

**EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' PERFORMANCE IN ETHIO TELECOM
SOUTHWEST ADDIS ABABA SHOP OFFICES**



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

By

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Advisor: Getahun Kebede (PhD)

**A RESEARCH SUBMITTED TO ST. MARY'S UNIVERSITY,
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Addis Ababa, Ethiopia

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DECLARATION

I, Yordanos Tilahun, declare that this thesis entitled "Effect of Training and Development on Employees' Performance in Ethio Telecom Southwest Addis Ababa Shop Offices" is my original work and that it has not been submitted in whole or in part for any degree or academic award to any other university or institution.

I further declare that any sources used in this thesis have been acknowledged and appropriately cited. The data presented in this thesis is based on a study conducted by me, under the supervision of Getahun Kebede (PhD) and the data analysis, interpretation, and conclusions are my own.

Yordanos Tilahun

Name

Signature & Date

CERTIFICATION

As an advisor, and as stated by the student in the Disclaimer above, this thesis, titled "Effect of Training and Development on Employees' Performance in Ethio Telecom Southwest Addis Ababa Shop Offices" submitted in partial fulfillment of the requirements for the degree of Masters of Business Administration, complies with all applicable laws, regulations, and policies of St. Mary's University. The completed thesis is ready to be presented to the thesis board of examiners. Therefore, I suggest that the student Yordanos Tilahun submit her thesis to the university since she has met the requirements.

Getahun Kebede (PhD)

Name

Signature & Date

APPROVAL SHEET

ST. MARYS UNIVERSITY SCHOOL OF GRADUATE STUDIES BUSINESS ADMINISTRATION

We, the undersigned, members of the Board of Examiners of the final open defence by Yordanos Tilahun have read, evaluated and examined her thesis entitled “Effect of Training and Development on Employees’ Performance Southwest Addis Ababa Ethio Telecom Shop Offices”. Therefore, this is to certify that the thesis has been accepted in partial fulfilment of the requirements for the degree of Masters in Business Administration.

APPROVED BY BOARD OF EXAMINERS

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ABSTRACT

This study examines the effect of training and development on employee performance in Southwest Addis Ababa Ethio Telecom shop offices. The study analyzes the four independent variables of need assessment, trainee selection, implementation, and evaluation using descriptive and inferential analyses. The study utilized a quantitative approach and employed explanatory research design to examine a sample of 148 employees at ethio telecom. The results show that all correlations between the independent variables and employee performance are significant at the 0.05 level (2-tailed), with need assessment having the strongest correlation (0.707). The R-squared value is 0.627, indicating that the independent variables explain 62.7% of the variance in employee performance. The ANOVA results show that the model is significant ($F=59.988$, $Sig.=0.000$). The unstandardized coefficients reveal that need assessment and evaluation have a significant positive impact on employee performance, while trainee selection does not. Implementation has a positive impact on employee performance, but not as strong as the impact of need assessment and evaluation. The study concludes that ethio telecom should prioritize need assessment and evaluation when designing and implementing training and development programs to enhance employee performance.

Key words: *Need assessment, trainee selection, implementation, evaluation, employee performance*

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ABBREVIATIONS/ACRONYM

ANOVA	Analysis of Variance
df	Degree of freedom
RSS	Residual Sum squares
SD	Standard Deviation
SPSS	Statistical Packages for Social science
TSS	Total Sum of Squares
VIF:	Variance Inflation Factor
α :	Alpha Coefficient of an equation
β :	Beta Coefficient of an equation
ε :	Error

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

According to a statement made on the ethio telecom website, the start of telephone line installation from Harer to Addis Ababa in 1894 marked the introduction of telecommunication services in Ethiopia. The inter-urban network was then extended outward to the capital and different major towns and throughout the Empire. They were linked together by landlines to enable long-distance communications with the aid of intermediary operators serving as verbal human repeaters. The company has since undergone a number of reforms and transformations to bring its organizational structures, business processes, infrastructure, and business supporting systems into alignment with emerging technologies and service roadmaps.

Ethio telecom is a state owned organization providing telecom services at monopoly level and maintains overall telecommunication services. Ethio telecom was restructured across the country, by launching information technology integration, so as to improve its efficiency and profitability simultaneously with the change of organizational and managerial structure. The major challenges of training in ethio telecom com could be lack of top management commitment, inadequate time and resource, financial problem, inadequate planning, lack of coordination and inability to transfer learning from training to workplace. The purpose of this paper is primarily to illustrate the training effects in enhancing employee's performance in the specified ethio telecom shop offices in southwest Addis Ababa.

1.2. Statement of the Problem

Training for boosting employees' performance at ethio telecom did not receive much attention. The importance of training is not well understood among the employees; and there is an observable gap between employees' capacity and their performance in the shop offices. Moreover, employee's do not seem to be interested in training programs and benefit from the knowledge they gain thereof.

Experiences showed that shop office employees are unlikely to apply learning from training partly due to lack of capacity. There also is due to supervisors' lack of support to the transfer learning from training programs. Earlier research on the transfer of learning has provided convincing evidence that the work environment - the physical, social, and psychological conditions that individual employees experience at work - can either encourage or discourage the acquisition and transfer of new skills and knowledge (Kupritz, 2002)

As a result, it's essential to provide pertinent data through a thorough investigation in order to highlight staff performance improvement methods. The purpose of this thesis is to clarify how training impacts employee performance in ethio telecom. And this study contributes to highlight the importance of training and development for employees of ethio telecom shop offices.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

- ❖ The general objective of the study is to examine the effect of training and development on employees' performance in ethio telecom shop office.

1.3.2. Specific Objectives

1. To assess the effect of need assessment of training and development in employee performance in ethio telecom shop office.
2. To assess trainees' selection approaches in ethio telecom shop office.
3. To assess major training and development delivery and evaluation methods in ethio telecom shop office.
4. To examine the effect of training evaluation and its impact on performance ethio telecom shop office.
5. To analyse the relationship between training and development implementation and employee performance in ethio telecom shop office.

1.4. Research Questions

- ❖ What are the general characteristics of training programs organized for ethio telecom shop office employees?
- ❖ How is the practice of assessing the demand for training and development in the office of the Ethiopian telecom shop?
- ❖ How are candidates for training picked at the Ethiopian telecom shop office?
- ❖ What are the main techniques used in the Ethiopian telecom shop office to provide training and development?
- ❖ What are the primary training and development evaluation techniques employed at the Ethiopian telecom shop office?
- ❖ How are training and development programs related to employees' performance in ethio telecom shop offices?

1.5. Significance of the Study

This explanatory study about training and development practice in ethio telecom will contribute to the organization to design effective training and development programs and will provide insight for the management with the areas in which ethio telecom need to have improvement in enhancing effectiveness of its shop offices. It will also provide valuable feedback about existing gaps in training and development practices and would help to make adjustments with upcoming competitive environment. The study will be used as reference for other similar organizations and interest groups in the area of training and development. The study will help to trace out the major role of training in enhancing employee performance in ethio telecom shop offices. Furthermore, the findings of this study will provide essential information about the impact of training and development at ethio telecom shop office.

1.6. Scope and Limitation of the Study

The study covered a wider range, but the research is restricted to twelve ethio telecom shop offices in the south-west Addis Ababa zone. The study focused only on the impact of training and development on employees' performance in ethio telecom shop office, which has high effect on achieving institution goals and objectives. This study discovered the training and development effect on performance of employees.

Because of the limited time and resources, only standardized questionnaire and observations was used to get responses. According to this response the researcher tried to work hard for the validity of the research. Sampling restriction are serious problem that underweight the researcher's conclusions. But the researcher tried to include group discussions to improve the weighting decision.

1.7. Definition of Terms

- ❖ **Training** - Training refers to a program that facilitates an employee to perform a job effectively through acquiring increased knowledge and skills (Ramasamy, 2003).
- ❖ **Development:** means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals.
- ❖ **Training follow-up and evaluation**—is an evaluation phase of the entire program to determine whether it was successful and met the training objectives. (Explorance.com,2013).
- ❖ **Training Design** - Training design or instructional design is the process of creating a blueprint for the development of instruction. Whether the training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods, the design process sets the stage for the development of a program that produces results. (Sharon, 2017).
- ❖ **Need Assessment** - the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard.

1.8. Organization of the study

The study is organized into five chapters. Accordingly, the first chapter commences with the introduction part of the study and contains statement of the problem, basic questions as well as objectives to be addressed, scope and limitations of the study as well as its significance, definitions of basic terms and the entire organization of the paper is also included in chapter one. Chapter two consists of related literature review. The chapter presents the theoretical review and conceptual framework of the study. Chapter three deals with Research design and Methodology, and incorporates population and sampling technics, types of data and instruments of data collection, procedure and methods of data analysis. Chapter four analyzed and discusses the collected data in order to arrive at findings. Chapter five embraced conclusions and possible recommendations based on the investigation.

CHAPTER TWO

LITERATURE REVIEW

2.1. Theoretical Literature

2.1.1. Concept of Training

The word training has been derived from the word 'train', which is a symbol of continuously running from one station to the other having halts at different stations (Singh, 2000). A training program consists of different components, similar to the train which is also consisted of different compartments. "Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience" As per the process of start and halt, a train reaches its destination; similarly, the process of theory, practical and recall sessions of different modules, enables a training program to be managed successfully. Training is a process of practicing different learning again and again. Then and only then, a person who has attended a training course, can be able to do his new job properly and effectively (Singh, 2000). The attitudes towards provisioning of training were seen as the sole responsibility of human resource department. Now a day, planning of trainings become the common jobs of managers in an organization. This leads them to improve the capacity of their employees so as to increase productivity.

Trainings are expected to be given with clear reasons and objectives. Different scholars explain when training is needed in different terms. According to Armstrong (2009), the reasons for delivering trainings can be justified as the work requires skills that are best developed by formal instructions. Different skills are required by a number of people, which have to be developed quickly to meet new demands and can't be acquired by relying on experience. The tasks carried out are so specialized or complex that people are unlikely to master them on their own initiative at reasonable speed.

2.1.2. Training Philosophy

There are three broad approaches to training open to organizations. Some adopt a laissez-faire approach believing that employees will find out what to do for themselves or through others. (E.g. If skill shortages were to be encountered, they would rectify the situation by poaching staff from other organizations that invest in training). Secondly other organizations may invest in training in good times. Thirdly organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposition. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to also realize that organizations are showing an act of faith by creating opportunities for further education and enhancement of their skills. This is the proactive approach rather than reactive approach designating training as a continuous and on-going process within the organization (Armstrong, 1999).

2.1.3. Employee Training

Training is the learning process that is the indispensable part of human resource development. According to Abbas Z. (2014) training as an essential element to an employee for the development of the companies because some of the employees have lack of knowledge skills and competencies and failed to accomplish task on timely basis. Besides, Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few (Cole, 2002).

According to Saleem et al. (2011) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Furthermore, training effectively increases the abilities of employees' by motivating them and improving their behavior to become well organize and well-mannered, which ultimately affects the performance of organization. However, Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. Moreover,

he adds one more thing, that is, training extends the production of the organization. In line with this is the belief that training is an important means to improve the employees' productivity which ultimately affects the organization performance and effectiveness (Singh and Mohanty, 2012).

According to Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Besides Armstrong (1996), emphasized that training should be developed and practiced within the organization by appreciating learning of theories and approaches, if training is to be well understood. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively Gordon (1992). On the other hand, development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008). While Singh and Mohanty (2012) explained in their research that training is an important tool for the purpose of enhancing the workforce performance and it will ultimately increase the worth of an organization but organization ought to be balance amongst training worth and training disbursement.

Besides, Chris (2011) employee training is essential for the organization to develop the performance of the employees and the organization should evaluate the training program as per the objectives and missions. In the same way, training enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 2011). Moreover, Cambell (1971) has given his views as training improves the skill level of technical staff during a short period of time for a specific objective while development allows the managers to learn and grow during a long term learning period having wide-ranging objective. Also, Armstrong M. (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs.

Further researchers added that technological developments, atomization, mechanization, changing environment and organizational change have gradually led

some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development Khan et al. (2011). Training the act of increasing the knowledge, skills, abilities of an employee for doing a specific job. It is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underlying situation Saleem et al. (2011). Moreover, Laing (2009) assumed that training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, Singh and Mohanty (2012) believe that training is important mean to improve the employee's productivity which ultimately affects the organization performance and effectiveness. On the other hand Training must be talked in such a way that it covers the employee's performance-development needs and is in accordance with their job descriptions. In addition to the previous arguments, McConnell (2004) supports a partnership approach between the employees and their companies in determining training needs, as well as the involvement of the employees in setting up training goals. Besides Mehrdad et al. (2009) also said that training techniques are classified into behavioral or On-the-job (orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching) and cognitive or off-the-job (Lectures, computer-based training, games and simulations etc.

According to Mahbuba (2013) assumed that trainer's role is shifting from a simple role of providing skills to active communicator, who makes an effort in achieving training as well as organizational objectives. The main objective of the training is to improve the knowledge and skills, change attitude and behavior of the employees so that they can easily adapt the new technology in the organization for production. As result the turnover and absenteeism rate was be less. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained James et al. (2014).

2.1.4. Employee Development

Employees are always regarded with development in career-enhancing skills which leads to employee motivation and retention. There is no doubt that a well-trained and developed staff was be a valuable asset to the company and thereby was increase the chances of their efficiency and effectiveness in discharging their duties. On the other hand development means those learning opportunities designed to help employees to grow. Development is not primarily skills oriented. Instead it provides the general knowledge and attitudes, which was be helpful to employers in higher positions.

Development programs are regarded as specific framework for helping employees to develop their personal and professional skills, knowledge, attitudes, behavior and consequently improve their abilities to perform specific task in the organization. It provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of company. Manpower development focused on turning out human resource that is needed for effective performance in the organization (Drucker, 1999). Moreover Lawal (2006) said that it is updating system of new techniques or skills associated with the performance of their jobs .On the other hand, According to Adeniyi (1995) manpower development methods includes under study, job rotation, self-development and self-assessment. Despite, Aswathappa (2000) also suggested that if the training and development function is to be effective in the future and yields all expected returns, it was need to move beyond its concern with techniques and traditional roles. On the other hand, development focuses on building the knowledge and skills of organizational members so that they was be prepared to take on new responsibilities and challenges.

(McKenna and Beech, 2002) On the other hand Employee Training and Development strikes a balance between research and real company practices which provide background in the fundamentals of training and development such as needs assessment transfer of training, learning environment design, methods, and evaluation (Noe, 2010). Basically employee development includes training, education, and career development. It also includes exchange of knowledge and experience.

2.1.5. Why Training and Development?

Training should have an immediate and highly specific impact on work performance and should be grounded on the organization's requirement and unique corporate culture. It differs in this respect from education and employee development, which prepare the individual for life and work.

Training is the process of obtaining Knowledge, Skills, and/or abilities needed to carry out a specific activity or task. (Gilley, quarto, & Dixon, 2009) An investment on employee Training and career development is considered as important factor in employee retention. Employees have an expectation of acquiring new knowledge and skills which they apply on the job and also share with other employees to improve their performance. Research studies found that organizations with poor employee training program, experience employee turnover (Agwarala, 2010).

2.1.5.1. Non-management Development

An organization is only as effective as the people working in it. It is a fact that the provision of quality goods and services by any organization depends on the quality of its workforce. (Cole, 1993) defined training as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task while (Cascio, 1992) referred to performance as an employee's accomplishment of assigned tasks. In other words before claims can be made that people are under-performing then there must be some performance expectations.

Similar findings were reported by (Elnehal and Imran , 2013), (Jagero and Komba, 2012), (Saeed and Asghar , 2012), (Singh and Mohanty, 2012), and (Tennant et al, 2002). However, (Jagero and Komba, 2012) posited that while training is a factor in job performance, it is the combination of factors such as working environment, employee skills and knowledge, motivation and rewards, communication flow and organizational culture that significantly improve employees' performance. Furthermore, employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates. (Devins, et al., 2012) found that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills.

2.1.5.2. Management Development

Development places highlighting on the growth of personal it relate to get a very large range of skills through planned activities and experiences. (Thomson et al., 1997) carried out a large scale survey of management development practice in the UK. Companies reported a move away from 'sheep dip' training and also spread their training input across all levels of management.

Although they wished to see management development as a longer-term activity, it was still tactical and short-term in implementation, largely focused on current job requirements. However, over half the organizations supported managers taking further qualifications. The trend to more context specific training such as coaching, mentoring and project working has been widely discussed (Horne and Stedman Jones, 2001). However, (Mabey and Thomson, 2000) indicate that formal training is still very important of large organizations use more formal than informal management learning and informal also more than both formal and informal. (Carter ,2001) in a review of the use of executive coaching shows that coaching approach is very popular with large businesses and very pretty to many managers. However, extending its use to wider populations of managers is limited by its cost and the restricted supply of high-quality coaches.

2.1.6. Training and Development Process

The way in which a firm plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training? Effective training requires the use of a systematic training process (Mathis & Jackson, 2011).

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages, namely:

- ❖ Assessment of training needs
- ❖ Designing the training programs
- ❖ Implementation of the training program
- ❖ Evaluation of the training program

2.1.7.1. Training Needs Assessment

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demand of organizational change (Itika, 2011). Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training (McConnell, 2003).

Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge was solve the problem (Garg, 2009).

2.1.7. Relationship between Training and Development and Employee Performance

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers was provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders' investment.

The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will eager to do business with the company due to its financial strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This example illustrates the virtuous circle as described by Lisk (1996) where there is a reciprocal relationship between training & development and performance.

Learner (1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers

and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase.

According to Noe (2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

2.2. Empirical literature review

Several studies have investigated the impact of training and development on employee performance in various organizational settings. For example, a study by Ahmad and Ahmad (2017) found that training and development programs had a positive impact on employee performance in the banking sector in Pakistan. Similarly, a study by Kaur and Singh (2019) found that training and development programs were positively associated with employee performance in the Indian hospitality industry.

In the context of the Ethiopian telecommunications industry, several studies have also explored the relationship between training and development and employee performance. For instance, a study by Adugna and Fufa (2018) found that training and development programs had a positive impact on employee performance in the Ethiopian telecommunication sector. Another study by Girma and Desta (2018) also found that training and development programs were positively associated with employee performance in the Ethiopian telecommunication industry.

2.2.1. Need Assessment

Need assessment is a critical component of training and development programs, as it helps to identify the specific training needs of employees and ensure that the training programs are aligned with the organizational goals and objectives. Several studies have emphasized the importance of conducting a needs assessment prior to designing and implementing training programs. For example, a study by Al-Jabri and Sohail (2012) found that a needs assessment approach was effective in improving the quality of training programs in the public sector in Oman. Similarly, a study by Al-Swidi and

Al-Hosam (2012) found that a needs assessment approach was positively associated with employee performance in the banking sector in Saudi Arabia.

H1: Need assessment has a positive and significant effect on employee performance

2.2.2. Trainee Selection

The process of selecting trainees for training and development programs is another important factor that can impact the effectiveness of these programs. The selection of trainees should be based on relevant criteria, such as job requirements, performance history, and potential for growth and development. A study by Thangiah et al. (2019) found that the selection of trainees based on relevant criteria was positively associated with the effectiveness of training programs in the Indian manufacturing industry. Similarly, a study by Li and Chen (2019) found that the selection of trainees based on job requirements and potential for growth was positively associated with employee performance in the Chinese telecommunications industry.

H2: Trainee selection has a positive and significant effect on employee performance.

2.2.3. Implementation

The implementation of training and development programs is a critical factor that can determine the success or failure of these programs. Effective implementation requires careful planning, coordination, and communication among the stakeholders involved in the training process. Several studies have investigated the factors that contribute to effective implementation of training and development programs. For example, a study by Al-Tamimi et al. (2019) found that effective communication and collaboration among the stakeholders were key factors in the successful implementation of training programs in the Jordanian public sector. Similarly, a study by Mukhtar and Bukhari (2017) found that effective planning and coordination were critical for the successful implementation of training programs in the Pakistani banking sector.

H3: Implementation has a positive and significant effect on employee performance

2.2.4. Evaluation

The evaluation of training and development programs is essential for determining their effectiveness and identifying areas for improvement. Evaluation can be conducted using various methods, such as surveys, performance appraisals, and focus

groups. Several studies have emphasized the importance of conducting a systematic evaluation of training and development programs. For instance, a study by Ali and Ismail (2018) found that the use of a systematic evaluation approach was positively associated with the effectiveness of training programs in the Malaysian civil service. Similarly, a study by Al-Sharafi and Al-Swidi (2013) found that the use of a comprehensive evaluation approach was positively associated with employee performance in the Yemeni banking sector.

H4: Evaluation has a positive and significant effect on employee performance.

2.3. Conceptual Framework

This study adapted its conceptual framework from Wangila (2019) and its study stated that a conceptual framework is a model presentation where a researcher represents the relationships between variables in the study and shows the relationship diagrammatically. The conceptual framework described four activities of employee Performance which ethio telecom may adopt.

The activities present independent variables which are Need Assessment, Trainee Selection, Implementation and Evaluation. The dependent variable is an employee Performance of ethio telecom shop office. The study sought to link them as illustrated in figure 1 below.

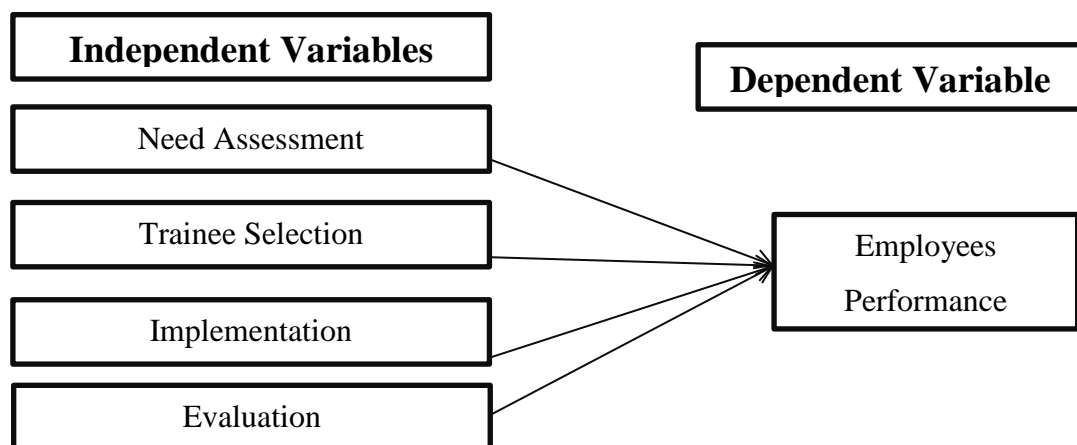


Figure 2.1. Conceptual framework adapted from Wangila (2019)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

Ethio telecom, originally a division of the Ministry of Post, Telephone and Telegraph, what would become the ETC was established as the Imperial Board of Telecommunications of Ethiopia (IBTE) by proclamation No.131/52 in 1952. Under the Derg Regime, the IBTE was reorganized as the Ethiopian Telecommunications Service on October 1975, which was in turn reorganized on January 1981 as the Ethiopian Telecommunications Authority.

The former ETA had been responsible for the execution of both regulatory and operational activities, an arrangement that was established in 1981 under the ministry of transport and communications. Although the organization dates back to 1894, the first autonomous entity is considered to be the imperial board of telecommunication of Ethiopia (IBTE) established by proclamation 131 on October 15, 1952. While operating as IBTE, six significant revisions were undertaken in 20 years before renamed in 1975 as the Provisional Military Government of Socialist as ETA in January 1991. After the downfall of the military regime in May 1991, the transitional government of Ethiopia issued the new economic reform in October 1992. The overall restructuring program change previously centralized command economy to a free market oriented one with the aim of making government owned enterprises more efficient and effective. The government is also given priority to the development of rural infrastructure (Bogale, 2005).

In late 2006, the ETC signed an agreement worth US\$1.5 billion with three Chinese companies, ZTE Corporation, Huawei Technologies and the Chinese International Telecommunication Construction Corporation, to upgrade and expand Ethiopian telecommunications services. This agreement has capable to increase the number of mobile services from 1.5 million to 7 million, land line telephone services from 1 million to 4 million, and expansion of the fiber optic network from 4,000 kilometers to 10,000 by 2010. It is part of a larger US\$ 2.4 billion plan by the Ethiopian government to improve the country's telecommunications infrastructure.

The previous Ethiopian telecommunications corporation (ETC), now ethio telecom, is an integrated telecom operator as well as service provider in Ethiopia, providing internet, mobile and fixed telephone services. Ethio telecom is owned by the Ethiopian government and maintains a monopoly on overall telecom services in Ethiopia with a vision of world class telecom service provider. It is one of the ‘‘big’’ group of state owned corporations in Ethiopia, along with Ethiopian airlines, commercial bank of Ethiopia, Ethiopian shipping lines, Ethiopian electric utility and others.

3.2. Research Design of the Study

This study utilized a quantitative research design to investigate training and development practice in ethio telecom shop office. The data obtained from the questionnaire was analyzed using descriptive and inferential statistics. In addition, visual analysis techniques, such as graphs, figures, and tables, were used to present and interpret the data (Creswell, 2013 as cited by Abenet, 2016).

An explanatory research design will be used to establish the causal relationship between training and development practices and employees' performance. The study will involve identifying and measuring the variables relevant to the research question, establishing a clear research hypothesis, and using statistical methods to analyze the data collected to test the hypothesis. These practices include need assessment, trainee selection methods, and major training and development evaluation methods.

3.3. Population and Sampling Technique

The target populations of this study were permanent employees and managers in ethio telecom, Southwest Region. According to Human Resource department of the Southwest Addis Ababa Region (2022), there are 235 permanent employees in selected twelve offices. These employees are working in different division and functional departments of the organization.

The target employees were thus the 235 permanent employees because they have consistent and accurate data about training and development in ethio telecom, Southwestern Addis Ababa region.

A simple random sampling was used to select employees. The aim of using simple random sampling was to be sure that each employee has equal chance of being chosen.

3.4. Sample Size Determination

Yamane (1967) provided a simplified formula to calculate sample sizes. According to Yamane for any sample, given the level of precision of 0.05 and 95% confidence level, the sample size is given by: -

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{235}{1 + (235)(.05 * .05)} = 148$$

Where

n is the sample size,

N is the population size,

e is the level of precision (5%).

Following the above formula provided by Yamane (1967), the sample size considered for this study is determined to be 148 employees of ethio telecom Southwest Addis Ababa zone.

3.5. Tools for Data Collection

In conducting this study, the researcher was basically used primary data types for analysis and interpretation of the study results. Primary quantitative data was collected through self-administered five-point Likert-scale (Likert, 1932) questionnaires to be filled out by the sample respondents of selected ethio telecom shop offices located in southwest Addis Ababa. In addition, reliable secondary data was also collected from different internal records of the company, the company's website and other available sources.

3.6. Method of Data Analysis

The data collected through questionnaire was recorded, edited, organized, analysed, interpreted and presented based on research questions through descriptive statistical tools such as, tables, figures, and percentages with statistical package for social science SPSS version 20 software. Descriptive statistics was computed to describe the socio demographic characteristics of participants and to summarize the respondents' perception on Training and development with employee's performance. Besides, inferential statistics like Pearson correlation and regression were also applied to see the effect of the independent variable on the dependent variable.

Model specification

The multiple linear regression model of the study is based on the theoretical regression model as indicated follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Employee Performance

β_0 = the constant.

X_1 – Need Assessment

β_1 = the regression coefficient of Need Assessment

X_2 - Trainee Selection

β_2 = the regression coefficient of Trainee Selection

X_3 - Implementation

β_3 = the regression coefficient of Implementation

X_4 – Evaluation

β_4 = the regression coefficient of Evaluation

e = error term.

3.7. Reliability and Validity Tests

3.7.1. Instrument Validity

Obasan and Hassan (2014) define that content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study. In this study, content validity was determined by consulting the expertise of the supervisor and two marketing experts.

These experts examined at every question in the questionnaire and do their own analysis to ascertain that the questions answer research objectives of the area understudy. Recommendations (to continue with the instrument with some correction) from the experts was taken into consideration in order to improve the instruments. In this research, the researcher adopted questionnaire from the joint work of (Altarawneh, Ikhlas, and Ibrahim (2005), which focused on training and development effectiveness).

3.7.2. Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Obasan and Hassan, 2014). The purpose of deriving a scale score by having multiple items is to obtain a more reliable measure of the construct than is possible from a single item.

Cronbach's alpha, therefore, gives the proportion of the total variation of the scale scores that is not attributable to random error. To address issues of possible common method variance, Cronbach Alpha reliability test is conducted for all the measures.

3.8. Ethical Considerations

The study was taken into account the well-established and thorough research ethics. Respondents of the research were informed about the purpose of the research and personal information was kept anonymous. Moreover, informed written consent was obtained from every study participant. They were informed about their rights to interrupt the questionnaire at any time. Confidentiality was be maintained at all levels of the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Reliability Test Result

Reliability refers to a measure of stability, consistency, and dependability. To check if a questionnaire is reliable, Cronbach's Alpha was used. Researchers define reliability as the degree of consistency in study findings if the research is repeated at a later time or with different participants. According to Sekaran (2000) Cronbach's Alpha less than 0.6 is considered as poor reliability, from 0.6 to 0.7 is considered questionable reliability, from 0.7 to 0.8 considered as acceptable reliability, from 0.8 to 0.9 are Good reliability and 0.9 or greater are taken as excellent reliability.

Table 4.1. Reliability Statistics for all dimensions

Dimensions	Item Cronbach's Alpha	Reliability	Result
All	5	.895	Good reliability

Source: Own survey result 2023

The Cronbach's Alpha coefficient for the entire questionnaire was found to be 0.895, indicating good reliability. Consequently, the researcher confirmed that the questionnaire was both valid and reliable, and was ready to be distributed to the research sample.

4.2. Response Rate

The study utilized a questionnaire to collect data from 148 participants in twelve ethio telecom shop offices located in southwest Addis Ababa. All the questionnaires were collected successfully, resulting in a 100% response rate. The data collected was then analyzed to investigate the impact of training and development on employees' performance. By examining the data collected from the questionnaires, the study was able to draw conclusions regarding the relationship between training and development programs and employee performance in the ethio telecom shop offices.

4.3. Descriptive Analysis

Descriptive statistics were used to measure the participant's response using statistical tools such as mean, standard deviation, frequency, and percentage. Except for demographic information, all questionnaires were scored using the linkert scale, which included a scale of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

4.4. Demographic Profile of Respondents

Table 4.2. Frequency table for respondent's demographic information

		Frequency	Percent	Cumulative Percent
Sex	Male	77	52.0	52.0
	Female	71	48.0	100.0
Age	18-28	60	40.5	40.5
	29-38	47	31.8	72.3
	39-48	23	15.5	87.8
	49-58	16	10.8	98.6
	Above 58	2	1.4	100.0
Education status	High school and below	10	6.8	6.8
	Certificate	14	9.5	16.2
	Diploma	33	22.3	38.5
	First Degree	57	38.5	77.0
	Masters and above	34	23.0	100.0
Marital	Single	61	41.2	41.2
	Married	73	49.3	90.5
	Separated	6	4.1	94.6
	Divorced	8	5.4	100.0
Monthly Income	Below 3000ETB	30	20.3	20.3
	3001-6000ETB	37	25.0	45.3
	6001-10000ETB	35	23.6	68.9
	Above 10000ETB	46	31.1	100.0

Work Experience	Below 2 Years	32	21.6	21.6
	2-3 years	43	29.1	50.7
	3-4 years	44	29.7	80.4
	More than 5 Years	29	19.6	100.0

Source: Own SPSS result 2023

Demographic characteristics are presented in frequency, percent, and cumulative percentage, and this study includes demographic variables such as respondents' gender, age, marital status, income, experience, and educational level.

According to Table 4.2, 48.0% of respondents are females, while 52.0% are males. So the data collected is not expected to be distorted by gender distribution factors.

The highest proportion of both male and female participants in the study is in the age group of 18-28 years, with slightly higher proportions of female participants in the age groups of 29-38 years and 39-48 years. The age distribution between male and female participants is relatively similar, except for the slightly higher proportions of female participants in the older age groups. This indicates that the majority of the participants in the study are relatively young, with the highest proportions being in the age group of 18-28 years for both males and females.

The majority of male and female participants in the study have completed at least a diploma or a first degree. Male participants have a slightly higher proportion of first degree or higher qualifications, while female participants have a slightly higher proportion of diploma qualifications. This implies that respondents have the necessary basic knowledge and literacy level to understand and respond appropriately to the questionnaires they were asked to complete and for their work performance as well.

It is observed that the majority of male and female participants in the study are either single or married. The highest proportion of male participants are married (27%), followed by single (20.9%), and the highest proportion of female participants are single (20.3%), followed by married (22.3%). There are slightly higher proportions of male participants who are married compared to female participants. On the other hand, there are slightly higher proportions of female participants who are separated or divorced compared to male participants.

4.5. Descriptive Statistics of variables

The descriptive analysis in this study examined how respondents answered each variable, and how the researcher summarized their responses using mean values and standard deviations. Mean and standard deviation were used to infer meaning from the responses. The results were summarized, interpreted, and compared to assign meaning to the statistical figures.

The study used a five-point Likert scale (ranging from 1 to 5) to measure the respondents' responses to the listed variables, with 1 indicating strong disagreement and 5 indicating strong agreement. To simplify the interpretation of the mean and standard deviation results, the scale was redefined by calculating the intervals for breaking the range of the five-point scale for each variable.

Agreement level (range) = $\frac{\max - \min}{5} = \frac{5 - 1}{5} = 0.8$. Therefore, the range of the score indicates:

Table 4.3: The range of the score

Strongly Disagree	1.00 - 1.80
Disagree	1.81 - 2.6
Neutral	2.61 - 3.4
Agree	3.41 - 4.20
Strongly Agree	4.21 - 5.00
Disagree	1.81 - 2.6

Source: Own result 2023

Table 4.4. Descriptive Statistics result of dimensions

Variables	Statements	Mean	Std.
Need Assessment	The human resource department identifies the training and development needs of individuals and the office.	3.22	1.181
	Training & development need assessment manual is prepared by considering the need of prospective trainees.	3.26	1.019
	The need assessment checklist filled without bias and is genuine.	3.56	1.108

	The trainee's capability and level of motivation was considered in prioritizing needs.	3.17	1.046
	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.	2.88	.989
Trainee selection	I am selected for training programs that suit my job needs most.	3.54	1.078
	Trainees are identified through a formal performance appraisal mechanism.	3.43	1.031
	I have training opportunities to learn and grow.	3.52	1.116
	My communication and working relationships with co-workers have high value to be selected for training programs.	3.16	1.080
	There is structured trainee selection method in ethio telecom.	3.10	1.028
Implementation	The organization gives both on-job and off-job training	3.63	.957
	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.	3.35	1.068
	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately.	3.21	1.191
	There is safe and conducive environment to conduct training and development in ethio telecom.	3.44	1.070
	The training Conducted in collaboration with other country to share the best experience.	3.17	1.115
Evaluation	ethio telecom use feedback at the end of the training and development program.	3.22	1.047
	Ethio telecom evaluates the training and development practice before, on the process and after the program.	3.24	1.052

	Training evaluation assesses the gap before and after delivery of the training.	3.22	1.136
	The management makes feedback to fill the gap & improve the effectiveness of the training& development.	3.37	1.052
Employees performance	My performance is better than that of my colleagues with similar qualifications.	3.28	.969
	I am able to find solutions to the various challenges I encounter in my work.	3.26	1.046
	Training and development affect employee's performance.	3.49	1.091
	I am able to provide necessary information that would assist others to complete their tasks.	3.26	1.174
	Training programs have improved my decision making and problem solving skills.	3.35	1.009

Source: Own result 2023

According to table 4.4, “The need assessment checklist filled without bias and is genuine” among need assessment statements, had the highest mean value (mean=3.56, SD=1.108) indicating that employees need assessment for is filled without discrimination. “I am selected for training programs that suit my job needs most” had the highest mean value (mean=3.54, SD=1.078) among trainee selection statements, indicating that respondents are selected according to the gap in their job. “The organization gives both on-job and off-job training” had the highest mean value (mean=3.63, SD=.957) among implementation statements, indicating that ethio telecom employees are getting trainings on and off-job. From evaluation statements, “The management makes feedback to fill the gap & improve the effectiveness of the training& development” had the relatively highest mean (mean =3.37) and standard deviation of (1.052) indicating that management of ethio telecom shop offices gives feedback for the effectiveness of trainings.

4.6. Inferential statistics

4.6.1. Correlation Analysis

Pearson correlation (r) analysis was used to test the relationship between training and development and employee performance. Pearson's correlation coefficient, which ranges from -1.0 to +1.0, indicates the strength and direction of the association between the two variables. If correlation coefficient (r) is 0.1 - 0.29 it is considered weak correlation; 0.3 - 0.49 is considered moderate; and > 0.5 is considered high degree correlation (Field, 2005). The bivariate correlation of a two-tailed test confirms the presence of a statistically significant difference at p 0.05, assuming a 95% confidence interval on statistical analysis.

According to Table 4.5, all the independent variables are positively and significantly correlated with the dependent variable at 95% confidence level. The highest correlation is Need Assessment (r= 0.707), followed by Implementation (r= 0.656), Evaluation (r= 0.644), and Trainee Selection (r=0.616). The correlation matrix shows that there is a positive and significant relationship between training and development dimensions and employee performance.

Table 4.5: Pearson correlation between variables and employee performance

		Need Assessment	Trainee Selection	Implementation	Evaluation
Trainee Selection	r	.708**	1		
	Sig	.000			
Implementation	r	.615**	.673**	1	
	Sig	.000	.000		
Evaluation	r	.500**	.554**	.674**	1
	Sig	.000	.000	.000	
Employees Performance	r	.707**	.616**	.656**	.644**
	Sig	.000	.000	.000	.000
Correlation is significant at the 0.01 level (2-tailed).					

Source: SPSS, Own result 2023

4.6.2. Tests for multiple regression assumptions

Before performing a regression analysis, it is crucial to examine some key assumptions to ensure accurate results. These assumptions include linearity, autocorrelation, multicollinearity, heteroscedasticity, outlier, and data normality.

4.6.2.1. Test for linearity assumption

The second assumption of Multiple Regression is the linearity between the independent variables and the dependent variable. To test for linearity, the data are plotted against a theoretical normal distribution, and the points should form an approximately straight line. Departure from the straight line is considered as deviation from normality.

Based on Figure 4.1, it was found that there is a linear relationship between the independent variables and the dependent variable, indicating that the linearity assumption has been met. Therefore, the results of the Multiple Regression analysis are fulfilled.

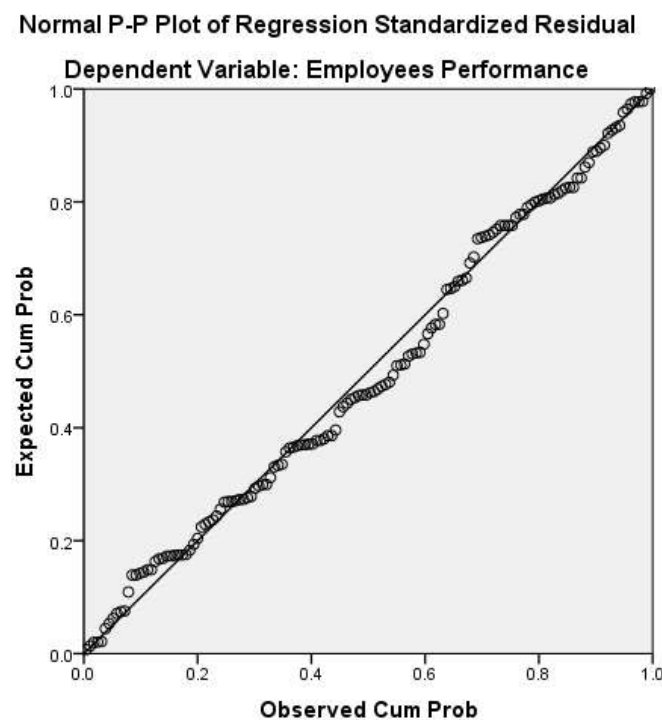


Figure 4.1: Linearity test plot for independent and dependent variables

4.6.2.2. Test for normality

The normality of the data collected in this study was assessed using descriptive statistics, and the results showed that the data was normally distributed and the results were presented in Figure 4.2. The figure shows the underlying frequency distribution of the data, which has a bell-shaped curve, indicating that the data is normally distributed. This means that any inferences made about the population parameters from the sample statistics are likely to be valid and the conclusions drawn from the analysis can be trusted.

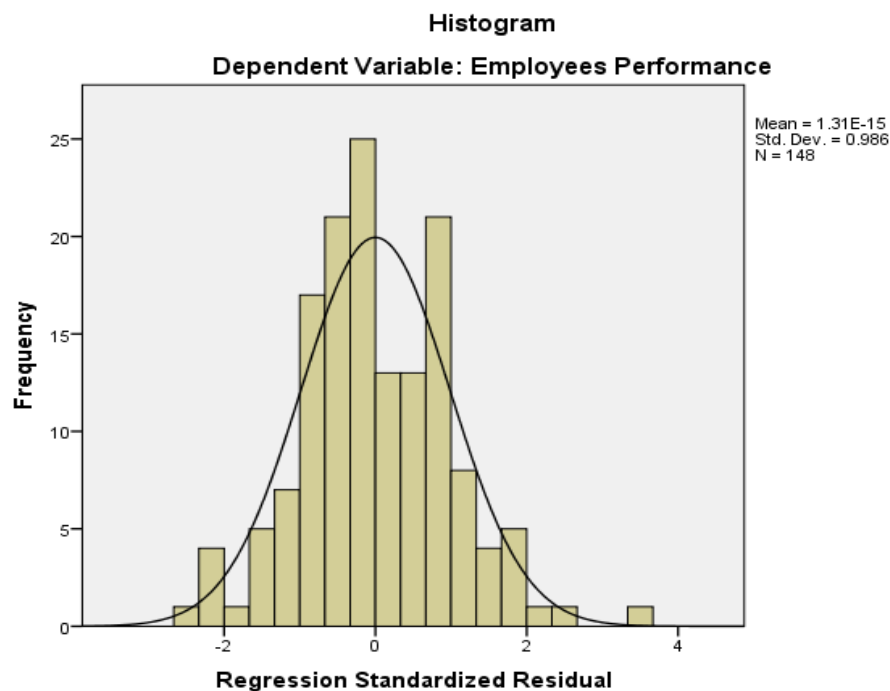


Figure 4.2: Residual distribution curve

4.6.2.3. Test for multi-co linearity

Multi-collinearity is a common issue in regression analysis that occurs when independent variables are highly correlated with one another. To determine whether multi-collinearity was present in this study, a multi-collinearity test was performed using tolerance and variance inflation factor (VIF) analysis. According to Field (2005), independent variables that have tolerance values greater than 0.1 and VIF values less than 10 are considered free from multi-collinearity. The results presented in Table 4.6 indicate that all independent variables have tolerance values greater than 0.1 and VIF values less than 10, suggesting that multi-collinearity is not present in the

data. Therefore, all variables were retained in the current research model and used for further analysis. This finding is important because multi-collinearity can lead to biased and inaccurate estimates of the regression coefficients and standard errors, which can affect the interpretation and generalizability of the results. By confirming the absence of multi-collinearity, the results of the analysis can be considered reliable and valid.

Table 4.6: Test of Multi-Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
Multi-collinearity	Need Assessment	.461	2.168
	Trainee Selection	.401	2.493
	Implementation	.399	2.508
	Evaluation	.526	1.903

Source: Own SPSS result 2023

4.6.2.4. Test for heteroscedasticity

If there is a clear pattern on the scatter plot, it is concluded that there is heteroscedasticity problem. As shown on figure 4.9, it appears that the spots are diffused and do not form a clear specific pattern. Therefore, it can be concluded that the regression model does not occur heteroscedasticity problem.

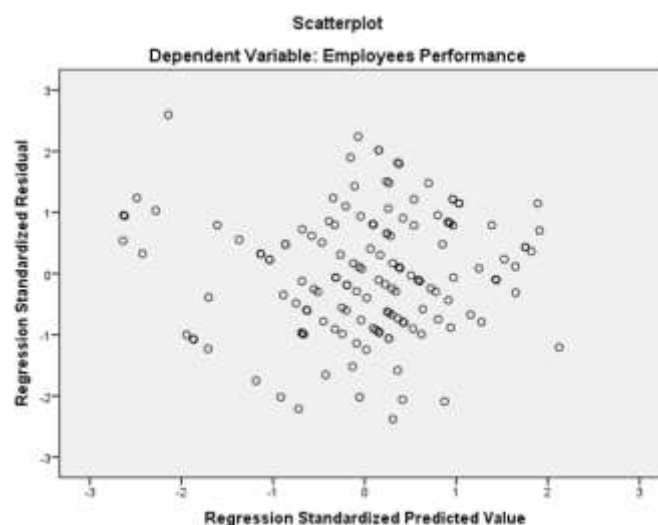


Figure 4.3: Test for heteroscedasticity

4.6.3. Multiple Regression Analysis

The model summary or regression analysis provides important information about the strength and accuracy of the regression model. In this study, the model summary shows an R value of 0.792, indicating a strong positive correlation between the independent and dependent variables. The R Square value of 0.627 indicates that approximately 62.7% of the variation in employee performance can be explained by the independent variables of need assessment, trainee selection, implementation, and evaluation. Need assessment, trainee selection, implementation, and evaluation are important predictors of employee performance in the context of training and development, as indicated by the R Square value of 0.627 in the regression analysis.

The findings of the regression analysis suggest that need assessment, trainee selection, implementation, and evaluation are critical components in developing effective training and development programs that can improve employee performance. However, the remaining 37.3% of the variation in employee performance may be influenced by other factors that were not included in the model, and thus should be considered in future research.

Table 4.7: Model Summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.627	.616	.46086
a. Predictors: (Constant), Evaluation, Need Assessment, Trainee Selection , Implementation				
b. Dependent Variable: Employees Performance				

Source: Own SPSS result 2023

The ANOVA results on table 4.8 showed a significant F value of 59.988 ($p < 0.05$), indicating that the regression model is a good fit for the data. The F value is a measure of the overall significance of the regression model, with higher values indicating a better fit for the data. In this study, the significant F value suggests that the independent variables of need assessment, trainee selection, implementation, and evaluation are important predictors of employee performance.

Table 4.8: Analysis of variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.965	4	12.741	59.988	.000 ^b
	Residual	30.372	143	.212		
	Total	81.337	147			
a. Dependent Variable: Employees Performance						
b. Predictors: (Constant), Evaluation, Need Assessment, Trainee Selection , Implementation						

Source: Own SPSS result 2023

The p-value of less than 0.05 indicates that the probability of obtaining an F value this large by chance is less than 5%, providing strong evidence that the regression model is a good fit for the data. These findings suggest that the regression model is a reliable and accurate tool for predicting employee performance based on the independent variables of need assessment, trainee selection, implementation, and evaluation.

Table 4.9: Beta coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.290	.201		1.442	.015
Need Assessment	.473	.082	.432	5.739	.000
Trainee Selection	.030	.078	.031	.390	.697
Implementation	.161	.077	.170	2.098	.038
Evaluation	.269	.064	.296	4.200	.000

Source: Own SPSS result 2023

The results in table 4.9 suggest that need assessment, implementation, and evaluation are important factors to consider in designing effective training and development programs that can enhance employee performance. Need assessment ($\beta = 0.473$) was found to be a significant predictor of employee performance, indicating that the process of identifying the specific needs and requirements of employees is an important factor in designing effective training and development programs that can enhance employee performance. Trainee selection ($\beta=0.030$) was not found to be a

significant predictor of employee performance. Implementation ($\beta=0.161$) was found to be a significant predictor of employee performance, indicating that delivering the training program effectively and efficiently is an important factor in improving employee performance. Evaluation ($\beta=0.269$) was found to be a significant predictor of employee performance, suggesting that measuring the effectiveness of the training program and making any necessary adjustments is a critical component in developing effective training and development programs that can improve employee performance.

Overall, these findings suggest that need assessment, implementation, and evaluation are important factors to consider in designing effective training and development programs that can enhance employee performance. While trainee selection may not be as critical in determining employee performance, it is still an important factor to consider in selecting suitable candidates for training. By understanding the contribution of each independent variable to employee performance, ethio telecom can develop more targeted and effective training and development programs that meet the specific needs of their employees and ultimately improve their overall performance.

4.6.4. Optimal Regression Coefficients

The multiple linear regression model of the study is based on the theoretical regression model as indicated follows

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Employee Performance

β_0 = the constant.

X_1 – Need Assessment

β_1 = the regression coefficient of Need Assessment

X_2 - Trainee Selection

β_2 = the regression coefficient of Trainee Selection

X_3 - Implementation

β_3 = the regression coefficient of Implementation

X_4 – Evaluation

β_4 = the regression coefficient of Evaluation

e = error term.

The linear equation is written as follows, taking the regression coefficient result into consideration:

$$Y=0.290 +0.473X_1+0.030X_2+0.161X_3+0.269 X_4+\varepsilon$$

In this equation, the constant (0.290) represents the intercept, while the coefficients for each independent variable (Need Assessment, Trainee Selection, Implementation, and Evaluation) indicate the magnitude and direction of their effect on the dependent variable (Employee Performance). The error (ε) term represents the unobserved factors that influence employee performance but are not accounted for by the independent variables. The error term captures any variation in employee performance that is not explained by the independent variables in the model.

4.7. Hypotheses Testing

4.7.1. Need Assessment

The coefficient for need assessment ($B = 0.473$) and the significance level ($\text{sig} = 0.000$) indicate that need assessment is a significant predictor of employee performance in the context of training and development. These findings suggest that identifying the specific needs and requirements of employees is an important factor in designing effective training and development programs that can enhance employee performance. Therefore, hypothesis “Need assessment has a positive and significant effect on employee performance” is accepted.

4.7.2. Trainee Selection

The coefficient for trainee selection ($B = 0.030$) and the significance level ($\text{sig} = 0.697$) indicate that trainee selection is not a significant predictor of employee performance in the context of training and development. Therefore, alternate hypothesis is rejected that trainee selection has significant effect on employee performance. This suggests that selecting the candidates for training may not have a significant impact on employee performance.

4.7.3. Implementation

The coefficient for implementation ($B = 0.161$) and the significance level ($\text{sig} = 0.038$) indicate that implementation is a significant predictor of employee performance in the context of training and development. Based on the data, it can be concluded that there is a positive relationship between implementation and employee performance and the alternate hypothesis is accepted.

4.7.4. Evaluation

The data shows that the coefficient for evaluation ($B = 0.269$) is statistically significant at the 0.05 level ($\text{sig} = 0.000$), indicating that evaluation is a significant predictor of employee performance. This suggests that ethio telecom that evaluates the effectiveness of their training and development programs and make necessary adjustments are likely to see improvements in employee performance. By measuring the effectiveness of their training and development programs, ethio telecom can identify areas for improvement and make necessary adjustments to enhance employee performance. This is consistent with the alternate hypothesis that evaluation is positively related to employee performance.

Table 4.10: Summary of Hypothesis Testing

Hypothesis	Statement	β -value	P-value	Status
1	Need assessment has a positive and significant effect on employee performance	0.473	.000	Supported
2	Trainee selection has a positive and significant effect on employee performance.	0.030	0.697	Rejected
3	Implementation has a positive and significant effect on employee performance	0.161	0.038	Supported
4	Evaluation has a positive and significant effect on employee performance.	0.269	.000	Supported

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter finalizes the study by providing the summary of key findings, conclusions, recommendations, and areas of further studies.

5.2. Summary of Major Findings

The study aimed to examine the impact of training and development on employee performance in Ethio Telecom shop office. The data was collected from 148 employees using a survey questionnaire and analyzed using multiple regression analysis, ANOVA, and hypothesis testing. The objective was to identify the specific factors that influence employee performance in the context of training and development. By understanding the impact of these factors, ethio telecom can design effective training and development programs that can enhance employee performance, leading to greater productivity, job satisfaction, and organizational success.

The model summary indicates that the multiple regression model is a good fit for the data and explains 62.7% of the variance in employee performance. The R value of 0.792 and R-squared value of 0.627 indicate that the model explains a significant proportion of the variance in employee performance. The adjusted R-squared value of 0.616 suggests that the model is a good fit for the data, and the standard error of the estimate of 0.46086 indicates that the model has a good level of accuracy.

The multiple regression analysis results showed that need assessment, implementation, and evaluation are significant predictors of employee performance. The unstandardized coefficient for need assessment was 0.473 (sig = 0.000), the coefficient for implementation was 0.161 (sig = 0.038), and the coefficient for evaluation was 0.269 (sig = 0.000), indicating positive relationships between these variables and employee performance. However, the unstandardized coefficient for trainee selection was 0.030 (sig = 0.697), indicating that trainee selection is not a significant predictor of employee performance.

These findings suggest that identifying the specific needs and requirements of employees through need assessment, delivering the training program effectively and efficiently, and evaluating the effectiveness of the training program and making necessary improvements are essential for improving employee performance.

The ANOVA results showed that the regression model was significant ($F = 59.988$, $\text{sig} = 0.000$), indicating that the independent variables (need assessment, trainee selection, implementation, and evaluation) as a group significantly predict employee performance. The hypothesis testing showed that the alternate hypothesis for need assessment, implementation, and evaluation were supported, while the alternate hypothesis for trainee selection was rejected. This means that need assessment, implementation, and evaluation are positively and significantly related to employee performance, while trainee selection is not a significant predictor. These findings suggest that ethio telecom should focus on identifying the specific needs and requirements of employees, implementing the training program effectively and efficiently, and evaluating the effectiveness of the training program to improve employee performance.

5.3. Conclusions

The study investigated the impact of four independent variables (need assessment, trainee selection, implementation, and evaluation) on employee performance in Ethio Telecom shop office. The study found that need assessment, implementation, and evaluation had a significant positive impact on employee performance, while trainee selection did not have a significant impact.

The Unstandardized Coefficients for the independent variables in this study suggest that need assessment has the highest impact on employee performance, followed by evaluation, and then implementation. Trainee selection did not have a significant impact on employee performance. These findings imply that ethio telecom should prioritize need assessment, evaluation, and implementation when designing and implementing training and development programs to enhance employee performance.

Need assessment has a positive and significant impact on employee performance. This suggests that identifying the specific needs and requirements of employees through

need assessment is essential for enhancing employee performance. By designing and implementing training and development programs that are tailored to the specific needs and requirements of employees, ethio telecom can enhance employee performance, leading to greater productivity, job satisfaction, and organizational success.

Evaluation has a positive and significant impact on employee performance. This suggests that evaluating the effectiveness of the training program and making necessary improvements is essential for enhancing employee performance. By evaluating the effectiveness of the training program and making necessary improvements, ethio telecom can ensure that their training and development programs remain effective and relevant to the changing needs of employees.

Implementation has a positive and significant impact on employee performance, but not as strong as the impact of need assessment and evaluation. This suggests that delivering the training program effectively and efficiently is important for enhancing employee performance, but it is not as crucial as identifying the specific needs and requirements of employees through need assessment.

The ANOVA results also indicated that the independent variables, as a group, significantly predict employee performance ($F = 59.988$, $\text{Sig.} = 0.000$). This implies that identifying the specific needs and requirements of employees through need assessment, delivering the training program effectively and efficiently, and evaluating the effectiveness of the training program and making necessary improvements are essential for improving employee performance.

In conclusion, the study provides valuable insights into the impact of training and development (need assessment, trainee selection, implementation, and evaluation) on employee performance in Ethio Telecom shop office. The findings suggest that need assessment, implementation, and evaluation have a significant positive impact on employee performance, while trainee selection does not have a significant impact. These factors are crucial for designing effective training and development programs that can enhance employee performance, leading to greater productivity, job satisfaction, and organizational success.

5.4. Recommendation

As per the findings, the researcher makes the following recommendations to enhance employee performance in ethio telcom.

- ❖ Ethio Telecom should prioritize need assessment when designing and implementing training and development programs. By identifying the specific needs and requirements of employees through need assessment, Ethio Telecom can design and implement more effective training and development programs that are tailored to the specific needs of employees.
- ❖ Ethio Telecom should evaluate the effectiveness of their training and development programs and make necessary improvements, such as updating program content, modifying delivery methods, increasing training frequency, incorporating new technologies or tools, providing additional support, and addressing issues identified in the evaluation. By doing so, they can ensure that their programs remain effective and relevant to the changing needs of employees and the organization.
- ❖ Trainee selection did not have a significant impact on employee performance in the context of training and development in Ethio Telecom shop office. Therefore, Ethio Telecom should focus on other factors that are more likely to enhance employee performance, such as the quality of training content and delivery methods etc.
- ❖ Implementation has a positive impact on employee performance, but not as strong as the impact of need assessment and evaluation. Ethio Telecom should ensure that the training program is delivered effectively and efficiently, but also prioritize need assessment and evaluation when designing and implementing training and development programs.
- ❖ Further research is needed to validate the findings of this study and to explore the impact of these independent variables on employee performance across different contexts. Ethio Telecom can conduct further research using different methods of data collection and include a larger sample size to enhance the generalizability of the findings.
- ❖ Ethio Telecom should invest in employee training and development to improve their competitiveness and achieve long-term success in the

telecommunications industry. By enhancing employee performance through training and development programs, Ethio Telecom can improve productivity, job satisfaction, and overall organizational success.

- ❖ The study highlights the importance of designing and implementing effective training and development programs that are tailored to the specific needs and requirements of employees in Ethio Telecom. Ethio Telecom should ensure that their training and development programs are relevant to the changing needs of employees and the organization.
- ❖ The study also highlights the importance of evaluating the effectiveness of training and development programs and making necessary improvements. Ethio Telecom should have a system in place to evaluate the effectiveness of their training and development programs and use the results to make necessary improvements.
- ❖ Ethio Telecom should ensure that their training and development programs are delivered effectively and efficiently. This includes selecting the appropriate delivery method and ensuring that the program is delivered by qualified trainers.
- ❖ Finally, Ethio Telecom should prioritize employee development as a means of achieving organizational success. By investing in employee development, Ethio Telecom can create a culture of learning and growth that benefits both the individual employees and the organization as a whole.

These recommendations can form the basis of a paper on the impact of training and development on employee performance in Ethio Telecom. The paper can explore the various factors that influence employee performance, the importance of designing and implementing effective training and development programs, and the role of evaluation and implementation in enhancing employee performance. The paper can also discuss the implications of the findings for Ethio Telecom seeking to improve employee performance through training and development programs.

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ANNEX

Appendix I - Questionnaire in English

(To be filled by Employees)

Dear respondent,

I am Yordanos Tilahun , a postgraduate MBA student at St Mary University in Addis Ababa. The main purpose of the study is to assess the impact of training and development on employees' performance in ethio telecom shop office. This study was be conducted only for academic purpose.

In addition, I ensure you that the information provided was be kept confidential and was not be used for any other purpose. Your highly valued responses for the questions are extremely important for successful completion of my thesis. As a final point, I would like to thank you very much for your kind cooperation and spending your valuable time for my request. Your participation is voluntary and no need to write your name.

Please contact me at (+251920350142) if you have any queries about this study.

Direction:

- Do not write your name.
- Put a tick mark “√” in the space provided in front of each item.
- The questionnaire has three parts that includes respondents profile and study related questions.

Best Regards,

Thank you

Part I - Personal Information

Direction: Please select an appropriate response category by putting a thick mark (√) on the one that corresponds to your response.

1. Gender

❖ Male ☐

❖ Female ☐

2. Age

❖ 18-28 ☐

❖ 49-58 ☐

❖ 29-38 ☐

❖ Above 58 ☐

❖ 39-48 ☐

3. What is your level of Education?

❖ High school and below ☐

❖ First Degree ☐

❖ Certificate ☐

❖ Masters and above ☐

❖ Diploma ☐

4. Marital status

❖ Single ☐

❖ Separated ☐

❖ Married ☐

❖ Divorced ☐

5. Monthly Income

❖ Below 3000ETB ☐

❖ 6001-10000ETB ☐

❖ 3001-6000ETB ☐

❖ Above 10000ETB ☐

6. How long have you worked for ethio telecom ?

❖ Below 2 Years ☐

❖ 2-3years ☐

❖ 3-4 years ☐

❖ More than 5 Years ☐

Part II- Training and Development

Direction: This part of the questionnaire uses a five-point Likert scale to assess your perception for training and development. Please place (√) mark in space provided to indicate your level of agreement with the statements in the first column. Where, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

No	Measurement Items	Measurement Scale				
		SD	D	N	A	SA
		1	2	3	4	5
Need Assessment						
1.	The human resource department identifies the training and development needs of individuals and the office.					
2.	Training & development need assessment manual is prepared by considering the need of prospective trainees.					
3.	The need assessment checklist filled without bias and is genuine.					
4.	The trainee's capability and level of motivation was considered in prioritizing needs.					
5.	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.					
Trainee selection						
1.	I am selected for training programs that suit my job needs most.					
2.	Trainees are identified through a formal performance appraisal mechanism					
3.	I have training opportunities to learn and grow.					
4.	My communication and working relationships with co-workers have high value to be selected for training programs.					
5.	There is structured trainee selection method in ethio					
Implementation						
1.	The organization gives both on-job and off-job training					
2.	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.					
3.	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately					
4.	There is safe and conducive environment to conduct training and development in ethio telecom					
5.	The training Conducted in collaboration with other country to share the best experience					
Evaluation						

1.	ethio telecom use feedback at the end of the training and development program					
2.	Ethio telecom evaluates the training and development practice before, on the process and after the program					
3.	Training evaluation assesses the gap before and after delivery of the training					
4.	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					

Part III- Employees Performance

Direction: This part of the questionnaire also uses a five-point Likert scale to assess your perception for Employees performance. Please place (√) mark in the space provided to indicate your level of agreement with the statements in the first column. Where, 1 =Strongly Disagree, 2= Disagree, 3= Neutral, 4 = Agree and 5 =Strongly Agree

No	Measurement Items	Measurement Scale				
		<i>SD</i>	<i>D</i>	<i>N</i>	<i>A</i>	<i>SA</i>
		1	2	3	4	5
1.	My performance is better than that of my colleagues with similar qualifications.					
2.	I am able to find solutions to the various challenges I encounter in my work.					
3.	Training and development affect employee's performance					
4.	I am able to provide necessary information that would assist others to complete their tasks					
5.	Training programs have improved my decision making and problem solving skills					

Part III - SPSS Outputs

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.895	5

Correlations

Correlations

		Need Assessment	Trainee Selection	Implementation
Need Assessment	Pearson Correlation	1	.708**	.615**
	Sig. (2-tailed)		.000	.000
	N	148	148	148
Trainee Selection	Pearson Correlation	.708**	1	.673**
	Sig. (2-tailed)	.000		.000
	N	148	148	148
Implementation	Pearson Correlation	.615**	.673**	1
	Sig. (2-tailed)	.000	.000	
	N	148	148	148
Evaluation	Pearson Correlation	.500**	.554**	.674**
	Sig. (2-tailed)	.000	.000	.000
	N	148	148	148
Employees Performance	Pearson Correlation	.707**	.616**	.656**
	Sig. (2-tailed)	.000	.000	.000
	N	148	148	148

Correlations

		Evaluation	Employees Performance
Need Assessment	Pearson Correlation	.500	.707**
	Sig. (2-tailed)	.000	.000
	N	148	148
Trainee Selection	Pearson Correlation	.554**	.616
	Sig. (2-tailed)	.000	.000
	N	148	148
Implementation	Pearson Correlation	.674**	.656**
	Sig. (2-tailed)	.000	.000
	N	148	148

Evaluation	Pearson Correlation	1**	.644**
	Sig. (2-tailed)		.000
	N	148	148
Employees Performance	Pearson Correlation	.644**	1**
	Sig. (2-tailed)	.000	
	N	148	148

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Need Assessment	148	3.2176	.67891	-.211	.199	.162	.396
Trainee Selection	148	3.3486	.77306	-.722	.199	.248	.396
Implementation	148	3.3595	.78522	-.613	.199	.202	.396
Evaluation	148	3.2618	.81927	-.619	.199	.248	.396
Valid N (listwise)	148						

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Employees Performance	.092	148	.004	.964	148	.001

a. Lilliefors Significance Correction

Regression

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.792 ^a	.627	.616	.46086	1.567

a. Predictors: (Constant), Evaluation, Need Assessment, Trainee Selection , Implementation

b. Dependent Variable: Employees Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.965	4	12.741	59.988	.000 ^b
	Residual	30.372	143	.212		
	Total	81.337	147			

a. Dependent Variable: Employees Performance

b. Predictors: (Constant), Evaluation, Need Assessment, Trainee Selection , Implementation

Coefficients^a

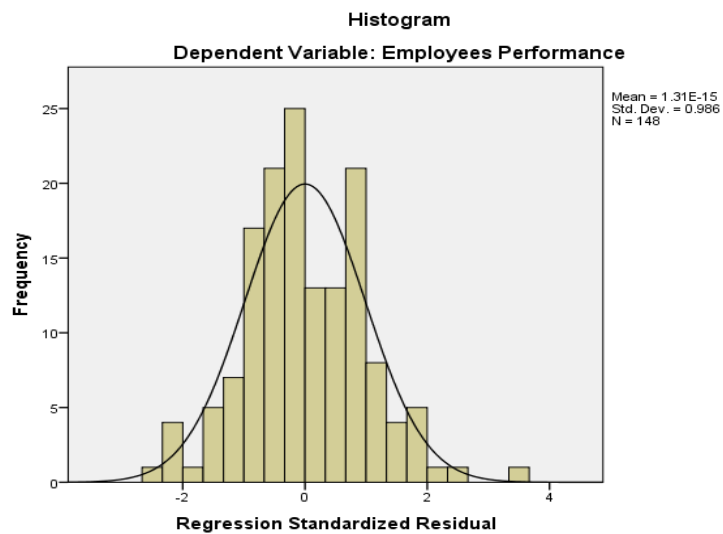
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
	(Constant)	.290	.201	1.442	.015
	Need Assessment	.473	.082	.432	.5739
	Trainee Selection	.030	.078	.031	.390
	Implementation	.161	.077	.170	2.098
	Evaluation	.269	.064	.296	4.200

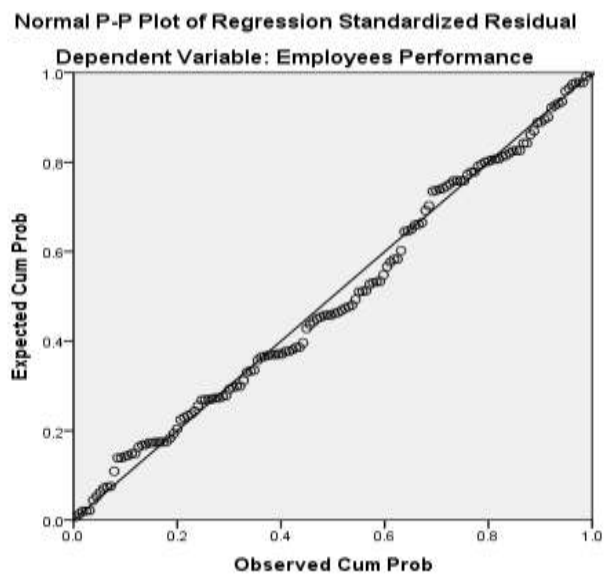
Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1		
	(Constant)	
	Need Assessment	.461
	Trainee Selection	.401
	Implementation	.399
	Evaluation	.526

a. Dependent Variable: Employees Performance

Charts





Statistics

		Gender	Age	Education status	Marital	Monthly Income	Work Experience
N	Valid	148	148	148	148	148	148
	Missing	0	0	0	0	0	0
Mean		1.48	2.01	3.61	1.74	2.66	2.47

Frequency Table

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	77	52.0	52.0	52.0
Valid Female	71	48.0	48.0	100.0
Total	148	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-28	60	40.5	40.5	40.5
Valid 29-38	47	31.8	31.8	72.3
Valid 39-48	23	15.5	15.5	87.8
Valid 49-58	16	10.8	10.8	98.6
Valid Above 58	2	1.4	1.4	100.0
Total	148	100.0	100.0	

Education status

	Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid High school and below	10	6.8	6.8	6.8
Certificate	14	9.5	9.5	16.2
Diploma	33	22.3	22.3	38.5
First Degree	57	38.5	38.5	77.0
Masters and above	34	23.0	23.0	100.0
Total	148	100.0	100.0	

Marital

	Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid Single	61	41.2	41.2	41.2
Married	73	49.3	49.3	90.5
Separated	6	4.1	4.1	94.6
Divorced	8	5.4	5.4	100.0
Total	148	100.0	100.0	

Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid Below 3000ETB	30	20.3	20.3	20.3
3001-6000ETB	37	25.0	25.0	45.3
6001-10000ETB	35	23.6	23.6	68.9
Above 10000ETB	46	31.1	31.1	100.0
Total	148	100.0	100.0	

Work Experience

	Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid Below 2 Years	32	21.6	21.6	21.6
2-3 years	43	29.1	29.1	50.7
3-4 years	44	29.7	29.7	80.4
More than 5 Years	29	19.6	19.6	100.0
Total	148	100.0	100.0	

		The human resource department identifies the training and development needs of individuals and the office.	Training & development need assessment manual is prepared by considering the need of prospective trainees.	The need assessment checklist filled without bias and is genuine.	The trainee's capability and level of motivation was considered in prioritizing needs.	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.
N	Valid	148	148	148	148	148
	Missing	0	0	0	0	0
Mean		3.22	3.26	3.56	3.17	2.88
Std. Deviation		1.181	1.019	1.108	1.046	.989

Statistics

		I am selected for training programs that suit my job needs most.	Trainees are identified through a formal performance appraisal mechanism	I have training opportunities to learn and grow.	My communication and working relationships with co-workers have high value to be selected for training programs.	There is structured trainee selection method in ethio telecom
N	Valid	148	148	148	148	148
	Missing	0	0	0	0	0
Mean		3.54	3.43	3.52	3.16	3.10
Std. Deviation		1.078	1.031	1.116	1.080	1.028

Statistics

		The organization gives both on-job and off-job training	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately	There is safe and conducive environment to conduct training and development in ethio telecom	The training Conducted in collaboration with other country to share the best experience
N	Valid	148	148	148	148	148

Missing	0	0	0	0	0
Mean	3.63	3.35	3.21	3.44	3.17
Std. Deviation	.957	1.068	1.191	1.070	1.115

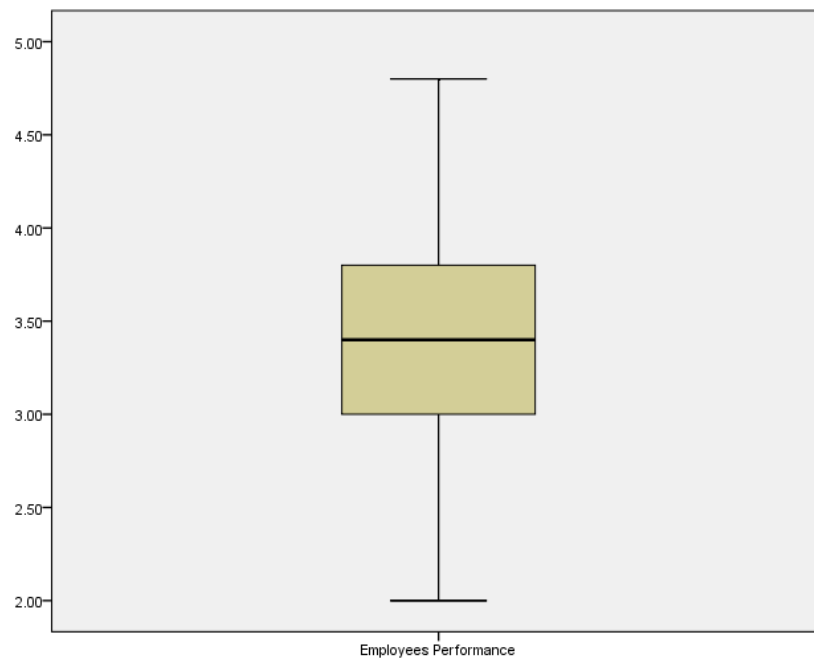
Statistics

	ethio telecom use feedback at the end of the training and de- velopment pro- gram	Ethio telecom evaluates the training and de- velopment prac- tice before, on the process and after the program	Training evalua- tion assesses the gap before and after delivery of the training	The manage- ment makes feedback to fill the gap & im- prove the effec- tiveness of the training& devel- opment.	My performance is better than that of my col- leagues with similar qualifica- tions.
N	Valid	148	148	148	148
	Missing	0	0	0	0
Mean		3.22	3.24	3.22	3.37
Std. Deviation		1.047	1.052	1.136	1.052
					.969

Statistics

Statistics					
		I am able to find so- lutions to the various challenges I encoun- ter in my work.	Training and devel- opment affect em- ployee's perfor- mance	I am able to provide necessary infor- mation that would assist others to complete their tasks	Training programs have improved my decision making and problem solving skills
N	Valid	148	148	148	148
	Missing	0	0	0	0
Mean		3.26	3.49	3.26	3.35
Std. Deviation		1.046	1.091	1.174	1.009

Employees Performance



Regression

