name until nov, 1996 in, Ethiopian telecommunication corporation
- Corporation established as corporation.

Even though the institution have been granted full autonomy by the above mentioned proclamation, this organization right has been violated during the military regime. Just before the implementations of the seventh telecom development program (1998-2001) in the transitional years , several projects have been executed to rehabilitee the network damaged by the 12 years of war during the military regime. before it was retained back one year and six months ago .the very reason of out sourcing the company to French company was to reform it and upgrade its management to an advanced level. A few years ago the management of Ethio

telecom had been out sourced to France telecom believed to be more competitive in the global arena.

By restructuring the former Ethiopian telecommunications corporation and reestablishing it as a new company and out sourcing throws management to France telecom and the initial plan was to evaluate it to a more advance level M.fur tell(2006)

1.3 Statement of the Problem

The purpose of this study is to assess the implications of training and development practices on employee performance. Overall, it appears that the Ethio Telecom Wolkite branch currently has a good staff policy in place. However, there are some limitations regarding the training and development practices that affect succession planning.

As I gathered data, I found that the majority of employees are well-trained upon appointment. As a result, the skills and abilities of administrative employees have been enhanced over the years, enabling them to become more effective and efficient in their roles. Additionally, a well-arranged policy guides team members in their work.

The research Question

- What are the issues that work against training and development practice in the Ethio-Tele com Wolkite branch?
- How training and development practice needs of Ethio telecom Wolkite branch employees determined?
- Does training and development practice have an implication on the performance of employees for the achievement of organizational goals in Ethio telecom Wolkite 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 implication of training and development practice on employees' performance of Ethio-Tele Com Wolkite 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- tele com Wolkite 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-Tele com specifically Wolkite branch.

1.5 Significance of the Study

This study was vital for Ethio-Telecom Wolkite branch in order to gain sufficient information about employees and understand the reliability in order to perform their work. In addition this study was important for Ethio telecom Wolkite branch helps to know about implication of training and development practice on their employee's performance.

This study add some knowledge and increase performance of finding 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 guidable for employees and about this training and development practice for common goal. It provides additional information to the existing literature improve employees performance the finding of study were identify and best practices and suggest policy maker to be due to attention of other similar business or qualification on what to do satisfy their training and development practice system and the research is also very important to other organization other than Ethio-Telecom and gain competitive advantage. Finally the research was important for the society to get quality service from the organization.

1.6 Scope of the Study

This study encircled with different constraints and limited to geography, conceptual area and capacity of the researchers knowledge.

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

1.7 Limitation of the study

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

- Scope of the study was only limited to the Ethio telecom in Wolkite branch.
- Lack of cooperation and interest of employees in responding to questionnaires filling it carefully.
- Lack of adequate secondary data particularly in relation with training and development practice.

1.8 ORGINIZATION OF STUDY

The organization would be organized into five chapters. The first chapter was deals introduction, which consists of 7 back ground 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 was emphasizing on review of related literature, which is briefly discuss about the definition and concepts of training and development practice and other related concept. The third chapter was consisting of methodology of the study. The fourth chapter consists of data presentation and analysis. The fifth chapters would be 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 success full 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 still guarantee totally acceptable performance from the employees. This is because while the potential of an employees to perform is one thing, performing is another an employees with a high potential to perform may not still and therefore an employees with a high potential to perform may not still perform his job if he does not so through training and development practice.

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

Training and development practice activates just most other activities in an organization depends on the polices and strategies of the organization with a well-organized training would refer to it" "systematic training". Which is why job descriptions are inevitable during the recruitment and selection process for their more, in establishing what training and development practice needs an organization has must start with a job description and better performance appraisal.

2.2.1 Meaning of Training

Decento and Robbins (2000) explains training as a learning experience, in that, is seeks a relatively permanent change in an individual that will improve his ability to perform on the job. This mean training must be designed in such a way that, it will involve either the changing or enhancing of skills, 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 these means of giving new or current employees the skill the need 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 managing this because having high potential employees do not still 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 managements to enable this resource realizes their full potential in their work. For this reason managements 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 several 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; this 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’s 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 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 activate to employee of their organization namely education, Training and development learning.

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 are 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.

2.2.2 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 strategy. (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.

Impact on wages

Across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of

Young or highly educated employees. Increases in income following training appear to be lower for women than for men.

An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

Impact on employment security

- Training can have a positive impact on perceived Employees security;
- Training from a previous Employee also has a greater impact on perceived Employees security;
- The impact of training is particularly strong in the case of both older and low-educated workers.

Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favorable outcome of training is much lower for women than for men (*D. Laird 1985*)

Training before job loss tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Workers who receive training or education in the year before losing their job are more frequently re-employed two years later than their untrained peers. This impact is even stronger in the case of workers with lower educational attainment.

Joy Emery (2000) indicates that Positive Training and Development practice is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers (*Emery 2000*)

Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labor market at all times. This can only be achieved through employee training and development practice. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed

staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties (*Daft 1983*)

The purpose of this study will be to further explore the relationship between training, development practice and improvement of Employees performance, with attention to the frequency of both productive and counterproductive behaviors addressed in training. It is hypothesized that significant overall gains would be found in participants' knowledge of subject matter following training, and that knowledge gained in training would be positively associated with productive behaviors on the job and negatively associated with counterproductive behaviors.

2.2.3 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 offers 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*)

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 1998*)

2.2.4 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 employees 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 begins 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*).

2.3 Training and Development practice Policy

Polices 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), polices are set up in such areas as marketing finance operation as well as human resource. In human resources there could polices on training and development practice, recruitment and selection, salary administration and compensation just to mention a few such organizational polices are either formally expressed in manuals or informally as haven grown from customers 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 employees 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 are declining , management of business are working to cut cost in the numbers of hired employees.

2.4 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 organizations survival.
- ✓ To train and retrain form the shop flair 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.

2.5 Training needs identification and analysis of Assessment

According to munappa and sayadain (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 casicio (1992) , a found is his book “ managing human resources, quality of life profits” with just slight change in the choice of words.

2.6 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, moor head and Griffin (1998). It has been asserted by management from casual observation that, very often when on employee learns a new skill.

In the view of casicio (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

2.7 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
- ✓ Feed back: 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 be 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.

2.8 Training Evaluation on employees 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.

2.9 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 trains attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmers'.

- ✓ 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 of comers the felling of personal satisfaction and achievement. This could further broaden curer proration opportunities.
- ✓ Training and cure 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. Ethio-Tele com Wolkite branch.
- ✓ Improvement in job performance with its resulting increase in productivity over all from all of the above. It become quite clear that training and development practice is a very key element in the improvement process of organizational performance.

Other benefit that would accrue form 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.

CHAPTER THREE

3. RESEARCH METHOD AND METHODOLOGY

3.1 Research Design

In this study, I used to 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 Type and source of data

I conduct to both primary and secondary data. the primary data sources used by the researchers are questionnaires and interviews while secondary sources used in this research is books and journals.

3.3 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. The researchers 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). The researchers also used unstructured interviews as other means of gathering primary data. Additionally; the researchers uses secondary data sources such as books and journals.

3.4 Target population and sampling technique

The target population of study was all permanent employees found in ethio-telecom wolkite branch. There would be no need for selecting sample respondents because the population is more easily manageable to gather relevant information regarding to the study. thus I use census because the population is 37 which is less than 100.

Temporary employees are employees that have not permanent cite in the organization for as I got relevant information from ethio- telecom manager in wolkite branch those temporary employees are not always training and development program.

3.5 Method of data Analysis and presentation

The data collected have no meaning without analyzing and interpreting it. Therefore the data processed and analyzed by using tables, percentage and paragraph.

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 37 questionnaires were distributed to total respondent among the distributed questionnaires, 33 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	19	57.57
Female	14	42.43
Total	33	100

(Source: questionnaire, 2025)

These figure shows that 57.57% of the respondents were male and the remaining 42.43% were female. Majority of the respondents are male.

Table 2: Respondents’ age

Age	Respondent frequency	Percentage%
<25	4	12.12
26-35	16	48.48
36-45	13	39.4
Total	33	100

(Source: questionnaire, 2025)

This table shows that 12.12% of respondents are age below 25 years, 48.48% are 26-35, and 39.4% 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	14	42.42%
Economics	6	18.18%
Marketing	5	15.15%
Accounting and financing	8	24.25%
Total	33	100%

(Source: questionnaire, 2025)

Table 4.1.3 shows the response received from the employees regarding the types of departments. They belong a 42.42% of respondents indicated that they were with the management department. 18.18% of the respondents indicated worked at the economics department 15.15% in marketing of respondents indicatedand24.25% accounting and financing department. So I concluded that get sufficient information from Management department.

Table 4: Respondent educational level

Educational level	Respondent frequency	Percentage (%)
Diploma	5	15.15%
Degree	18	54.54%
Above degree	10	30.30%
Total	33	100

(Source: questionnaire, 2025)

As the table shows diploma holder respondents are 15.15%, degree holder respondents are 54.54%; above degree holder respondent are 30.3%. So most of the response implies that at the degree level employees 54.54 % that means they have additional skill and knowledge.

Table 5: Experience year

Service year	Frequency	Percentage%
Less than 2 years	6	18.18
Between 2 to 5 years	10	30.3
Between 6 to 8 years	9	27.27
Above 8 years	8	24.24
Total	33	100

(Source: questionnaire, 2025)

Table 4.1.5 shows the response received from the employees regarding the number of years they have worked with Ethio-Tele com Wolkite branch 18.18% indicated that they had worked in Ethio Tele com Wolkite branch for less than 2 years while another 30.3% indicated that they had worked between 2 to 5 years, 27.27 indicated they had worked between 6 to 8 years and 24.24% indicated they had worked above 8 years. So I 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 Wolkite branch.

Respondents	Frequency	Percentage %
Yes	16	48.48
No	10	30.3
Not sure	7	21.21
Total	33	100

(Source: questionnaire, 2025)

Table 4.1. said it shows that 30.3% respondents at ethio telecom Wolkite 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 21.21% 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 Wolkite branch?

Respondent	Frequency	Percentage%
Yes	25	75.75
No	8	24.25

Total	33	100
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(Source: questionnaire, 2025)

Table 4.1.7 Shows that 75.75% of respondents at Ethio Telecom replied that they had received training since joining ethio telecom Wolkite branch. While 24.24%, didn't receive training joining Wolkite 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	9	27.27
Very good	14	42.43
Good	10	30.3
Total	33	100

(Source: questionnaire 2025)

Data analysis from table 4.1.8 indicates that a maximum of 25 % respondents agreed that the impact of training on their work performance was excellent. Respondents representing 43,75% mentioned that the impact of training on their work performance was very good while 31.25% 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	25	75.75
Somewhat relevant	8	24.25
Not relevant	0	
Total	33	100

(Source; questionnaire 2025)

With regard to the question of above table number relevant to achieving personal needs, goals and self-development respondents representing 75.75% indicated that the training content was relevant to achieving their personal needs and self-development, 24.25% said content was somewhat relevant and no respondent indicated content was not relevant.

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

Responses	Frequency	Percentage
Yes	27	81.81
No	6	18.18
Not true	-	-
Total	33	100

(Source: questionnaire 2025)

Table 4.2 shows that 81.81% respondent representing indicated that were organizational issues constraining Training and development practice at Ethio-tele.com Wolkite branch and 18.18% respondents said there were no organizational issues constraining training and development at Ethio telecom Wolkite branch.

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

Table 11: If yes indicates organizational issues by ticking

Organizational issues	Frequency	Percentage%
Employee's failure understands the training needs of Ethio-telecom.	9	27.27
Lack of top management support for the training and development practice	10	30.3
Inability to gain the understanding and acceptance of	8	24.24

employees		
Failure to ensure that adequate resources (finance, people, and time) required to implement the training	5	15.15
Total	33	100

(Source; questionnaire 2025)

Table 4.2.1 organizational issues that constrain training and development practice at Ethio tele com 30.3 indicated that the lack of top management support for training and development practice at Ethio telecom Wolkite branch was the main organizational issues while 27.27% said employees failure to understand the training need of ethio telecom Wolkite branch While 15.15% indicated failure to ensure that adequate resource (finance, people and time) required implementing the training was the organizational issue and 24.24% said inability to gain the understanding and acceptance of employees.

From this table I 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	9	27.27
Disagree	5	15.15
Strongly agree	15	45.45
Strongly disagree	4	12.13
Total	33	100

(Source: questionnaire, 2025)

Regarding analysis 45.45% 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 27.27 of respondents agrees on the ideas and 15.15% of the respondents disagrees on the ideas , while 12.13% of the respondents strongly disagrees on the ideas From this I

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	11	33.3
No training and development centers	14	42,43
Absence of a strategic HR plan	8	24.25
Total	33	100

(Source: questionnaire, 2025)

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 42.25% indicated that no training and development practice centers, 33.3% said in efficient recruitment and selection techniques, 24.25% 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	18.18
Theory and practice are given equally	18	54.54
More emphasis is given for practice	9	27.27
Total	33	100

(Source, questionnaire, 2025)

The information I can get from the table is that the proportion of theory and practice in the training program. As it is stated on the table 54.54% of respondents believes that theory and practice are given equally whereas 27.27% of them said that more emphasis is given for practice and 18.18% 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 Ethio-Telecom Wolkite Branch?

Response	Frequency	Percentage
Encouraging	27	81.82
Discouraging	-	-
Need important	6	18.18
Total	33	100

(Source: questionnaire 2025)

Table 4.2.5 reveals that out of the total respondents those who have taken training course 81.82% was encourage performance before taking training course on the other hand 18.18% of the respondents performance need improvement even though, most of the respondents performance is encouraging still there are groups that need improvement in their performance. From this table I concluded that most of the respondents have taken training course before training is taken in Ethio telecom Wolkite branch.

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

Response	Frequency	Percentage
Yes	29	87.88
No	4	12.12
Total	33	100

(Source: questionnaire, 2025)

The training department should also focus on improving these respondents to do things more effective than before more over 87.88% of the total respondents have realized performance after taking the training.

But about 12.12% do not realize any change in performance after taking. From this table I 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	24	72.72
In frequent follow up	9	27.28
Total	33	100

(Source: questionnaire, 2025)

From this table 72.72% follow by training institute after trainers completed their program while 27.28% respondents they simple train and leave without any kind of follow up. From this table I concluded that most of the respondents follow by training institute after trainers completed their program.

4.2 INTERVIEW ANALYSIS

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

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

Answer; yes the interviewee said that Ethio-tele com in Wolkite 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 Wolkite branch an employee can take training and development practice based on the nature of the work an employees are 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 Wolkite 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 trains and trainers?

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 they obtains from other training center and his/her relevant filed.

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-tele com Wolkite 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 Wolkite branch. Again, it found out whether there were organizational issues that constrain training and development practice in Ethio telecom Wolkite 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 Wolkite branch was lack of top management support for the training and development practice programs.
- Training and development practice in particularly at Ethio telecom Wolkite branch should become more closely tied to the need and strategies of Ethio telecom Wolkite branch.
- 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 CONCLUSIONS

Based on the results of the study it become clear that training and development practice strategy was haphazardly carried out activity at Ethio-tele com Wolkite 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 Wolkite branch.

Furthermore, it can be concluded that clear human resource management in general, and training and development practice in particular at Ethio telecom Wolkite branch should become more closely tied to the need and strategies of Ethio telecom Wolkite 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 Wolkite branch was lack of top management support for the training and development practice programs. Therefore Wolkite 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 Wolkite branch.

- One of the major organizational issue constraining training and development practice at Ethio telecom Wolkite branch was lack of top management support for training and development practice programs. Therefore, In order to position ethio

telecom Wolkite 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.
- 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 Wolkite 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 Wolkite 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 telecoms Wolkite branch will advisable create and implement corporate strategies.
- In Wolkte ethio telecom should widen its source of training with technological advancement in the human resource development perspective.
- Finally, government body is better to encourage to ehio telecom Wolkite branch gives training to employees in well efficient manner ways.

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APPENDIXES

Wolkite University

Cöllege Of Bussiness And Economics

Department Of Management

Questionnaire

Questionnaire to be filled by the employee of Ethio-Tele Com Wolkite branch

The purpose of this questionnaire is assessing the implication of training and development practice on employees' performance in case of Ethio-Tele com Wolkite branch as fulfillment's 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 agrees on

Part 1: PERSONAL PROFILES

1. Sex female 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 Ethio-Tele com Wolkite 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 Wolkite branch?

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 Ethio-Telecom Wolkite 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, what is the proportion of theoretical and practical training by institution?

15. What did your performance look like before taking training in Ethio-Tele com Wolkite 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. 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 trained and trainers?