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**ANALYSIS OF MANAGEMENT-CYCLE OF TRAINING PROGRAM FOR MICRO  
AND SMALL ENTERPRISES: ADAMA CITY MICRO AND SMALL ENETRPRISES  
IN FOCUS**

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JUNE, 2015  
ADAMA, ETHIOPIA

**ANALYSIS OF MANAGEMENT-CYCLE OF TRAINING PROGRAM  
FOR MICRO AND SMALL ENTERPRISES: ADAMA CITY MICRO  
AND SMALL ENTERPRISES IN FOCUS**

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**JUNE, 2015  
ADAMA, ETHIOPIA**

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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## Approved by Board of Examiners

As members of thesis Approval Board of Examiner we certify that we have read the thesis prepared by Gadisa Hirpha, entitled “*Analysis of Management – Cycle of training program for Micro and Small Enterprises*” and submitted in partial fulfillment of the requirements for the degree Master of Business Administration compiles with regulation of the university and meets the accepted standards with to originality and quality.

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## Acronyms

CSA	Central Statistical Agency
E.C	Ethiopian Calendar
FMSEDA	Federal Micro and Small Scale Enterprises Agency
GTP	Growth Transformational plan.
HR	Human Resource
ILO	International Labor Organization
MSEDA	Micro and Small Enterprises Development Agencies
MSEs	Micro and Small Scale Enterprises
NGOs	Non-governmental Organizations
STC	Systematic Training Cycle
TNA	Training Need Assessment
TVET	Technical and Vocational Education and Training

## Abstract

*This study was designed to analyze the management cycle of training program for MSEs in Adama City. A descriptively cross-sectional survey design of research was used in the research, where 237 managers/operators of MSEs selected from four sectors of MSEs (manufacturing, construction, service and business) were respondents/participants. Stratified random sampling technique was used to identify samples taken for the study. In the process of answering the basic questions, an open and closed-ended questionnaire that included demographic profiles, the practice of needs assessment and design, implementation and evaluation of training for MSEs was used. Moreover, interview guides were also used with officials of MSEs, Adama TVET College and Adama TVET Agency in Adama City. Data were collected, systematically and processed with the help of descriptive statistics (percentage, mean and standard deviations), and correlation and regression for ensuring significance. The result of the study indicated that, better practices were observed in the area of program implementation and design whereas, the inefficient practices were observed holding intra-sectoral need assessment and evaluation. The study denoted also that participation of MSEs on training evaluation, rendering feedback, regarding job performance and trainee trainer interaction was very low.*

**Key terms: practices, management-cycle, training, micro and small enterprises**

# Chapter One

## 1. Introduction

The introductory section of the research holds background, statement of the problem, objectives of the research, significance, delimitation, Limitation, definition of technical terms and overall organization.

### 1.1. Background of the Study

Micro and Small scale enterprises (MSEs) play significant roles in the creation of employment opportunities. Studies in the area of MSEs confirm that, MSEs have a great contribution in the creation of employment opportunity and generation of income for quite a large proportion of the population (Liedholm, 2001; ILO, 2003a; Vandenberg, 2004; Mazumdar, 2004 and Haftu, et al, 2009). According to Garavan and O’Cinneide (2004), policy-makers and political decision-makers are turning their faces to MSEs as possible solutions for economic recession, high unemployment rate and fluctuation in international trade cycle. Particularly, emphasis is being laid on SMEs because they have viable nature of adapting to the changing environment. By and large, their structures allow them to adjust to technical changes at a rate that is fast enough for their survival.

According to Mulhern (1995), MSEs exert a strong influence on the economies of all countries, particularly in the developing countries. The point is that, MSEs have been a major engine in the economic growth, innovation and technological progress. In addition carrier (2008) states that MSEs are more fertile than their larger [enterprises] in terms of innovation and development. The MSE sector is characterized by highly diversified activities which can create job opportunities for a substantial segment of the population. This indicates that, the sector is a quick remedy for unemployment problem.

To curb unemployment and facilitate the environment for new job-seekers and self-employment, a direct intervention and support of the government is crucial (Mulhern, 1995). Understanding the strategic value of MSEs and giving due attention for their development should not be the end; it should, rather, be just a beginning (Sievers & Vandenberg, 2007).

During the GTP period (2011-2015), Ethiopia has developed sector strategy for the micro and small-scale enterprises so that they can contribute to the development of the industrial sector as a whole by serving as the basis and contributors to the development of the agricultural sector by creating employment opportunities.

In that, the major target of Micro and Small-Scale Enterprises is enabling the micro and small scale enterprises is playing significant roles in the national development activities; particularly, in the creation of employment opportunities and poverty reduction. This will be achieved by providing comprehensive and accessible training for the enterprises (SMOFED, 2006 and MoTI, 1997).

Diverse sources of academic literature assert that, the effectiveness and success of an organization depends on the people who form and work with the organization. In this regard, Akinpeju (2001) states that, the success of organization does not come from the vacuum; rather, from the skilled and trained human resources. In that, the purpose of training and developing human resource is to improve both the employee and organizational capabilities the rationale being that, training benefits both the organization and individual employees. Furthermore, Obisi (2011) states that, training and development aim at developing competencies in terms of technical, human, conceptual and managerial skills for furthering individual and organization growth. It should also be noted that, training and development are not held in as a one-shot activity; rather they are framed in a continuous, need based, and planned manner.

The overarching point is that, training is critical in implementing change within an organization besides playing a key role in reducing cycle times , improving decision making and boosting the performance of the scheduling process for master production (Hall, 1992). Since training is a critical element in accelerating productivity by sharpening improvements within an organization, it is important to apply a systematic approach to the diverse training events within organization.

In the process of developing MSEs, their core problems should be identified and solutions/directions should be designed accordingly. Although there are various problems that hinder the development of MSE the main problem is improving productivity and making them competent in the market (MOTI, 1997).

The National TVET Strategy underlines that, Ethiopia's TVET System Strategy indicates that, the system should create and develop integration between education, training and development. The TVET should also provide support for the development of MSE (MOTI, 1997). To this effect, the country has designed TVET strategy based on international practices/experiences that support MSE development with technology transfer in which they serve as centers and actors to develop entrepreneur's outlook, solve skill problems and develop managerial skills, provide training and consultancy services and nurture technological information (National TVET Strategy, 2008).

According to Mutai (2011), it is now recognized that promotion of the MSE sector is a viable and dynamic strategy for achieving national goals, including employment creation, poverty alleviation and balanced development between sectors and sub-sectors. The health of the economy as a whole has a strong relationship with the health and nature of micro and small enterprise, the main segment of the informal sector (Mead, 1998). If the micro enterprises sector is to continue absorbing more people and give a modest, but reasonable return on their labor, it is crucial to increase its skill levels. The pool of local entrepreneurial talent must be expanded in order to widen and run existing and new ventures.

While the policy direction stresses training to be an indispensable means of developing MSEs to the standard vested in them, the extent to which the grassroots needs are analyzed in the initial phase of training, the extent to which training implementation is based on the pre-identified needs, and the very devising of training evaluation mechanisms on a comprehensive bases remains an issue evoking research.

## **1.2. Statement of the Problem**

The study conducted by Ethiopian CSA discloses that, the contribution of small enterprises in creating job opportunities and in the development of the country's economy is vital (FMSEDA, 2006:13). The revised *MSE strategy, Ethiopia (2010/11)* is developed as part of the GTP (2010/11-2014/15) which prioritizes the sector so that it contributes, to the development of the industrial sector as a whole to serve as the basis, and contribute to the development of the agricultural sector and creates employment opportunities.

Employees (HR) are the most valued asset of any organization. Their development and growth is essential in creating a conducive working environment. In order for HR to develop successfully, the organization must create a working environment in which its employees can acquire continuous knowledge and fully develop their skills sets and abilities (Navaneethakumar & Sivalivmar, 2012). Training is one of the most widespread methods for accomplishing this (Arthur & Bennett, 2003). Through training programs employees of MSEs acquire job related knowledge, skills, abilities and behavior with the purpose of applying these on the job (Ahmed, 1999).

Therefore, properly assessed, designed, implemented and evaluated training program is important to effectively capture, impart knowledge, and skill to take appropriate action, to deal better with customers, developing operators/ managers that helps the organization to improve work activity that can make a very significant contribution to the overall effectiveness and profitability of micro and small scale enterprises Adeniyi (2002). If the organisations are not willing to do so, it may affect the achievements of goals and objectives of its establishment on three main areas: Technical; Business management, and, Entrepreneurship.

This is more serious in MSEs; because MSEs can positively influence the economic growth of developing countries and create employment opportunity. If organisations should not plan and implemented appropriate training programs for MSEs they could affect the health of the economy as a whole because of it has a strong relationship with the health and nature of micro and small enterprise (Mead, 2002). The same author states the following:

The performance of the MSE sector in Ethiopia is poor in comparison with similar sectors in other African countries such as South Africa, Kenya, Uganda and Tanzania. Small businesses and enterprises in Ethiopia are generally characterized by an acute shortage of finance, lack of technical skills, lack of training opportunities and raw materials, poor infrastructure and over-tax. However, lack of technical skills and access to finance is the most influential factor from among all adverse factors hindering the growth and development of the MSE sector in Ethiopia.

There are organizations, such as TVET College/Institutions, TVET agency, MSEs agency, and other stakeholders that offer enterprise related training in Ethiopia but according to the *EU Project Support Unit (2003)*, projects focused on helping MSEs to grow their firms lack

overall coordination of training program and integration. There is no coordinated strategy for offering training or for addressing training gaps (as each supplier is focused on their individual mandate), there is limited focus on “growth” training initiatives, and training offered to existing and new established MSEs (GOWE: Ethiopia, 2005).

In relation to this, in Ethiopia, as stated on article 57 and 58 of the Federal Civil Servants Proclamation No. 515/2007 every civil servant shall be trained to improve their capability and to attain better performance, and to prepare them for higher responsibility based on career development. The proclamation further gave a responsibility to an organisations stating; government institutions shall have the duty to identify the training needs of the organisation and to prepare plans and budget for training and thereby ensure that organisations receive the necessary training.

However the practice may not complement the above facts and what has been stated on the proclamation. Concerning this, a study conducted on Factors Affecting the Performance of Micro and Small Enterprises training program, identified that the main internal factors that affect the performance of MSEs identified were poor selection of associates in business, lack of strategic business planning, and costly and inaccessible training program. The study by ABMSE (2012) further shows that, MSEs have very limited opportunities for training; and the presence of strong needs for upgrading their skill gap and specific training programs related to their works and roles.

However, as far as the researcher’s knowledge is concerned, there were no studies conducted concerning management cycle applicability of training program for MSEs of in Adama city. So, this study was designed to investigate the implementation of Management Cycle in the training program of MSEs.

In the research process, the succeeding questions were posed:

1. How far do enterprises hold training needs assessment for MSE with proper design?
2. How effective is MSE training in terms of resource, time, and trainers, training method, Medium of instruction, training topic, training materials, and venue?
3. What is the practice of training evaluation like with respect to criteria used, quality of evaluators and organization of feedback?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to analyze the applicability of management cycle of training programs for MSEs of Adama city.

#### **1.3.2. Specific objectives of the Study**

The specific objectives of the research will be:-

- A. To ensure the existence of training need assessment with proper design;
- B. To earmark training effectiveness in terms of resource, , trainers, training method, Medium of instruction, and training coordination;
- C. To point out the existence of evaluation and communication (provision) of feedback.

### **1.4. Significance of the Study**

The findings of this study will be useful to the stakeholders including:

#### **1.4.2. Academics/Researchers**

Findings from this study will assist significant reason for government decision makers; enterprises support agencies and TVET educational establishments to provide effective training which meets the requirement of the organization that they support.

#### **1.4.3. Micro and Small Enterprises**

The findings of this study will help MSEs in Adama Cities and others, within an insight into the benefits of using effective training provision, enhance employee efficiency, skill and knowledge with the potential to improve employee motivation and organizational commitment.

#### **1.4.4. Governmental Policy Makers**

The findings of this study can help government as input to assist training in policy formulation and development for management cycle of training program. Principally, it contributes to the

efforts being made towards improving the involvements of MSEs in the country's economy. Thus, the research is expected to provide some insights for more informed interventions as feasibly designed in the sectors development strategies. The research is the first of its kind in terms of MSEs sample size to be undertaken in Adama City.

### **1.5. Delimitation of the Study**

The study covers data area and target groups from selected MSEs in Adama City, specifically business, construction, manufacturing and service to generalize the findings to the remaining one the researcher's conviction and possibility for data management.

To verify, this study was conducted across MSE's in five selected kebeles found in Adama City due to the large composition of potential participants in the study area and favorability for the researcher to access and manage data easily

### **1.6. Limitations of the Study**

Like other research, this study had limitations. The sources of difficulties encountered in this study were described as follows: most of the documents that are concerned with micro enterprises are written in Afan Oromo and Amaharic. To translate in to the required instruction language (English) takes longer period. Another problem encountered in the study has to do with the operator's reluctance to cooperate due to suspicion that disclosing information may lead to negative effect on their business. It is very important to note that these limitations did not have any significant interference with the outcome of the study.

## Chapter Two

### 2. Review of the Related Literature

This chapter reviews works on MSEs in Ethiopia and other countries in general and Adama city in particular. Works on Management cycle of training were also reviewed. This helps to understand the state of MSEs and its determinants of the Training. This chapter comprises of sections for the study. These are, Definition of MSEs in Ethiopia, Conceptual over view, Training Programs, Training Cycle Management, and Training Needs Analysis.

#### 2.1. Definition of MSEs in Ethiopia

Definitions of Micro and Small Enterprises vary from country to country and also different variables are used to define it. Countries define MSEs depending on their respective situations, vis., the stage of economic development, policy matters, etc (Ahmed, 2003).

Similarly, in Ethiopia there is no uniform definition at the national level to have a common understanding of the MSE sector. Ministry of Trade and Industry (MoTI) and the Ethiopian Central Statistics Authority (CSA) have defined MSEs separately. While the definition by MoTI uses capital investment, the CSA uses employment and favors capital intensive technologies as a yardstick. The definition used by (MOTI, 1997), which uses capital investment as a yardstick, was used in the study.

According to the official definitions of MoTI, (1997):

**Micro Enterprise:** are those business enterprises with a paid up capital of not exceeding birr 50,000 and employing not more than 10 workers.

**Small Enterprise:** are those business enterprises with a paid up capital of above birr 50,000 up to birr 1,000,000 employing 10 to 50 workers

According to ILO (2006) in Ethiopia the idea of Micro & Small Enterprises (MSEs) development emerged as a promising agenda in the 1980s. A variety of reasons have been cited for the surge of interest in MSEs development, like: MSEs are a better way for poverty

reduction, platform for sustainable development and productivity and they are important actors within the trade sector and a platform for economically empowering women and men.

The MSE sector plays an important role in providing people with livelihood and income generating opportunities, providing income and services to people who cannot get employment in the formal sector. In November 1997 the Ethiopian Ministry of Trade and Industry has published the "Micro and Small Enterprises Development Strategy", which enlightens a systematic approach to alleviate the problems and promote the growth of MSEs.

The following definition of MSE is from the Ethiopian Ministry of Trade and Industry (1997) and is used to categorize the sector for the purpose of the strategy: Micro Enterprises are those small business enterprises with a paid-up capital of not exceeding Birr 20,000 and excluding high technical consultancy firms and other high tech establishments. Small Enterprises are those business enterprises with a paid-up capital of above 20,000 and not exceeding Birr 50,000 and excluding high technical consultancy firms and other high tech establishments.

The Micro and Small Enterprises Sector is described as the national homes of entrepreneurship. It provides the ideal environment enabling entrepreneurs to exercise their talents to the full and to attain their goals. In comparison with other countries it is known that in all the successful economies, MSEs are seen as a springboard for growth, job creation and social progress at large.

## **2.2. The Conceptual of Training**

According to the Armstrong (2001), training is systematic development of the knowledge, skills and attitudes required by an individual to perform a given task or job adequately. In that, development in knowledge, skills and attitude is helpful to employees in achieving their personal goals; which in turn, enhances the individuals' contributions to their organization. Training also assists the organization with its primary objective through individual effectiveness by maintaining the department's contribution at a level suitable to the organization's needs; and, ensuring that, the organization is ethically and socially responsible to the needs and challenges of the society.

Training program is often seen as an avenue for developing a more effective workforce. Thus, talent cultivation in an organization's is best investment, since organizational quality is a major factor for corporate competitiveness just as labor is its most essential asset (Mathis, 2008). However the manner in which training is planned, managed, coordinated, delivered and followed up determines its success, and reflects the adequacy with which the training functions.

According to Noe (2009), training refers to a planned effort by an organization to facilitate employees' learning of job-related competencies which include knowledge, skills, or behaviors that are critical for successful job performance.

Mankin (2009) presents the core areas of human resource development and managing knowledge as well as looks at the challenges of learning and development in MSEs. It is true that many organizations fulfill their training needs on an ad hoc and haphazard way and, thus, the amount and quality vary enormously; this is mainly due to such factors as change, whether internal or external, employee adaptability and motivation, management commitment and the characteristics of the 'trainers' themselves. That is why the value of training must be perceived as an essential feature for employees to carry out their roles with the aim to turn knowledge into effective and efficient operations.

The other conceptual bases relate training to the rapid changes in technology that have created knowledge gap thereby increasing the importance of training to fill the mushrooming gap on the one hand and social economic advancement and individual needs in organizations on the other. Further, purpose-wise, training is used to prepare the employees, both new and old, to meet the present as well as the changing requirements of the job and the organization, by imparting the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job, assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields and ensure smooth and efficient working of the departments.

In the development of MSEs, training plays a vital role, improving performance as well as increasing productivity, and eventually putting organizations in the best position to face competition and stay at the top (Gordon, 1992). This means there exists a positive association

between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999).

Kessy and Temu (2010) assert also that, training helps small business owners, managers and potential entrepreneurs to meet the challenges of today's business environment manage the ever-changing world and plan for future of their business. This would be achievable because it is argued that in order to effectively pursue growth strategies an entrepreneur requires business and marketing skills to improve management and marketing efficiencies.

Training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in MSEs to become more effective and efficient in their work. It helps MSEs to fulfill their purposes and goals, while contributing to the overall development of members of the enterprises. Training is necessary to help employee qualify for a job, do the job, or advance, but it is also essential for enhancing and transforming the job, so that the job actually adds value to the enterprise (Swanson and Holton, 2010).

In general; training can be defined as the process by which MSEs develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity. Training is the use of systematic and planned instruction activities to promote learning.

### **2.3. Models of Training**

There are different models (approaches) of training. A systems approach to training, such as that proposed by Eckstrand (1964), is based on creating a series of task or role definitions, covering training objectives, training content, and methods and training materials.

In so being, one has to look at the organizations futuristic objectives to see if there are needs for Training Assessment, design and Implementation of the whole process. According to Armstrong, (2006) training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task on the job. To him

training involves learning of various kinds and in various situations. Learning may be something that the trainee wants to do for himself or it may be necessary to provide it for him.

According to Kelly, (2011) Organizations that have invested in training report the following benefits: First; Improved recruiting; Today's job applicant is looking for an environment that fosters personal growth and development. For many job hunters, training in every bit is as important as the compensation package. An effective training program allows you to cast a wider net by hiring people with the right attitude and developing the skills can come later. Secondly; Higher retention; When people know that an organization believes in their personal growth, they are likely to stay with that company for a longer period of time. Lastly, Better output; the lower your turnover rate, the more productive, enthusiastic and motivated your workforce. Employees will pack their new knowledge and skills into everything they design, produce and service.

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). 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). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010). Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999)

#### **2.4. Training Programs**

Training program is any attempt to improve current or future employee performance by increasing an employee's abilities to perform through learning, usually by changing the employee's attitude or increasing his/her skills and knowledge. In simple term it refers to the imparting of specific skills, abilities and knowledge to an employee (Aswathappa, 2012).

Adeniyi (2002) observed that MSEs training is a work activity that can make a very significant contribution to the overall effectiveness and profitability of micro and small scale enterprises. He therefore, provides a systematic approach to training which encases the main elements of training. The effectiveness and success of MSEs therefore, lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, MSEs like manufacturing, Construction, and other sectors conduct proper training programs for the different levels of their human resources (Olaniyan and Lucas, 2008).

Raymond (2010) states that; training refers to a planned effort by an organization to facilitate MSEs' learning of job related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training for MSEs is to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. That is, to use training to gain a competitive advantage, an organization should view training broadly as a way to create intellectual capital.

According to Tolentino (1995), effective training depends on knowing what the training wants to achieve and the results required. Hence, analyzing training needs is a vital prerequisite for any effective training program. A training needs analysis is primarily conducted to determine where training is needed, what needs to be taught, and who needs to be trained (Anderson, 2000). Anderson (2000) adds that this analysis tells where and what kind of training programs are needed, who needs to be included, conditions under which training will occur, and criteria to guide training program.

In general, training program is about the MSEs providing assistance to their employees so that they become effective in their jobs. It is not merely about extending the knowledge skills of employees, but also about modifying their attitudes to the jobs and adjusting their behavior in the organization.

## **2.5. Importance of Trained MSE Sector**

If the micro enterprises sector is to continue absorbing more people and give a modest but reasonable return on their labor, it is absolutely crucial to increase the level of skills of the

micro enterprises sector operators (Haan, 2001). This will enable the entrepreneur to manage the complex and diverse interactions within their business environment. Segal (2009) concur that, training and experience are the key elements in successful venture creation. So, the design and content of specific training intervention to an entrepreneur should be in a way that meets his diverse needs. Training schemes in the micro enterprises sector are hence only truly effective when their promoters tailor them to the social and economic situations they are supposed to improve or develop. This is only possible if a Training Needs Analysis (TNA) is undertaken whose root is the gap analysis. Gap analysis is an assessment of the gap between the knowledge, skills and attitudes that micro enterprises sector currently possess and the knowledge, skills and attitudes that they require to meet their objectives (businessperform.com 2010).

In relation to MSEs, University of Queensland (2010) identified overall purposes of training MSE programs are to: upgrading skills where required for the position, attaining required competencies, and in personal development related to job performance; enhance the standard of performance of all employee in their current jobs; maintain and increase job satisfaction; provide support for skill improvement, so that the MSEs will retain employee who perform well; prepare employee for possible future responsibilities in the organization; improve and develop the ability of employee to initiate and respond constructively to change, especially that imposed by external pressures; and maintain and improve organizational effectiveness and efficiency.

In sum, training programs help employees to learn their job and attain desired levels of performance. Employee motivation also enhanced when employees know that the firms would provide them with training and development opportunities to increase their skills and knowledge thus enable them to develop and qualify for higher posts

## **2.6. Training Cycle Management**

Aguinis & Kraiger (2009), states that today's economy has become knowledge driven and service led. As a result, in order for organizations to have the competitive advantage they must compete through their people. Employees (HR) are the most valued asset of any organization. Their development and growth is essential in creating a conducive working environment (Sivalivmar, 2012). In order for HR to develop successfully, the organization must create a

working environment in which its employees can acquire continuous knowledge and fully develop their skills sets and abilities. Training is one of the most widespread methods for accomplishing this (Arthur & Bennett, 2003).

If a training program exists and some training gaps have been identified, it should be reviewed in a way that addresses the discovered loops (Brown, 2002). On the other hand, selection of a new training component must be based on applicability, capability to meet the training requirements, and value versus cost of incorporating the new training program component. Most importantly, any recommendations made in a training program must add value, be feasible, and more likely accomplish the goals or aims of the training (McPolin, 2009).

In his study, he found out “designing a training program involves a sequence of steps that can be grouped into five phases: needs analysis, instructional objectives, design, delivering and evaluation.” Therefore, to be effective and efficient, all training programs must start with a needs analysis

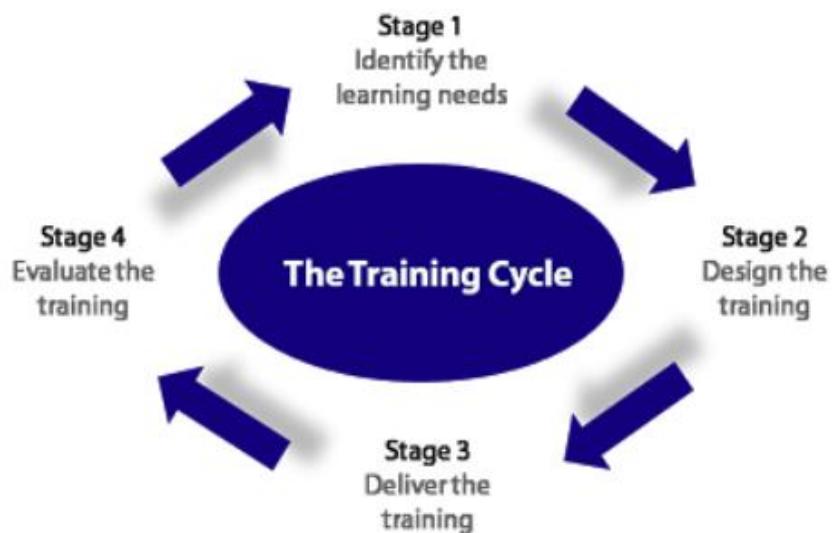


Fig2.1: Training Cycle (McPolin, 2009)

The STC (Systematic Training Cycle) is one of the most commonly acknowledged training models that have influenced training since the 1960's (Sloman, 2010). It is comprised of 4 main stages, namely Training Needs Analysis (TNA), Planning/ Design of training, Delivery of training and the evaluation of training outcomes (Armstrong, 2001). Elements of the STC

have been developed from work undertaken in the US by military instructional systems design programs (Sloman, 1999).

Noe (2010) considers training as one of the most vital elements for the prosperity of an organization in the contemporary world of change. Once the organization has identified a problem which is declared important enough to consider and resolve, it should go through a series of integrated questions/steps before it trains its employees. In this matter, Saeed (2010) stresses that most training theorists and practitioners agree that the training process has at least four steps or phases, these being: need assessment, design and development, delivery and follow up, and evaluation. These steps are more popularly known as the ‘training cycle and many training scholars agree that these steps are necessary to ensure training effectiveness (e.g. Blanchard and Thacker, 2012; Goldstein and Ford, 2002; Noe, 2008).

### 2.6.1. Training Needs Assessment

The first step in creating effective training and development programs is to determine what employees need. Assessing needs is important because other decisions hinge on it. The content of the programs, the technique used and even the trainees chosen depend on the results of training need Assessment (Mathis, 2008).

Raymond, (2010) affirm that, As shown in Figure 2.2, the needs assessment process results in information related to who needs training and what trainees need to learn, including the tasks in which they need to be trained plus knowledge, skill, behavior, or other job requirements.



Figure 2.2. Causes and Outcomes of Needs Assessment (Raymond, 2010)

Training needs analysis is considered to be the foundation of all training activities. In order to deliver appropriate, effective training which meets the needs of individuals and the organization and However, Goldstein (2001) claims that, of all of the best practices, needs assessment is probably the most important part of the process. Therefore, training needs assessment is the foundation of the entire instructional design process. It establishes the content of subsequent training. If not done correctly, or at all, the job-relatedness, effectiveness and validity of any training program is jeopardized.

In addition, one of the clearest explanations of training needs analysis is given by Anderson (2000), where he says that, it is the starting point in the training process. This analysis tells as where and what kind of training programs are needed, who needs to be included, conditions under which training will occur, and criteria to guide training program. Many training needs analysis techniques are available for use in different contexts. It is hence upon the designer of a training program to determine which technique is appropriate for the situation being analyzed (Tolentino, 1995).

Training need assessment consist of three interrelated components: organizational analysis, task/operational analysis, and person analysis (Armstrong (2009), Desimone (2008), Mathis, 2008), Harrison (2005), (Obisi, 2011), Aswathappa (2012) and others.

#### **2.6.1.1. Organizational Needs Assessment**

Organizational need assessment reveals where training is needed and the environmental conditions that may affect the training effort. Knowledge of these issues ensures that the training programs are tied to the organization's strategy and mission, which is crucial to its success. Communicating the link between training activities and the organization's strategic plan to operating managers and employees makes the importance of training programs clear. This may also generate support for training efforts and increase the motivation of those being trained.

### **2.6.1.2. Task Analysis**

It is conducted to determine: the task performed on the job; the knowledge, skills and attitudes needed to perform those tasks; and the performance standards or competencies required to perform the task. What are the tasks; what skills are needed to perform well; and what does performing well mean required careful considerations during task analysis. So, data from current employees, supervision and expert must be collected to complete this part of need assessment. Results of a task analysis typically include standards of performance, how tasks should be performed to meet these standards; the knowledge, skills and abilities; and other characteristics employees need to meet the standards.

### **2.6.1.3. Person Analysis**

Personal analysis focuses on whether individuals are performing at expected levels or not. These need can be identifies employee's abilities, knowledge, and interest are compared with the requirements of job assignments. This identifies which individuals within an organization should receive training and what kind of instruction they need. Objective data on job performance are often examined as part of the needs analysis, and written tests are used to assess employees' current job knowledge. Assessments of learner personality, ability, and prior learning experience are increasingly being used as part of the needs assessment process. Thus, in this analysis employers use performance evaluation to identify development needs for individual employees. Examining the employee performance against standard or compared with that of co-workers can also help to indentify training needs. In short person analysis examines tasks performed and knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully.

Thus, conducting a needs assessment is a crucial initial step to training design and development and can substantially influence the overall effectiveness of training programs (Goldstein & Ford, 2002). Specifically, a needs assessment can guide and serve as the basis for the design, development, delivery, and evaluation of the training program; it can be used to specify a number of key features for the implementation (input) and evaluation (outcomes) of training programs. Consequently, the presence and comprehensiveness of a needs assessment should be related to the overall effectiveness of training because it provides the mechanism whereby the questions central to successful training programs can be answered. In the design

and development of training programs, systematic attempts to assess the training needs of the organization, identify the job requirements to be trained, and identify who needs training and the kind of training to be delivered should result in more effective training.

Thus, identifying the source of the discrepancies will likely involve integrating information from organizational analysis, task or job analysis, and any individual skill or ability testing completed by the employee (Armstrong, 2009). Employees who are forced to attend programs that they believe they don't need or that don't meet their personal training needs are likely to become dissatisfied with training and lack the motivation to learn and transfer competencies. So, training program for MSEs would be wise to use multiple components of needs assessment to ensure the validity of a program.

### **2.6.2. Training Designing**

The training design refers to a systematic approach for developing training programs (Raymond, 2010). He presents that, training design processes are conducting a needs assessment, which is necessary to identify whether training is needed, ensure that employees have the motivation and basic skills necessary to master the training content, create a learning environment that has the features necessary for learning to occur, guarantee that trainees apply the training content to their jobs, to develop an evaluation plan, to choose the training method based on the learning objectives and learning environment and to evaluate the program and make changes in it or revisit any of the earlier steps. It depicts that having the trainee understand how to manage skill improvement as well as getting co-worker and manager support in developing an evaluation plan includes identifying what types of outcomes training is expected to influence (for example, learning, behavior, skills), choosing an evaluation design that allows you to determine the influence of training on these outcomes, and planning how to demonstrate how training affects the “bottom line” (that is, using a cost-benefit analysis to determine the monetary benefits resulting from training).

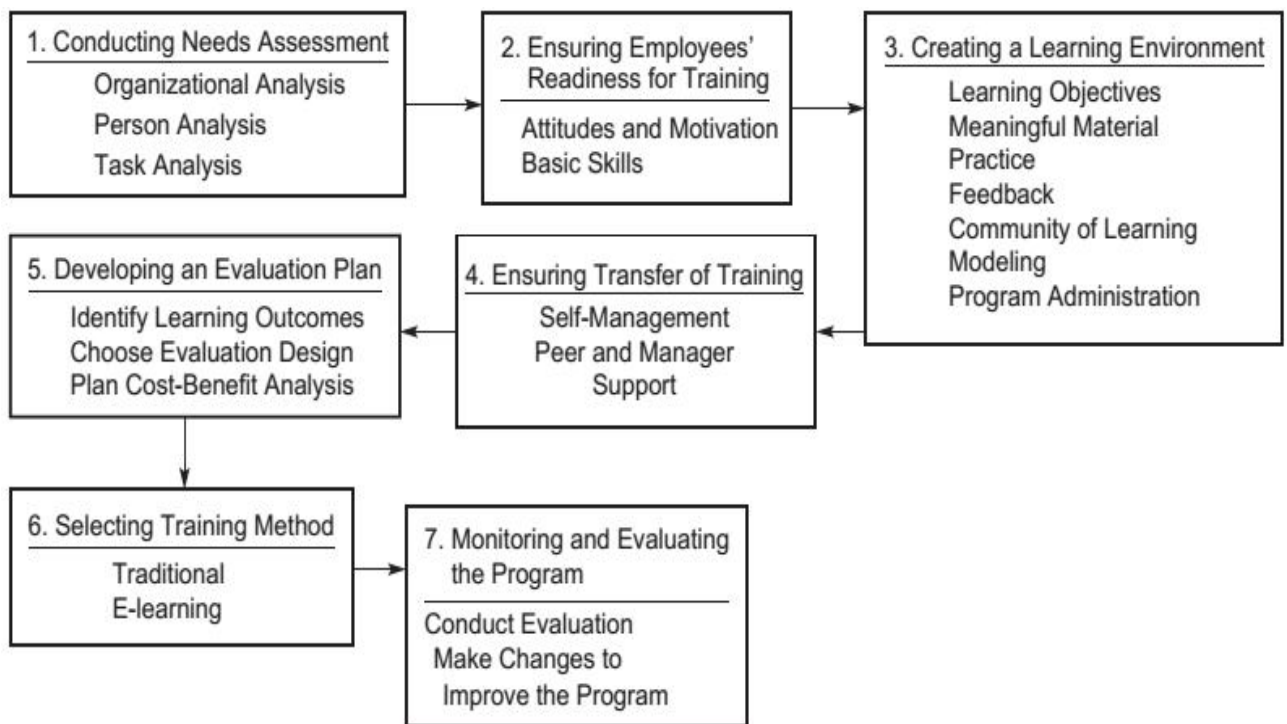


Figure 2.3 Training Design (Raymond, 2010)

It is very necessary for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau, 2001). It seems that training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

Raymond (2010) affirms that, the training design process should be systematic yet flexible enough to adapt to business needs. Different steps may be completed simultaneously. Keep in mind that designing training unsystematically will reduce the benefits that can be realized.

For example, choosing a training method before determining training need or ensuring employees' readiness for training increases the risk that the method chosen will not be the most effective one for meeting training needs also, training may not even be necessary and may result in a waste of time and money!. Employees may have the knowledge, skills, or behavior they need but simply not be motivated to use them.

### **2.6.3. Implementation and Evaluation of Training Program**

Delivering training program should not present too many problems if the planning and preparation for the program or event have been carried out systematically. However, a flexible approach is desirable because all learning events vary according to the characteristics of the learners whose learning needs and reactions will vary. Fine tuning will be necessary throughout the program (Armstrong, 2009).

Training evaluation is concerned with the achievement of a desired level of proficiency and the attainment of requisite knowledge and skills. Therefore, training evaluation is a two-fold process that involves establishing indicators of learning or training transfer and determining exactly what job related changes have occurred as a result of training (Goldstein, 2001). Moreover, the most widely used evaluation model was developed and revised by Kirkpatrick (1994). In this model, training may be evaluated at four different levels. Level one evaluation centers around the general affective reaction participants have to the program. Level two evaluations focuses on demonstrated mastery of concepts in training. Level three evaluations go a bit further and focus on a demonstrated behavior change on the job. At Level four training is assessed by whether or not it impacts organizational results. In recent years, this taxonomy has been expanded to include additional evaluative criteria such as return on investment (ROI) and cost/utility analyses (Phillips, 2002)

Kirkpatrick (2010: 3) have cautioned training divisions in organizations to prove their value or face severance. The basic problem with the initial four levels of evaluation was that it was summative and lacked diagnostic and formative evaluation phases. Although it appeared

useful on paper, it lacked substance for application, especially with regard to data collection instruments. Nevertheless, 80 percent of organizations use it even though it lacks practical application (Kirkpatrick & Kirkpatrick, 2010).

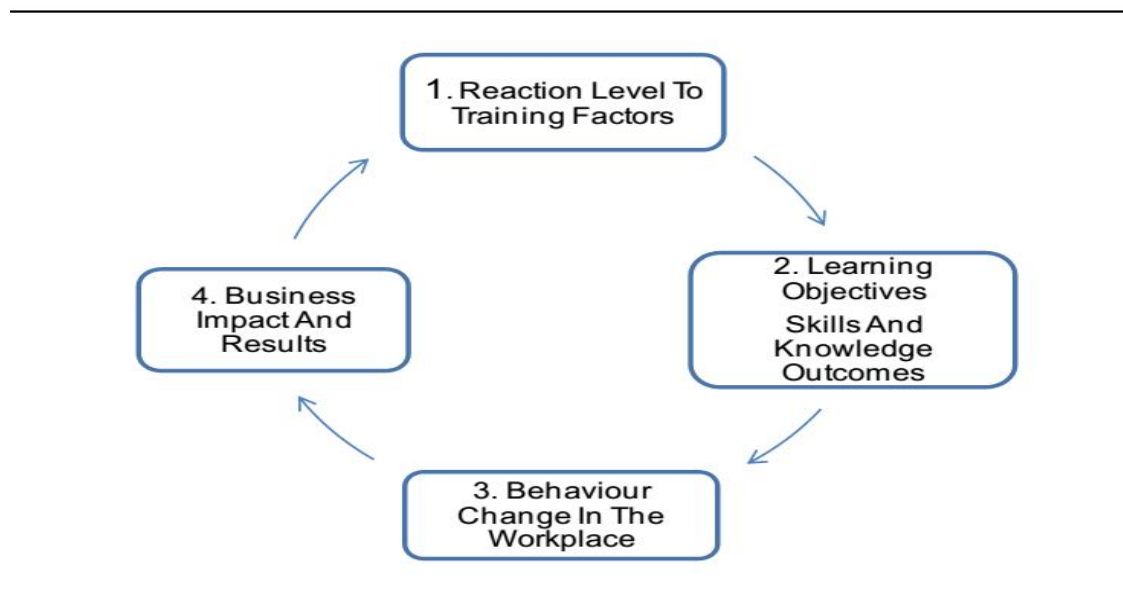


Figure 2.4 Kirkpatrick's model four levels and its sequential flow by researcher.

Table 2.1 Kirkpatrick Levels and Evaluation Objectives (Including Return on Expectation)

Level	What is evaluated?
1	To what degree participants react favorably to the learning event.
2	To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning events.
3	To what degree participants apply what they learned during training when they are back on the job.
4	To what degree targeted outcomes occur, as a result of the learning events and subsequent reinforcement.

Source: (Kirkpatrick, 2010)

The process of evaluation enables to know whether a training program has been worthwhile or a waste of time. Because, the evaluation of training is directly linked with the organization's strategic goals and objectives, as the information it provides enables training results to be

identified, possible deficiencies to be analyzed and improvements to be introduced to optimize the training function as a whole (Holton, 1996; Kirkpatrick, 1998). It would allow organization's find out whether or not the training has achieved its purpose and objectives.

The criteria used to evaluate training and development program, therefore, depend on the objective of the program. Usually evaluation of training involves appraising or judging persons, organizations or things in relation to stated objectives, standards or criteria.

One ways of evaluating training programs is by getting reactions from the trainees, by asking those who attended the training to write a report or by designing a comprehensive questionnaire which should be distributed to those who attended the training program. Training could also be evaluated through job performance. This can be done by measuring the extent to which trainees have applied what they have learnt from the training on their job. Evaluation of training can also be done by measuring the impact of a training program on working of the unit or department where the trainees come from (Armstrong, 2009). Moreover, evaluation of training and development programs can also be done by looking at the impact of the training program on the entire organization.

Therefore, training program should be evaluated starting from the effects of the training on the employees who participated in the training program to the department or unit they work with and the ultimate effect on the organization (Obisi, 2011).

In many literatures, most of them are based on the contributions of the classic master of evaluation, Donald Kirkpatrick (1959), and his famous four criteria of training and development program's evaluation:

- A) Reaction: what the trainees thought of the particular program;
- B) Learning: what principles, knowledge, facts, and techniques trainees learned;
- C) Behavior: an assessment of changes in trainee job performance; and
- D) Results: the impact of the training program on organizational objectives, such as turnover, absence, and costs.

Training evaluation means different things to different people, it is perceived to be difficult, tedious and time consuming task which trainers do not like to pursue, people tend to assume the training will simply work, trainers feel threatened by the prospect of an objective

evaluation of training and its outcome (Sims, 1993). Scholar states that the main reasons for failure of evaluations are: inadequate planning, lack of objectivity, evaluation errors of some sort, improper interpretation and inappropriate use of results. Other issues are failure to train the evaluators on the techniques of evaluation, inappropriate data gathering instrument and focus on unimportant details.

Overall, Warr (1969) affirms that evaluation is the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational goals. Training like any other organizational activity requires time, energy and money. It's a critical investment in a strategy that leads to internal promotion, succession planning and employees development. It is an investment in employees' productivity and retention by providing for career progression and employees job satisfaction over the long time (Bowes, 2008). Therefore, The organization needs to know whether their investment is being spent effectively or not. For this continuous evaluation of training and development is necessary.

## **2.7. Organizational Benefits from Training**

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan, 1984). Exploration on this topic recommends that investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). Furthermore, the earlier researches have mentioned causation between training and effectiveness of the organization (Blundell, Dearden, Meghir and Sianesi, 1999).

Bartlett (2001) recommends that one of the glitches that is usually problematic to identify, is proposing an effective calculation of performance of the organization. Blundell et al. (1999) supported this by describing that lack of suitable data and methodological difficulties prevents the adequate assessment of impact of human capital appreciation and performance of organization. However, there is an increasing factor that human resource management practices impacts on attitudes and work-related manners (Allen, 2003).

To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further, it has been revealed as certainly correlated to the efficiency of the organization (Bartlett, 2001). The study proposes that constructive work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organizations are taking care of them (Allen et al., 2003). However, the same factor is reliable with the social exchange model; Blau (1964) suggested that the emotional agreement between employer and employee are the central element of organizational performance. Gould-Williams (2007) proposed that social exchange theory was originated by the organizations when they decided to care the interest of their employees. Employees respond with optimistic attitudinal and behavioral replies which are supportive to their organization (Settoon, Bennett and Liden, 1996). However, training can be used to provoke the preferred results that may contain with enhanced organizational commitment (Bartlett, 2001). The current research proposed that the facility of training and development program is likely taken consent by employee that their organizations need to enter a social exchange with them. This social exchange agreement produces a durable psychological bond between employee and organization (Garrow, 2004).

## **2.8. Empirical Evidences in Ethiopia**

The issue of micro and small enterprises training programs in Ethiopia was not get proper focuses by most researchers. Particularly the applicability of management-cycle of training program for MSEs in Ethiopia was not studied. As far as the researcher's knowledge is concerned, there is no study on the area of applicability of management-cycle of training program for MSEs of Adama City. However, the researcher comes across three researches (Table 2.2) related to training and performance in MSE of the country.

They are:

- Factors Affecting the Performance of Micro and Small Enterprises in *Arada* and *Lideta* Sub-Cities, Addis Ababa; Admasu Abera (2012)
- Achievements and challenges of micro and small enterprise in improving the income of the poor: the case of two cities of Asella Town Yoseph G/Mariam (2010); and
- Employees' opinion about Human Resource Development practices of national bank of Ethiopia; study by Tamrat Getahun (2007)

All of these researches were conducted on organizations. However the objectives of the study were not akin. They focused differentially on performance, achievement and challenges, and effect of training on employee performance and organizational effectiveness.

More specifically; the objectives of the study Tamrat Getahun (2007), were to examine how selection of workers for training is; methods used for conducting training programs; and to identify weaknesses and strengths of training programs of the bank.

The main objective of the study for Admasu Abera (2012) was to assess factors that are mostly affecting the performance of MSEs in two sub-cities of Addis Ababa, namely Arada and Lideta sub-cities. Accordingly, Yoseph G/Mariam (2010) study was to assess the achievement and challenges of micro and small enterprises in improving the income of the poor in Asella town

Accordingly, the finding of the study conducted on NBE, revealed that, the bank had strength in most Training and Development program processes, especially with respects to adequacy of budgets, methods, trainer's capabilities and skills, appropriateness of training facilities and desired content of the program. However, the bank was not as such effective enough in relation to need assessment, objectives, adequacy of training periods, and the practices of conducting evaluations of the program.

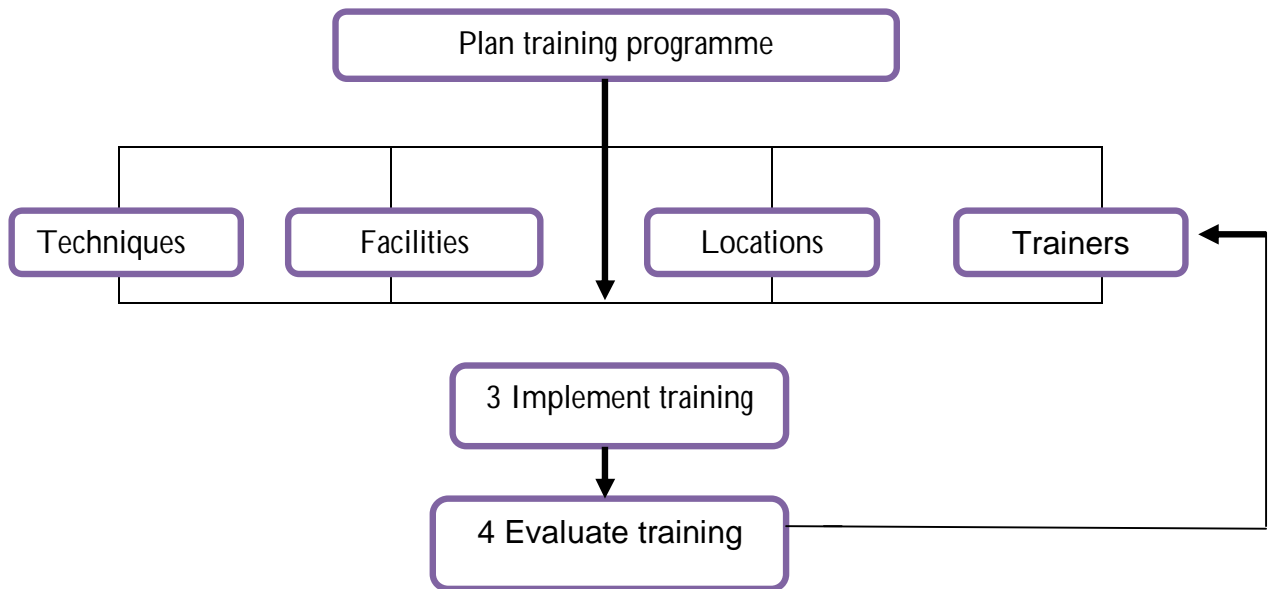
The findings of the study conducted on performance of Micro and Small Enterprises in *Arada* and *Lideta* Sub-Cities, revealed that, most of the programs such as training were not given the appropriate backing and as such the impact of the programs could not be felt in the performance and competitiveness of MSEs. The reason ranges from lack of visible commitment of some governmental bodies to lack of regular integration between the MSEs operators and the concerned bodies of the government.

The findings of the study conducted by Yoseph G/Mariam (2010) depicted that, training, counseling service and continuous monitoring are not provided adequately to develop more scientific way of performing their activities. Technical training that helps operators improve their productivities and their business creativity are not sufficiently provided.

Table 2.2: Summary of empirical evidences on human resource training and development in Ethiopia

Researcher (Years)	Title and Study area	Focus of the study Development	Findings
Admasu Abera (2012)	Factors Affecting the Performance of Micro and Small Enterprises in <i>Arada</i> and <i>Lideta</i> Sub-Cities, Addis Ababa	The main objective of the study is to assess factors that are mostly affecting the performance of MSEs in two sub-cities of Addis Ababa, namely <i>Arada</i> and <i>Lideta</i> sub-cities.	The finding of the study revealed that Most of the programs such as training were not given the appropriate backing and as such the impact of the programs could not be felt in the performance and competitiveness of MSEs. The reason ranges from lack of visible commitment of some governmental bodies to lack of regular integration between the MSEs operators and the concerned bodies of the government.
Yoseph G/Mariam (2010)	Achievements and challenges of micro and small enterprise in improving the income of the poor: the case of two cities of Asella Town	The objective of the study is to assess the achievement and challenges of Micro and small enterprises In improving the income of the poor in Asella town.	The finding of the study depicted that, training, counseling service and continuous monitoring are not provided adequately to develop more scientific way of performing their activities. Technical training that help operators improve their productivities and their business creativity are not sufficiently provided
Tamrat Getahun (2007)	Employees' opinion about human resource  Development practices of National Bank of Ethiopia	The objectives of the study were to investigate how they select workers for training, to describe training methods used for conducting the training and development, and to identify weaknesses/strengths of training and development of the bank	The finding of the study revealed that NBE'S strength in most of the Training and Development program processes, especially with respects to adequacy of HRD budgets, HRD methods, trainer's capabilities and skills, appropriateness of training facilities and desired content of the HRD program.  However, NBE is not as such effective enough relation to HRD program's need assessment, objectives, training periods' adequacy, and evaluation as majority the respondents replied.

## 2.9. Conceptual frame work



**Figure 2.2 Systematic training model**

## **Chapter Three**

### **3. Research Methodology**

This chapter discusses design, data types and sources, sample and sampling procedure, data collection tools, data collection tools and procedure, validation, method of data analysis and ethical considerations.

#### **3.1. Research Design**

As a research dealing with analysis of the management cycle of training program for micro and small enterprises in Adama City, the study employed the descriptive design of the quantitative approach enclosing both quantitative and some qualitative methods used as complementary to the former. Descriptive survey design was considered more appropriate because the major purpose of descriptive research is description of the state of affairs as it exists at present and selected to figure out what exist currently by determining the nature and existing situation of the issue in the study area. Moreover, it helps to describe the situation of the issue under study quantitative and qualitative using the data collection tools.

The qualitative aspect involved key informant interview (KII) techniques while quantitative approach included survey questionnaires to encourage meaningful participation by the respondents

#### **3.2. Data Types and Sources**

The target population has been Managers/Operators of the enterprises, TVET Collage trainers, MSE agency and TVET agency officials of Adama City. The required data for the study were collected through primary and secondary sources by using different techniques.

##### **3.2.1. Source of Data**

In this study primary and secondary data were used to gather sufficient information to fully explore the study. Primary data was gathered by the researcher primarily from members of MSEs, TVET college trainers, TVET agency and MSE agency officials of Adama City. Secondary data was obtained from official documents of Adama TVET agency and Adama TVET College.

### 3.2.2. Types of Data

Both quantitative and qualitative data were used in this study to diversify the research data and supplement the data generated from different sources. Quantitative data were used to make objective analysis of cases possible and qualitative data were used for interpretive presentation of participants' personal experiences. The results of the two approaches were compared in order to determine if there were convergence, differences, or some combinations. The comparison was used to offset the weaknesses inherent within one method with the strength of the other (Cresswell, 2009).

### 3.3. Sample and Sampling Procedures

According to the data obtained from Adama city MSE agency. MSEs are found in all 18 kebeles of the city. Particularly the large numbers of MSEs are found in five kebeles; namely 01,04,05,08, and 12. Based on this information those kebeles were selected for this study. Further, according to the information of from MSEs agency of Adama City; there are 345 MSEs found in those selected kebeles. Among those 182 MSEs were identified as a sample

size using 
$$n = \frac{(1.96)^2 (0.5)^2 345}{(0.05)^2 (345-1) + (1.96)^2 (0.5)^2} = 182 \quad (\text{Kothari 2004}).$$

The selection of those enterprises was carried out through simple random sampling technique. In doing so the proportionality of their respective sector was considered. Therefore, the target population of the study was managers/operators of MSEs found in the selected MSEs. . According to the data obtained from MSEs agency of the city yet; there were 728 members of MSEs. Out of those 728 members a sample size for the study was again determined using

$$n = \frac{z^2 pqN}{e^2(N-1) + z^2 pq} \quad (\text{Kothari, 2004})$$

Accordingly, 252 sample respondents were selected from each MSEs included in these study proportionally (for further information see Table3.1). In the selection of those respondents purposive sampling technique was employed to include all managers of the 182 MSEs. Purposive sampling technique was used for the selection of those respondents with the

intention of their responsibility in the enterprises and the opportunity they had about training program related information and data. Moreover the selection of the remaining sample respondents was done using simple random sampling technique because it gives each element in the population an equal probability of getting into the sample and all choices are independent of one another.

According to the formula, the sample sizes for the four sectors were calculated and described in the table 3.1.

Table 3.1: The selection of sample respondents are indicated

<b>Types of MSEs</b>	<b>Population</b>	<b>Questionnaire distributed</b>	<b>Questionnaire returned</b>	<b>%</b>
Manufacturing (30)	114	42	36	97
Service (76)	408	105	131	91
Construction (29)	112	40	38	90
Business (47)	94	65	64	98
<b>Grand Total</b>	<b>728</b>	<b>252</b>	<b>237</b>	<b>94</b>

Source: Office of MSE of Adama City (2015)

### **3.4. Data Collection Tools and Procedure**

There are a number of instruments used to collect data for researches: such as questionnaire, interview, focused group discussion and observation. The selection of them, however, based on types of researches which undertaken. As stated by William, Barry, Babin (2010), a decision of a researcher to select a particular instrument of data collection required considering the type of people dealing with, the nature of the social circumstances, the disposition of the social environment, and the character of the people selected as a sample respondent for the study. Accordingly, considering the above facts, questionnaire, semi structured interview and observation are selected as data collection tools for this study

Based on preliminary observation made about educational status of study population, since the majority of the respondents' educational level was TVET college and University graduates , the questionnaire was filled by trained enumerators to keep the quality of the data during data collection time.

The questionnaire were pre-tested for key informants and checked by development agents, District and zonal experts and enumerators. Its contents were refined on the basis of the results obtained during the pre-test.

The interview was conducted based on interview schedule with Adama TVET agencies officials, and Adama TVET College trainers that were selected as respondents. This was administered by the researcher and proper care was taken including the time and place of conducting interviews with respondents.

The researcher has made personal observations and informal discussions with Adama MSE agency, Adama TVET agencies officials, and Adama TVET College trainers using checklists. Continuous supervision monitoring of the study area were also made by the researcher to reduce error during data collection and to correct possible errors.

### **3.5. Validity Test**

Validity is concerned with whether the findings are really about what they appear to be about. It answers the question; is the relationship between two variables a causal relationship? Hence, content validity regards the representativeness or sampling adequacy of the content of a measuring instrument. In addition, content validity is always guided by a judgment: Is the content of the measure representative of the universe of content of the concept being measured (Kerlinger, 1986). Therefore, to test the validity of the questionnaire, the researcher was used four scholars, two from Adama TVET College and the others from sector institution and a researcher for their intellectual judgment. Accordingly, the result was satisfactory and accepted by those scholars.

### **3.6. Reliability Analysis of Data Collection Tools**

Reliability is the consistency of once measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects (Kothari, 2004). Therefore, in order to ensure the reliability of instrument, the researcher conducted a pilot test on 10 respondents not included in the study; and then results were considered. Accordingly, Cronbach's alpha values obtained from the sample pilot test were 0.871 which implied highly reliable.

Cronbach's alpha is a measure of internal consistency, i.e. how closely related a set of items are as a group. A reliability coefficient of 0.70 or higher is considered "acceptable" in most business and social science research situations (Cortina, 1993). On the other hand, regarding the acceptance level of Cronbach's alpha results, Bryman and Cramer (1990) suggest that, the reliability level is acceptable if it is 0.67 or above. Moreover, Cohen, et al (2007:506) summarized previous studies on the application of Cronbach's alpha results and suggested that, Cronbach's alpha coefficient of inter-item correlations can be used on the basis of the following guidelines:

- |                                 |   |
|---------------------------------|---|
| ✓ > 0.90 = very highly reliable | ✓ 0.60–0.69 = marginally/minimally reliable |
| ✓ 0.80–0.90 = highly reliable   |   |
| ✓ 0.70–0.79 = reliable          | ✓ <0.60 = unacceptably low reliability      |

### **3.7. Method of Data Analysis**

The procedure in the analysis of data was such that, first questionnaire items were collected and organized. Based on the organization, analysis was made with the support of statistical techniques which included percentage and mean values. On the basis of the statistical information drawn from the data, due inferences were drawn on each one of the research focus. The interview data were also transcribed, and due categories were made for the strings of participants' reactions. Then, thematic interpretations were made.

On the basis of the interpretations made on the questionnaire and interview data, major findings were made out thereby leading to conclusions and recommendations.

### **3.8. Ethical Considerations**

All the research respondents and participants included in this study were appropriately informed about the purpose of the research since informing the pivot is the best means of attracting respondents to the data provision process (Hammersley & Traianon, 2012), and their consent was secured before the commencement of data collection (Orb, Eisenhauer & Wynaden, 2001). Participants on the interview were also given free options to withdraw at every spot they needed to. Regarding the right to privacy of the respondents, the study maintained the confidentiality of the identity of each participant where anonymity was guarded. So, instead of citing names, the collective designation participant was employed with numbers denoting which person to refer to.

## Chapter Four

### 4. Data Presentation, Analysis and Discussion of Results

This chapter deals with data presentation, analysis, and discussion. First, the demographic profile of respondents is presented and analyzed with frequency tables and percentages. Then, data related to the practice of needs assessment and design, implementation and evaluation of training are presented and analyzed. Finally, discussions are made based on the data presented and analyzed.

#### 4.1. Demographic and Socio-economic Characteristics of the Sample Respondents

The demographic characteristic of the respondents include sex, age, educational background, and year of establishment , where both sexes engaged in the operation of microenterprises in the study area as in the table 4.1.

Table 4.1: Demographic Data of the Respondents

	Items	Frequency	%	Total
Sex	Male	155	65.4	237
	Female	82	34.6	
Age	Up to 20 Years	17	7.2	237
	21-30 years	150	63.3	
	31-40 years	40	16.9	
	41-50 years	16	6.8	
	Above 50	14	5.9	
Educational Background	Up to Primary. Edu.	16	6.8	237
	Secondary Edu.	27	11.4	
	Preparatory Edu.	12	5.1	
	TVET/Dip	104	43.8	
	Degree & Above	78	32.9	
year of Establishment	2001	14	5.9	237
	2002	9	3.8	
	2003	4	1.7	
	2004	75	31.6	
	2005	60	25.3	
	2006	50	21.1	
	2007	25	10.5	
Total				

As shown in Table 4.1, both sexes are engaged in the operation of enterprises in the study area. The ages of nearly 63% of the sample entrepreneurs are found in the age group of 21 to 30 years. In addition, about 16.9% of them find their ages within the range of 31-41 years. So, informants of the research were from diverse age-ranges as well as gender composition. Respondents also variant in their educational status, which denotes that, there were opportunities for subjects of different statuses to have part.

#### 4.2. Training Need Assessment

This part of the presentation deals with the preliminary issue in training provision, that is training need assessment to investigate the practices with which needs were assessed before the vested training was designed. Respective data were presented as in the table 4.2, and analysis followed:

Table 4.2: The Practice of Conducting Training Need Assessment

	Alternative	Frequency	Percent	Mean	Std
1	Almost never	11	4.6	<b>2.32</b>	<b>0.69</b>
2	Seldom	157	66.2		
3	Sometimes	50	21.1		
4	Frequently	19	8.0		
5	Almost Always	0	0		
	<b>Total</b>	<b>237</b>	<b>100.0</b>		

According to the data in table 4.2, majority of the respondents (66.2%) rarely agree to the presence of conducting training need assessments practices for MSEs. Only 19 (8%) of the respondents agreed that, training need assessment practices for MSEs were frequently conducted. Further, 50(21.1%) of the respondents agreed that, needs assessment practises were sometimes conducted; whereas 11 of the respective respondents (4.6%) earmarked non-existence of practices of needs assessment for MSEs. In a related manner, the mean score (2.3) and standard deviation (.689) show the seldom practice of conducting training need assessment for MSEs of the city.

Parallel to the questionnaire data, there were interview questions posed to clarify details about training need assessment. One of the participants' reactions runs as follows: "We don't hold training need assessment at each sector level. But, training is provided for new and existing MSEs in line with our plan." (P<sub>1</sub>, May 21, 2015)

From the explication given by the above participant, it could be inferred that, TVET Agency did not have the experience of identifying needs as the basis for designing training. Training was, rather, provided merely by adjusting things according to the agency and Collage plan from the top.

Another participant from TVET College revealed about training need assessment by briefing as follows: "We enquire MSEs skill gap at functional level. In line with that, we gather information that will be used as the basis for training design in line with our plan." (P<sub>2</sub>, May 22, 2015)

The idea in the interview account given by participant-two (P<sub>2</sub>) reveals that, TVET Agency was providing training on the basis of shallow enquiry of information rather than in-depth needs assessment. Furthermore, trainings were designed and provided on the basis of the TVET Collage plan set before hand rather than the internal needs of the respective enterprises. This implies lack of consideration for the grass roots in-depth need in arranging condition for training provided to MSEs.

The Micro and Small Enterprise Development Strategy (2011:13) affirm that, it is of necessity to hold needs assessment before holding any enterprise-based training as it earmarks:

The responsibility and commitment of the government in supporting and improving the MSEs is as equal as mother's love towards her/his children. The illegal and improper actions execute in these organization must be cater or protected and avoided before happening, and the necessary supports should be given when necessary so that TVET College/institutions should provide crucial support for the development of MSE. Therefore, training need assessment for providing support is vital.

From the quoted direction of the MSEs Agency, it is clear that, training needs assessment is the foundation for the entire training design process since it establishes the content of

subsequent training and the kind of training programs needed, who needs to be included, conditions under which training will occur, and criteria to guide training program. If not done correctly, or at all, the job-relatedness, effectiveness and validity of any training program is jeopardized.

To conclude, in the absence of conducting needs assessment, there is no guarantee that the training solution will solve the performance problem (Roy & Raymond, 2008). Resources, time, energy and learners' goodwill may be depleted while the performance problem persists. Regarding this, Aswathappan (2008) states, by far, that providing training with out conducting need assessment by no means is an end by itself. It results spending resources of an organization unnecessarily.

If the limited recourses are spent on programs that does not solve the organizational problem, the effect is failure and the resource is wasted; plus the organization problem still demands solution.

Table 4.3: Conducting Training Need Assessment for MSEs

Organizations	Frequency	Percent	Valid Percent
Managers of MSEs	50	21.1	21.1
TVET agency of the city	31	13.1	13.1
Adama TVETs College	35	14.8	14.8
MSEs Agency	79	33.3	33.3
NGOs	8	3.4	3.4
Regional MSEs agency	5	2.1	2.1
Credit and saving association	29	12.2	12.2
Total	237	100.0	100.0

Concerning the organizations currently undertaking training need assessment for MSEs of the city, responses presented in table 4.3 identified the role played by MSEs agency (33.3%) which is the highest among organizations listed in the table. Following this, Managers of MSEs (21.1%), TVET College (14.8%) and TVET agency (13.1%) were ranked form second

to fourth in their practices of conducting training need assessment for MSEs. From table 4.3, it could also be understood that, the highest role for training need assessment was played by MSEs Agency. When seen against the policy benchmark set by Federal Micro and Small Enterprise Agency (FeMSEDA, 2002) which indicates training need assessment for MSEs could be conducted through the collaboration of TVET agency and TVET College/Institutions, this shows a kind of role gap since it is stated in the policy that, TVET Colleges and TVET Agency need to have equal share in training need assessment for MSEs.

Table 4.4: Extent to Which Sectoral Needs are Considered in Training Needs Assessment

Type.MSE	N	Mean	Std. Deviation
Manufacturing	38	2.03	0.92
Business	77	2.14	1.11
Construction	27	2.18	1.19
Service	95	2.33	1.34
Total	237	2.20	1.34

Concerning the extent of considering sectoral needs of MSE's during training need assessment mentioned above, with the emergence of increased mechanization and automation, manufacturing of multiple products and by-products or dealing in services of diversified lines, extension of operations to various regions of the country or in overseas countries, organization of most of the sector has become complex. This leads to growth in number and kind of employees and layers of organizational hierarchy. This in turn, creates the problems of coordination and integration of activities at various levels. This situation calls for training in the skills of coordination, integration and adaptability to the requirements of growth, diversification and expansion. Companies usually search for opportunities to improve organizational effectiveness. Training is responsible for much of the planned change and effectiveness in an organization as it prepares the people to be the change agents and to implement the programs of effectiveness.

Organizational need assessment reveals where training is needed and the environmental conditions that may affect the training effort. Knowledge of these issues ensures that the training programs are tied to the organization's strategy and mission, which is crucial to its

success. Communicating the link between training activities and the organization’s strategic plan to operating managers and employees makes the importance of training programs clear.

On the basis of these facts respondents were asked to respond Extent of considering sectoral needs during training need assessment for MSE’s. Their response was illustrated in table 4.5.

As illustrated in table 4.5, the majority of the respondents 95(M =2.32, SD = 1.34) and 77(M =2.14, SD = 1.11) were responded that the extent of needs assessment conducted for MSEs sectorial considerations were low. On the other hand 38(M= 2.02, SD = .92 and 27(M = 2.18, SD = 1.18) of manufacturing and construction sector were responded the sectorial need assessment consideration was very low.

This finding shows that the TVET agency and TVET colleges namely Adama City TVET agency and Adama TVET college sectorial consideration were mainly in the area of business skill training, according to the key informants. The interviewed experts and operators unanimously agreed that mostly the training offered for MSEs were entrepreneur and business trainings, which dose does not consider the skill gap of manufacturing and construction sectors because it has less contribution to making them familiar with the skill of operating different machines, tools and equipments. In order to provide sectorial need of training, a common string committee that includes members from all (college dean, municipality mayor, MSEs Process owner and micro finance manager) have to perform his responsibility; plan tasks together and follow up their achievement jointly

Table 4.5: The Practices in Periodic Reviewing of Training Needs

Alternatives		N	%
a	Very High	17	7.17
b	High,	21	8.86
c	Moderate	37	15.61
d	Low	55	23.21
e	Very Low	107	45.15
Total		237	100.00
Mean		2.10	
SD		1.267	

As stated in the table 4.6, 107(45.15%) of respondents gave the account that, Training need was not reviewed periodically. On the other hand, a few of them (23.21% and 15.61%) agreed that, the practice of periodical reviewing of training needs was low and moderate respectively. Furthermore, the mean score ( $M = 2.10$ ) with standard deviation ( $SD = 1.27$ ) illustrated in table 4.6 shows lower level of periodic review of training need assessment for MSEs of the city. Only 8.86 percent and 7.17 percent of the respondents agreed to the presence of review of training needs assessment for MSEs.

Parallel to the questionnaire data, there were interview questions posed to clarify details about practices in periodic reviewing of training needs. One of the participants' reactions runs as follows, "training needs were not periodically assessed" (P<sub>3</sub>, May 21, 2015)

Regarding the necessity to hold training review, Gordon (1992) affirms that, in the development of MSEs, training plays a vital role, in improving performance as well as increasing productivity, and eventually putting organizations in the best position to face competition and stay at the top. Further, the rapid changes in technology that have created knowledge gap thereby increasing the importance of training to fill the mushrooming gap on the one hand and social economic advancement and individual needs in organizations on the other require enterprises to review their training schemes from time to time.

By far, purpose-wise, training is used to prepare the employees, both new and old, to meet the present as well as the changing requirements of the job and the organization, by imparting the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job, assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields and ensure smooth and efficient working of the departments (Gordon, et, al., 1992).

Therefore, to maximize the effectiveness of training and development programs, MSEs must constantly assess their employees' current training needs and identify training needs to prepare employees for their next position. This requires MSEs to recognize that different employees will have different needs and these needs will change over time as these workers continue in their careers.

In general, the questionnaire responses and interview results clearly indicate the absence of periodical review of need assessment for MSEs of the city.

Table 4.6: Participation of MSEs' in Designing Training Programs

Alternatives		N	%
a	Almost Always	8	3.38
b	Frequently	14	5.91
c	Sometimes	33	13.92
d	Seldom	63	26.58
e	Almost never	119	50.21
Total		237	100.00
Mean		1.86	
SD		1.08	

It is evident from table 4.7, 119(50.21%) respondents responded that MSEs almost never participate in designing training program, 63 respondents (26.58%) respond infrequent participation in designing training program. This implies that, the participation of MSEs in designing training program was not as such considerable.

The mean scores (1.86) and standard deviations (1.08) shows that, there was almost no participation of MSEs in designing training program for MSEs. This means, designing training program for MSEs was frequently conducted by Adama TVET College and TVET Agency of the City.

Parallel to the questionnaire data, there were interview questions posed to clarify details about participation of MSEs in designing training program by briefing as follows: “the participation of MSEs in designing training program was not considered. Rather, TVET College trainers assess the skill gaps of the employee and design to fill the gap as per the plane of the college” (P4, May 21, 2015).

Data obtained from secondary source through observation made by the researcher indicates that, the designed program for training was directly conceded with that of Oromiya MSE Bureau plan. However, the training offered for MSEs of the City was not based on the

objective of the organization and not emphasized on the real problem of the enterprises. Accordingly, the design did not allow the enterprises to participate in designing training program.

It is very necessary for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi, 2000; Boudreau, 2001). It seems that training design plays a very vital role in the employee as well as organizational performance. a bad training design is nothing but the loss of time and money (Tsaaur and Lin, 2004).

National Technical & Vocational Education and Training Strategy (2008) states that, TVET College/Institutions are expected to relevantly transfer the technologies to micro and small enterprise (MSE) sector in order to increase their productivity improve the quality of products and services and facilitate creation of new business. Provision of TVET programmes and technology transfer services are the means to strengthen MSE in urban and semi-urban areas. TVET is geared towards enhancing productivity in the MSE sector, improving the quality of products and services and supporting start-up businesses by providing training and serving as centers for technology transfer with cooperation of different bodies. Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system.

Under this part, issue related to the basic purpose of training programs, MSEs participation on designing trainings programs, and the implementation of training processes (Need Assessments, Design, implementation, and Evaluation) in the enterprises were presented using the data collected from respondents and official documents.

### 4.3. The Effectiveness of Training Provision for MSEs

Table 4.7: Factors Considered During the Implementation of Training Programs for MSEs: Descriptive Statistics

Factors	N	Sum	Mean	Std. Deviation
Training Method	237	646	2.72	.71
Medium of Instruction	237	674	2.84	.68
Training Topics	237	641	2.70	.72
Venue	237	658	2.77	.74
Training Coordination	237	513	2.16	.65
Recourses	237	539	2.27	.65
Time	237	568	2.39	.65
Trainer	237	630	2.65	.61
All Items	237	2844	2.51	0.74

According to table 4.8, extent of consideration of the factors ranges from a maximum of 2.84 to a minimum of 2.16 mean values. That is, almost all the factors listed in the table are considered during training program implementation less that moderate level. However, Medium of instruction (M = 2.84, SD = .69), venue (M = 2.77, SD= .745), training method (M = 2.72, SD = .72) and training topic (M = 2.70, SD = .73) were relatively considered better than the remaining five factors. On the contrary issues related to training coordination, resource and time mean value and standard deviation (M= 2.16, SD= .66), (M = 2.28, SD = .65) and (M = 2.39, SD = .67) respectively were identified as the list factor during training program implementation. These implies that, the implementation of training program for MSEs gave better emphasis for the place where training program takes place, language to be used, and how to train the trainees than organizing and coordinating the program. More over issues related to competency of trainer, fulfillment of resource required for the training and duration and suitability of scheduled for the training were not sufficiently considered by program implementers while they offer training for MSEs of the City. In general, the data of the table clearly indicated the consideration of training providers were more focused on supportive factors than key issues like coordination of training program, and resource.

There are various factors that could be considered during implementation of training program. Among these issues related to training method, medium of instruction are more significant in order to express the success of implementation of training program (Raymond, 2010).

Goldstein (1986) depicts that, evaluation of the effectiveness of training programs is critical. Without documentation of the effectiveness of training, organizations have no good way to know whether training dollars are being spent wisely (Grove & Ostroff, 1991). Kirkpatrick's framework classifies training evaluations as Participants' reactions to the training program, Changes in attitude, knowledge or skill levels, changes in work behaviors and changes in organizationally desired outcomes (Annie, 2003).

Table 4.8: the Relationship between Factors to be Considered and Effectiveness of Training Program Implementation

Factors		training implementation
Training Method	Correlation	.770**
	Sig. (2-tailed)	.000
Medium of Instruction	Correlation	.710**
	Sig. (2-tailed)	.000
Training Topics	Correlation	.788**
	Sig. (2-tailed)	.000
Venue	Correlation	.768**
	Sig. (2-tailed)	.000
Training coordination	Correlation	.713**
	Sig. (2-tailed)	.000
Resources	Correlation	.811**
	Sig. (2-tailed)	.000
Trainer	Correlation	.878**
	Sig. (2-tailed)	.000
Time	Correlation	.731**
	Sig. (2-tailed)	.000
N		237

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

Source: calculated by researcher

As it is clearly indicated in the table 4.9, a strong positive relationship was found between trainers and effectiveness of training implementation ( $r = .878$ ,  $p < .01$ ), resource and

effectiveness of training implementation ( $r = .811, p < .01$ ), which are statistically significant at 99% confidence level. This implies that at a 1% level of significance it was discovered that the trainers and resource plays a significant role in determining the Effectiveness of training implementation for MSEs in the selected city. Moreover, the table presents the association between the selected variables and effectiveness of training implementation for MSEs for a sample of 237 operators in Adama city. There is considerable, however statistically significant relationship between training topic and effectiveness of training implementation ( $r = .788, p < 0.01$ ), training method and effectiveness of training implementation ( $r = .770, p < .01$ ), venue, time, training coordination and medium of instruction, and effectiveness of training implementation ( $r = .768, P < .01$ ), ( $r = .731, p < .01$ ), ( $r = .713, P < .01$ ) and ( $r = .710, p < .01$ ) which are marked degree of correlation. This would imply that, the more infrastructures the better performance of MSEs would be. The result on table above further indicates that, there is a substantial positive correlation between entrepreneurial factors and business performance ( $r = .719$ ), which is statistically significant at 99% confidence level. This implies that MSEs with entrepreneurial skills performed considerably better. There exists a positive relationship between politico-legal factors and performance ( $r = .736, p < 0.01$ ), and management and performance ( $r = 0.692, p < 0.01$ ), and technological factor and performance of MSEs ( $r = 0.637, p < 0.01$ ), which are statistically significant at 99% confidence level.

### **Regressions Analysis**

For the purposes of determining the extent to which the explanatory variables explain the variance in the explained variable, regression analysis was employed. The results of such analysis are narrated under.

Table 4:10 depicts that, the multiple correlation coefficient(  $r$ ), with value 0.911, represents the correlation ratio indicating the existence of strong link between effectiveness of training implementation for MSEs of the city and its main determinant. The determination coefficient R square has the value 0.830 and express that 83%the variation of effectiveness of training implementation can be explained by the variable taken in to consideration. The adjusted correlation rates show that 0.824 of the total variation is due to the progression line, given the number of degree of freedom. Test F show the role of the factors to indicate the growth of the effectiveness of training implementation. The value test F (139.549) and of the materiality

(.000 < 0.05) show that, the regression model is valid and can be used to analyze the dependency between variables.

Table 4.9: Regress Performance on the Selected Variable using Multiple Regressions

R	0.911 <sup>a</sup>
R <sup>2</sup>	0.830
Adjusted R <sup>2</sup>	0.824
Std. Error of the Estimate	0.24691

<b>ANOVA</b>					
Model	SS	df	Mean Square	F	Sig. F
Regression	68.058	8	8.50729	139.549	.000 <sup>b</sup>
Residual	13.900	228	0.06096		
Total	81.958	236			

	Coefficients	t Stat	P-Value	95.0% Confidence Interval for B	
				Lower Bound	Upper Bound
(Constant)	.09404	1.22748	.22091	-.05692	.24500
Training Method	-.11457	-1.21191	.22680	-.30085	.07171
Medium of Instruction	.09990	2.35714	.01926	.01639	.18341
Training Topics	.21683	3.01441	.00287	.07509	.35856
Venue	-.01170	-.16061	.87254	-.15524	.13184
Training coordination	.14065	3.11875	.00205	.05179	.22951
Resource	.20839	4.37358	.00002	.11451	.30228
Trainer	.38556	4.68863	.00000	.22353	.54760
Time	.00091	.01582	.98739	-.11194	.11376

**Source: calculated by researcher**

Since the statics  $t = 2.35714$  of medium of instruction and  $p$ - value  $0.01926 < 0.05$  it means the coefficient is significant different from 0, with the confidence interval [0.1639, 0.1834]. The coefficient for the training topic, with the value of 0.21683, is positive and indicates the existence of a direct link between effectiveness of training implementation for MSEs and training topic, so that a 1% increase of training topic determines an increase of effectiveness of training implementation for MSEs with 0.21683 points. Since  $P$ -value =  $0.00287 < 0.05$ , the coefficient is insignificant.

The coefficient corresponding to the training coordination variable, with the value of 0.14065, is positive and indicates the existence of direct link between effectiveness of training implementation and training coordination; so that 1% increases in effectiveness of training implementation for MSEs will determine training coordination increase with 0.14065 points. Since P-value = 0.00205 < 0.05, the coefficient is significant, situated in the range of confidence [0.05179; 0.22951]. The coefficient corresponding to the resource, with the value of 0.20839 is positive and indicates the existence of a direct link between effectiveness of training implementation and resource, so that 1% increase of resource for training will determine an effectiveness of training implementation increase with 0.20839 points. Since P-value = .000002 < 0.05, the coefficient is significant. The coefficient corresponding to the trainer, with the value of 0.38556, is positive and indicates the existence of a direct link between effectiveness of training program implementation and trainers, so that a trainer's increase with one unit will determine a training program implementation for MSE increase with 0.38556 points. Since P-value = 0.000 < 0.05, the coefficient is significant, situated in the range of confidence [0.22353; 0.54760].

$$TPI(Y) = .09404 + .09990MI + .21683TT + .14065TC + .20839RS + .38556TR + \epsilon_i$$

Where *TPI*= Training program implementation, *MI*= medium of instruction, *TT* = Training topic , *TC*= Training coordination, *RS*= Resource and *TR*= Trainer

The result presented in Table 4.10 shows that, effectiveness of training program implementation for MSEs of the city was positively influenced by medium of instruction, training topic, training coordination, resource and trainers.

Following implementation; the next step in training and development process is evolution of the program. It is the last step in the training program. Evaluation ascertains whether the objectives set for the program have been achieved (Armstrong 2009).

The process of evaluation enables to know whether a training program has been worthwhile or a waste of time. Because, the evaluation of training is directly linked with the organization's strategic goals and objectives, as the information it provides enables training results to be identified, possible deficiencies to be analyzed and improvements to be introduced to optimize the training function as a whole (Kirkpatrick, 1998). It would allow organization's find out whether or not the training has achieved its purpose and objectives.

Thus, evaluation focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability. Therefore, evaluating training program for MSEs involves detecting and analyzing the results obtained from a specific perspective: the perspective of the contribution to the employee and the organization.

Therefore, training and development program for MSEs should be evaluated starting from the effects of the training on the operators who participated in the program to the sector they work with and the ultimate effect of the program on the organization.

#### 4.4. Training Programs Evaluation

Table 4.10: Practices of Training Programs Evaluation

Alternatives		N	%
a	Almost Always	4	1.69
b	Frequently	11	4.64
c	Sometimes	22	9.28
d	Seldom	50	21.10
e	Almost never	150	63.29
Total		237	100.00
Mean		1.60	
SD		0.594	

As indicated in table 4.11, the highest percentage (63.29%) of response on MSEs in training program evaluation was almost non-existent. This implies that MSEs do not have the option to value training program in line with the internal needs and priorities. Perhaps the response also indicates that training evaluation was seldom held and this signifies that MSEs participation in training program evaluation was very rare in frequency. The mean value of the given response ( $M = 1.6$ ,  $SD = .59$ ) also ensure that the participation of MSEs in training evaluation was very low in frequency.

Similarly, parallel to the questionnaire data, there were interview questions posed to clarify details about training program evaluations by briefing as follows: “Training sessions are

evaluated by the trainers themselves whereby the survey practitioners' operating skill in the post – training session if there is still some gap, the training continues.” (P<sub>1</sub>, June 14, 2015).

It is evident from the interview data that, training evaluation is held on a top-down basis. Participants' operating skill level is weighed against the training focus. Continuity of training is also decided on a top-down basis. The practices of training program evaluation were held on checking whether the training offered has achieved its purpose and objectives or not. Measurement of the increase in the knowledge from before to after the learning experience measure, the transfer that has occurred in the learner's job behavior/ job performance due to the training programme.

Given the value that MSEs participation on training evaluation and improvement of their own practices based on internal data as well as external, the data over all indicates that the role of MSEs in training program evaluation was not significant.

Table 4.11: Criteria Used in Evaluating Training Programs Offered for MSEs

No	Items	Total	Mean	SD
1	Interaction	237	2.688	0.627
2	Knowledge	237	1.772	0.574
3	Job performance	237	1.671	0.605
4	Enterprises improvement	237	1.789	0.609
Total			1.980	0.730

It is evident from table 4.12 that, the criteria used for training program evaluation were highly based on intervention ( $M = .68$ ,  $SD = .63$ ). Perhaps, enterprise improvement stood as the second criteria used ( $M = 1.79$ ,  $SD = .61$ ) and knowledge has third criteria ( $M = 1.77$ ,  $SD = .57$ ) and the lowest point of emphasis job performance ( $M = 1.67$ ,  $SD = .61$ ). It can be implied from the above data that, criteria for trainers program evaluation for MSEs lack the ground of job performance, in actual sense enterprises training evaluation should start from job performance with basic consideration that; evaluation focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability. Therefore, evaluating training involves detecting and analyzing the

results obtained from a specific perspective: the perspective of the contribution of training to organizational performance and the return on the investment made (Pineda, 2010).

The criteria used to evaluate training and development program, therefore, depend on the objective of the program. Usually evaluation of training involves appraising or judging persons, organizations or things in relation to stated objectives, standards or criteria.

One ways of evaluating training programs is by getting reactions from the trainees, by asking those who attended the training to write a report or by designing a comprehensive questionnaire which should be distributed to those who attended the training program (Roy & Raymond, 2008). Training could also be evaluated through job performance. This can be done by measuring the extent to which trainees have applied what they have learnt from the training on their job. Evaluation of training can also be done by measuring the impact of a training program on working of the unit or department where the trainees come from (Armstrong, 2009). Moreover, evaluation of training and development programs can also be done by looking at the impact of the training program on the entire organization.

Kirkpatrick (1977) divided the evaluation model into four parts; reaction: what the trainees thought of the particular program; learning: what principles, knowledge, facts, and techniques trainees learned; behavior: an assessment of changes in trainee job performance; and results: the impact of the training program on organizational objectives, such as turnover, absence, and costs. The results would evaluate the extent to which the results have been affected by the training programme.

Therefore, training program should be evaluated starting from the effects of the training on the employees who participated in the training program to the department or unit they work with and the ultimate effect on the organization.

Table 4.12: Correlation between Effectiveness of Training Program Evaluation and the Criteria

		Effectiveness of training evaluation
What the trainees thought of the particular program	Correlation	.837**
	Sig. (2-tailed)	.000
Knowledge	Correlation	.765**
	Sig. (2-tailed)	.000
Job performance	Correlation	.885**
	Sig. (2-tailed)	.000
Enterprise improvement	Correlation	.766**
	Sig. (2-tailed)	.000
Participation of MSE in evaluation	Correlation	.988**
	Sig. (2-tailed)	.000
Obtaining feedback	Correlation	.896**
	Sig. (2-tailed)	.000
**. Correlation is significant at the 0.01 level (2-tailed).		

Though all the criteria were significantly correlated with effectiveness of training evaluation criteria, there was difference among the criteria in their rate of correlation. In that, participation of MSEs on training evaluation and effectiveness of training evaluation criteria (  $r = .988$ ,  $P < .01$ ), rendering feedback and effectiveness of training evaluation criteria (  $r = .896$ ,  $p < .01$ ), Job performance and interaction, and effectiveness of training evaluation criteria for MSEs (  $r = .855$ ,  $p < .01$ ) and (  $r = .837$ ,  $p < .01$ ) showed the highest correlation with effectiveness of training evaluation criteria. Furthermore, enterprises improvement and knowledge, and effectiveness of training evaluation criteria (  $r = .766$ ,  $p < .01$ ) and (  $r = .765$ ,  $p < .01$ ) respectively has marked degree of correlation. This implies that at 1% level of significance it was revealed that the participation of MSEs on training evaluation, rendering feedback, Job performance, interaction, enterprises improvement and knowledge plays a significant role in determining the Effectiveness of training implementation for MSEs of the city which are statistically significant at 99% confidence level.

Table 4.13: Summary of Training Management Effectiveness of the City

No	Items	Total	Mean	SD
1	Training Need Assessments	237	1.873	<b>0.576</b>
2	Training Design	237	2.211	<b>0.550</b>
3	Implementation of the Trainings	237	2.426	<b>0.589</b>
4	Training Evaluation	237	1.582	<b>0.574</b>
TOTAL		948	2.023	<b>0.656</b>

Overall results of training management effectiveness for MSEs of Adama city was found at 2.02 mean score (SD = .656) these signify that the management of training program management effectiveness was weak. However relatively better practices was observed regarding program implementation and design. Whereas, the weakest practice in managing training program of MSEs of the city was identified on needs assessment and evaluation.

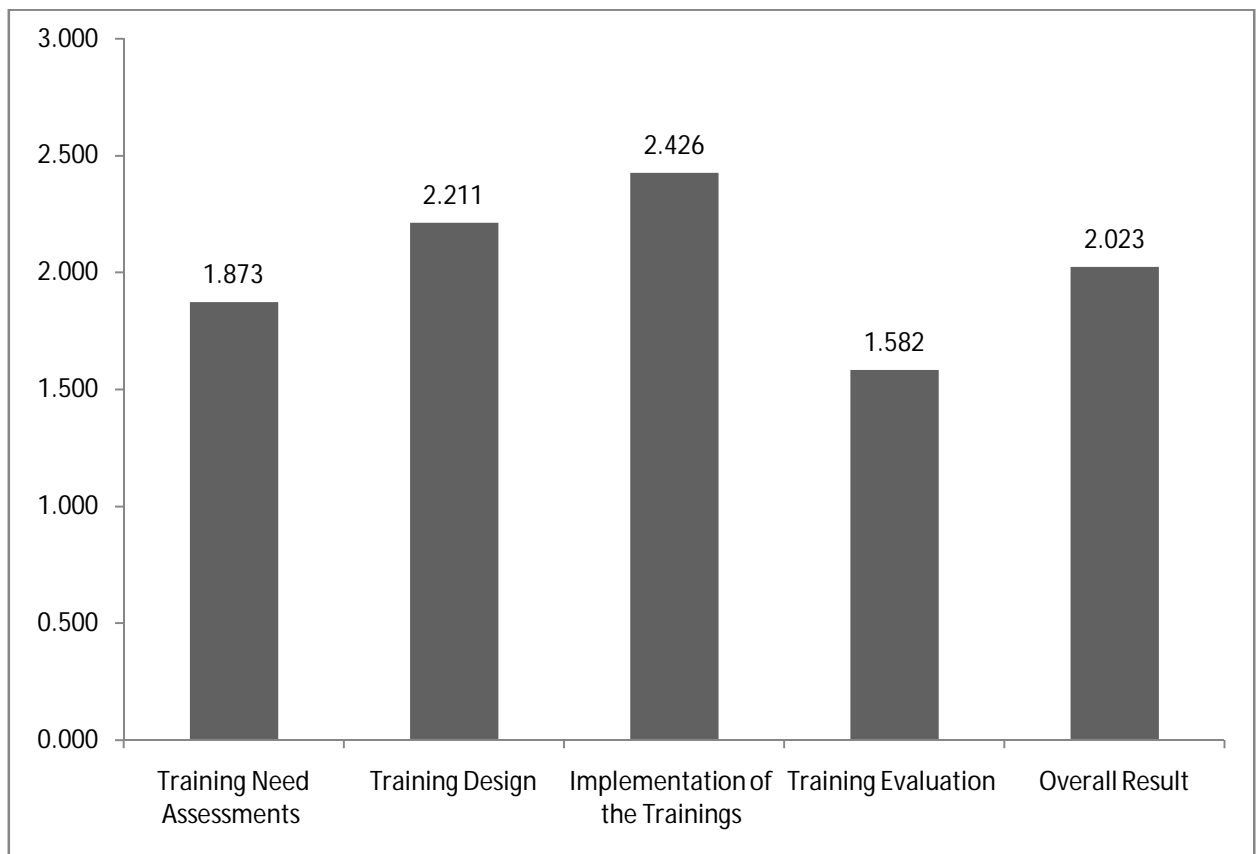


Figure 4.1 Training management effectiveness

## Chapter Five

### 5. Summary, Conclusions, and Recommendations

#### 5.1. Summary of Major Findings

The major objective of the study was to analyze the applicability of management cycle in providing training for MSEs of Adama City. More specifically, the study gave emphasis to ensure the existence of training need assessment with proper design, to earmark training effectiveness in terms of resource, time, trainers, training method, medium of instruction, training topic, training materials, venue, to point out the existence of evaluation with respect to criteria used, evaluators participated and communication (provision) of feedback.

In order to attain these objectives, focus was made on answering basic research questions of the study dealing with practices of needs assessment and training program design, effectiveness of training program implementations and practices of training program evaluations for MSEs of the city.

##### 5.1.1. The Needs Assessment and Design Phase

Majority of the respondents 157(66.2%) indicated that training need assessment was not practiced at grass roots level in providing training for MSEs of Adama City. Only 19(8%) of them agreed the needs assessment was conducted.

It was found also that, MSEs Agency (33.3%), Managers of MSEs (21.1%) and TVET College (14.8%) were among the key agents currently conducting needs assessment. This shows that, there was some kind of role gap where needs assessment was not conducted by MSEs themselves as the most responsive agents as stated in the policy that, TVET Colleges and TVET Agency need to have equal share in training need assessment (Micro and Small Enterprise Development Strategy, 2011: p: 60-65)

The study revealed also that, practices in periodic reviewing of training program need assessment was very low. The study depicted by far that, MSEs didn't participate in designing training program the implication being that, the training issues were not set in line with the need of the sectors.

### **5.1.2. The Implementation Phase**

The study depicted that, a strongly positive relationship was found between the role of trainers, resource, and effectiveness of training implementation. Moreover, there were considerable and statistically significant relationships between training topic, training method, venue, time set for training, training coordination, medium of instruction and effectiveness of training implementation with a marked degree of correlation. This implies that, at a 1% level of significance, trainers and resource play a significant role in determining the effectiveness of training implementation for MSEs in Adama City, to a statistically significant at 99% confidence level.

### **5.1.3. Evaluation Phase**

It was also revealed that, the participation and practices of rendering feedback for MSEs of the city through training evaluation was very low.

All the criteria, interaction, knowledge, job performance and enterprises improvement were also significantly correlated with the criteria for effectiveness of training evaluation, participation of MSEs on training evaluation, rendering feedback, job performance and interaction. Moreover, effectiveness of training evaluation for MSEs showed the highest correlation with effectiveness of training evaluation. This implies that, at 1% level of significance and 99% confidence level, criteria for effectiveness of training evaluation play a significant role in determining the effectiveness of training implementation for MSEs of the city.

The overall result of the effectiveness of training management in the city was higher in the case of implementation (training were held as planned); the design being the second high point of concern. Training need assessment took the third rank in the list whereas training evaluation took the final rank or the fourth. This is indicative of the fact that, MSEs stuck to implementing training without checking their internal conditions at large. In other words, their roles in internal need assessment and training evaluation was very low which implies their being passive in making decision on entry issues (input-based verification) and justifying the workability of training (both formatively and at exit levels).

## **5.2. Conclusions**

On the bases of the summary of major findings, the following conclusions were made:

The rationale for developing a training program for MSEs relies heavily on identifying training needs, and justifying the benefits to the organization, task and individuals. Without clear understanding of needs, training efforts are at best randomly useful and at worst, useless. The trainer (TVET College) will only be successful and perceived as such to the extent that needs are carefully assessed, and programs designed and carried out that meet those needs. The end result is a more precise picture of training needs, which can lead to a performance improvement, oriented training program and better results from training (Judith, 2003).

However, the findings related to conducting training need assessment in this study reveal that, there is no such a practice across agencies and TVET Collage. This means that, the training program delivered for MSEs was not based on identified objectives of the program and the skill required for performing the vested job at grassroots level. Therefore, providing training programs without conducting need assessment could result in spending resources unnecessarily, unwise use of training as a solution to a performance problem. Where the solution could deal with employee motivation, job design, or a better communication of performance expectations, the actual provision may tilt to trivial presentations. In addition to the shortage in conducting need assessment, the findings of this study identified that, the role of MSEs managers/operators to be considered in designing training programs were ignored.

The practice of implementing training programs for MSEs of Adama city was not efficient. Furthermore, there were no practices of evaluating training programs in the city at MSEs level. So, training offerings without the inclusion of the grassroots objectives and planning cannot result in performance improvement. With lack of evaluation at the grassroots level, the whole endeavour goes to the fall of the program in particular.

Finding of the study revealed also that, in the implementation of effective training program, to make training more effective TVET agency and TVET College need to look at how the training system is associated with the strategy of the organization and at what is being done to check out that all training programs are effective. Parallel to this, the study revealed also that,

many factors affect training effectiveness among which trainers and resource emerged to be stronger and more responsible in making training effective.

With regard to training evaluation, practices were observed on top down basis where trainers were also evaluators. Every decision on training success and retraining was also made in the same mode.

While there were divers criteria destined to be used in holding training evaluation (interaction, knowledge, job performance and enterprise improvement), practices showed the dominance of interaction over rest criteria.

Factors related with competency of trainer, availability of required resource and suitability of scheduled for the training emerged to be stronger and more responsible in making training effective were found dominant on other factors while a training programme is going on.

Evaluation of training effectiveness is the measurement of improvement in the managers/operators knowledge, skill and behavioral pattern within the organization as a result of training program. This measurement help to match the cost incurred during needs assessment, design and implementation of training program with the associated benefits. Thus, it indicates whether the program has been able to deliver its intended goals and objectives.

### **5.3. Recommendations**

On the basis of the summarised major findings and the conclusion derived, the following recommendations and implications were made.

1. Regarding training need assessment, the TVET College and TVET Agency need to identify skill gaps along with SMEs Agency in order to design training;
2. SMEs also need to have means of explicating their internal skill requirements and capabilities in order for training need assessment to be effective;
3. TVET College and TVET Agency have to involve MSEs representatives in designing training;
4. When implementing training, training instructors need to have the capability to interact with attendees through sector-oriented, clear and focused medium;

5. TVET Colleges need to provide training for SMEs at their sites rather than convening them to distant venues, for such may cause unexpected financial expenses to their success.
6. TVET College and TVET Agency need to follow-up and investigate the effect of training on performances by availing at each site with the sector-based technique used as breakthrough for change-identification.

#### **5.4. Implications for Further Research**

This research dealt with applicability of management-cycle to training need-assessment, design, implementation and evaluation across MSEs in Adama City. Further research could be necessary to verify the viability of need assessment techniques and evaluation models for training. So, other researchers could step up to investigate the workability of training need assessment and models for training evaluation through extensive research and analysis.

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# Appendices

**Adama Science and Technology University**  
**Faculty of Business and Economics**  
**Department of Management**  
**Research Questionnaire for Managers/ Operators**

Dear respondent,

The purpose of this questionnaire is to gather pertinent data that will be used as an input for doing a thesis on the *Analysis of Training Management for MSEs, In Adama City*. This questionnaire is designed to obtain information about your perceptions, opinions, experiences and particular knowledge about the Training need assessment, Design/planning, Implementation and Evaluation of training provided for MSEs of Adama City. The information you are going to provide will be confidential and only used for academic purpose. Therefore, you are selected to participate in this research and kindly requested to give genuine responses.

**General Directions**

- You are not required to write your name.
- Respond to all closed-ended questions by putting “√” marks in the boxes and to all open-ended one by writing your responses on the spaces provided.

**Thank you in advance for your kind cooperation and dedication of your time.**

**The Researcher**

**Section 1: General Characteristics of the respondents**

1. Sex:
  - a. Male
  - b. Female
2. Age A) up to 20 \_\_\_B) 21-30 \_\_\_C) 26-30 \_\_\_D) 31- 40 \_\_\_E Above 40\_\_\_
3. Educational level:
  - a. Illiterate\_\_\_
  - b. Read and write\_\_\_
  - c. Primary education\_\_\_
  - d. Secondary (9- 10) \_\_\_
  - e. Preparatory (11-12) \_\_\_
  - f. TVET Levels /Certificate \_\_\_
  - g. Diploma \_\_\_
  - h. Degree\_\_\_
  - i. Masters\_\_\_
  - j. Others (specify) \_\_\_\_\_
4. Types of Enterprises \_\_\_\_\_
5. Year of establishment (E.C) \_\_\_\_\_

**Section 2: The Practice of Need Assessment and Design**

6. Are the organizations responsible for managing training of MSEs conduct need assessment before designing and implementing the training?

- a). Almost Always \_\_\_ b). Frequently \_\_c). Sometimes \_\_d). Seldom\_\_\_ e. Almost never \_

Please justify your response.

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7. Who conduct training need assessment for MSEs? ( *It is possible to choose more than one* )

- a). Managers of MSEs \_\_\_\_\_ e). NGOs\_\_\_\_\_
- b). TVET agency \_\_\_\_\_ f). Regional MSEs agency\_\_\_\_
- c). TVETs College \_\_\_\_\_ g). Credit and saving association \_\_\_\_\_
- d). MSEs Agency \_\_\_\_\_ h). If any other p/se mention \_\_\_\_\_

8. How often the following techniques are used in conducting training need assessment for MSEs of Adama City? Please respond using the scales: 5=Almost Always 4= Frequently 3= Sometimes 2= Seldom 1= Almost never

Methods	5	4	3	2	1
Self report questionnaire					
Individual interview					
Performance appraisal					
Opinion survey					
Observation					
Check list					
Document analysis					
Others (Please specify)					

9. How much the Training need assessment conducted was considered your enterprises training needs?

5= Very High, \_\_\_ 4= High, \_\_\_ 3= Moderate, \_\_\_ 2= Low, \_\_\_ 1= Very Low \_\_\_

10. Do the identified training needs of MSEs reviewed periodically? Please (√)

a). Almost Always \_\_\_ b). Frequently \_\_\_ c). Sometimes \_\_\_ d). Seldom \_\_\_ e. Almost never \_\_\_

### Part 3: Implementation

11. There are a number of factors to be considered during the implementation of Training programs for MSEs of Adama City. Some of them are listed in the following table.

Please rate the effectiveness of training provided for MSEs in terms of each items, the scales; as being practiced in Adama City; **5= Very High, 4= High, 3= Moderate, 2= Low, 1= Very Low.**

<i>No.</i>	<i>Items</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	Utilization of resource					
2	Implementing the program as schedule					
3	Selection of trainees					
4	Suitability of training time					
5	Appropriateness of the trainers					
6	Training method used					
7	Training skill of trainers					
8	Medium of training: language used for training					
9	Development and sufficiency of training materials					
10	Suitability of training topics and content					
11.	Geographical location of training venue					
12	Organization and Suitability of training rooms/holes.					

13	Training coordination					
14	Opening and closing programs of the Training					
15	Follow up and attendance					

#### Part 4: Evaluation of Training programs

12. Is there a practice of evaluating training programs offered for MSEs of Adama City in terms of the following criteria? Please indicate the extent of practices in relation to your enterprises. Using the scales 5=Almost Always 4= Frequently 3= Sometimes 2= Seldom 1= Almost never

<i>Evaluation criteria</i>		5	4	3	2	1
1.	Interaction					
2.	Knowledge					
3.	Job performance					
4	Enterprises improvement					

13. Does your enterprises participated in evaluating training program offered for MSEs ?  
a). Almost Always \_\_ b). Frequently \_\_ c) Sometimes \_\_ d) Seldom \_\_e. Almost never \_

14. Did your enterprises get the feedbacks of training program evaluation conducted on previous training offered for MSES of Adama city?  
a). Almost Always \_\_ b). Frequently \_\_ c) Sometimes \_\_ d) Seldom \_\_e. Almost never \_

Please justify your response in terms of the way the you received the feedback.

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15. In general, how do you rate the **effectiveness** of Training management of Adama City for MSEs in terms of the following training management cycle? Please respond using the scales: **5= Very High, 4= High, 3= Moderate, 2= Low, 1= Very Low.**

Training Management Cycle		5	4	3	2	1
1.	Training Need Assessments					
2.	Training Design					
3.	Implementation of the Trainings					
4	Training Evaluation					

## Part VII. Factors Influencing Training and Development

16. Potential difficulties in the implementation of training and development processes are given below. Considering their existence in your university, please indicate their seriousness using the following scales (5= Very High, 4= High, 3= Moderate, 2= Low, 1= Very Low).

<i>No</i>	<i>Factors</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	In-adequacy of budget					
2	Inappropriateness of program design to the MSEs context					
3	Scarcity of appropriate resource					
4	Lack of conducting training assessment					
5	Problems of co-ordination among concerned bodies of the Organization					
8	lack of technical and managerial capacity of program leaders					
9	Poor communication and inadequacy of information					
10	Lack of competent trainers					
11	Irrelevance of programs strategies					
12	Inappropriateness of training and development venues (places)					
13	Lack of trainees motivation for the program					
14	Inconvenience of programs schedules					
15	Inappropriate trainees selection					

20. In addition to the items listed in the above table, please; write any other potential problems that hinder the implementation of training programs in your Organization?

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21. Please forward your suggestion that will help to improve training program of the Organization.

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**Adama Science and Technology University**  
**School Business and Economics**  
**Department of Management**  
**(Post Graduate Programme)**

**Structured interview for TVET Collage, TVET agency and MSE agency**

1. Does the TVET College/TVET agency conduct Training need assessment and How? (the focus area of assessment organizational, job, and personal)
2. What are techniques used to conduct need assessment?
3. Does TVET College/TVET agency practice reviewing need assessment periodically?
4. Would you tell me if the managers/operators of MSEs participate in designing training program?
5. Finally what do you personally suggest to improve the current practice of needs assessment, design, implementation and evaluation of training program for MSEs of Adama City?

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***Thank you!***

Appendix - C

**Adama Science and Technology University**  
**School of Business and Economics**  
**Department of Management**

**Document Observation Checklist to be Filled by the Researcher**

Name of Sector/Institution: \_\_\_\_\_

Location: \_\_\_\_\_

1. Documents showing policy, rules and regulations of the Sector/Institution:

a) Available

b) Unavailable

2. Documents of need assessment format:

a) Available

b) Unavailable

3. What techniques of need assessment are used before designing training?

\_\_\_\_\_  
\_\_\_\_\_

4. Dose the designed training program for MSEs of the City based on needs assessment?

a) Yes

b) No

Justification \_\_\_\_\_  
\_\_\_\_\_

Appendix - D

በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

የቢዝነስና ኢኮኖሚክስ ፋካሊቲ

የማናጅመንት ትምህርት ክፍለ

ለማናጅሮችና አፕሬቲቮች የተዘጋጀ የጥናትና ምርምር መጠይቅ

ክፍል አንድ፡ መግቢያ

ውድ የጥናቱ ተሳታፊዎች፡ -

እኔ በአዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ የማናጅመንት ትምህርት ክፍል የቢዝነስ አስተዳደር የድህረ ምረቃ ተመራቂ ተማሪ ስሆን፤ በአሁን ሰዓት የመመረቂያ ፅሁፌን በማዘጋጀት ላይ እገኛለሁ። የጥናቱ ርዕስም “በአዳማ ከተማ ለሚገኙ የጥቃቅንና አነስተኛ ተቋማት የምስጢር ስልጠና ህዴት አተገባበር ሪፖርት” ይመለከታል። እርስዎም በዚህ ጥናት እንዲሳተፉ ተመርጠዋል። እርስዎ የሚሰጡትን ትክክለኛውን መረጃ ለጥናቱ ውጤታማነት በጣም አስፈላጊ መሆኑን በመገንዘብ መጠይቁን በጥንቃቄ እንዲሞሉ እጠይቃለሁ። ተሳትፎዎ በእርስዎ በጎ ፈቃደኝነት ላይ የተመሰረተ ነው። በመጨረሻም የሚሰጡት መረጃ ሚስጥራዊነቱ የተጠበቀና ለዚህ ጥናት ዓላማ ብቻ እንደሚውል አረጋግጣለሁ። የማንኛውም መልስ ሰጪ ማንነት በማንኛውም መልኩ የማይታተምና የማይሰራጭ ይሆናል። ሁሉም መረጃዎች ለትምህርታዊ ዓላማ ብቻ ይውላሉ። ጊዜዎን ሰውተው ስለሚያደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

መሳሰብያ

ስምዎትን አይጽፉም

በተቻለ መጠን ጥያቄዎች ምላሽ ሲሰጡ "✓" ምልክት ይጠቁሙ።

ግልፅ ያልሆነ ሀሳብ ካለ በ-----ይጠይቁ።

መጠይቅ 1 የመላሾች አጠቃላይ መረጃ

1. የታ:- ወንድ  ሌት
2. እድሜ:-            ሀ. እስከ 20            ለ. 21-30            ሐ. 26-30            መ. 31-40            ሠ. ከ 40 በላይ
3. የትምህርት ደረጃ
  - ፊደል ያልቆጠረ/ማንበብና መጻፍ የማይችል--
  - .ቴ.ሙ.ሥ(TVET)-----
  - መጻፍና ማንበብ የሚችል-----
  - ዲፕሎማ-----
  - አንደኛ ደረጃ----- (1-8)
  - ዲግሪ-----
  - ሁለተኛ ደረጃ----- (9-10)
  - ማስተርስ \_\_\_\_\_
  - መሰናዶ----- 911-12)
  - ሌላ ካለ ይጠቀስ-----

4. የኢንተርፕራይዝ ዓይነት-----

5. የተመሠረተበት ዘመን (በኢ.ዘ.አ) -----

**መጠይቅ 2. የፍላጎት ዳሰሳና ማቀድ (ትግበራ) (The Practice of Need Assessment and Design)**

6. ተቋማት ሥልጠና ከማዘጋጀት በፊት ለመለስተኛና አነስተኛ ኢንተርፕራይዞች ሂደት ያመች ዘንድ የሚፈጸምበት የፍላጎት ዳሰሳ አለ::

ሀ. አዎ ሁልጊዜ ለ. ዘወትር ሐ. አንዳንዴ ሙ. ከዘም አይደለ ሠ. አለም አይባል

7. የፍላጎት ዳሰሳ ካለ ማነዉ የሚያቀናጀዉ/የሚፈፀመዉ? /ከአንድ በላይ መምረጥ ይቻላል)

ሀ. የመ/ጥ/አ/ ማናጀሮች ለ. ቴ.መ. ት.ስ .ኮሌጅ ሐ. ቴ.መ.ት ኤጀንሲ ሙ. መ/ጥ/አ/ኤጀንሲ

ሠ. NGOs. የክልል ረ. የብድርና ቁጠባ ማህብር ሰ. ሌላ ካለ ይጠቀስ

8. ቀጥሎ የተመለከቱትን የፍላጎት ዳሰሳ ቴክኒኮች ምን ያህል እንደሚጠቀሙ በመለክድ ቁጥሮች ያሳዩ

5= ይበልጡን ሁልጊዜ 4= ብዙውን ጊዜ 3=አልፎ አልፎ 2=በተወሰነ ሁኔታ 1=የለም ማለት ይቻላል

ቁጥር	ቴክኒክ( ስልት)	5= ይበልጡን ሁልጊዜ	4= ብዙውን ጊዜ	3=አልፎ አልፎ	2=በተወሰነ ሁኔታ	1=የለም ማለት ይቻላል
8.1	የግል አፈፃፀም ዘገባ መጠየቅ					
8.2	በግል የሚደረግ ቃለ መጠይቅ					
8.3	የአፈፃፀም ክትትል ግብረ መልስ					
8.4	የራስ ግምት ዳሰሳ					
8.5	ምልከታ					
8.6	የአፈፃፀም ቼክ-ሊስት					
8.7	የዶክመንት ፍተሻና ዝርዝር ሀተታ					
8.8	ሌላ ካለ ይጥቀሱ-----					

9. የመ/ጥ/ ኢንተርፕራይዞች የሥልጠና ፍላጎት ዳሰሳ ላይ ለመካፈል እድል አግኝተዉ ያዉቃሉ?

ሀ. አዎ ለ. አይደለም

10. ምላሽዎ "አዎ" ከሆነ ሥልጠናዉ ምን ያህል ተቋሙ የተመለከተ ነበር? ይክበቡ

5=በጣም ከፍተኛ ደረጃ 4=ከፍተኛ 3.=መካከለኛ 2=. ዝቅተኛ 1=በጣም ዝቅተኛ

11. የመ/ጥ/አ/ የሥልጠና ፍላጎት ዳሰሳ በምን ያህል ጊዜ ይካሄዳል?

ሀ. ብዙውን ጊዜ ለ. ዘወትር ሐ. አንድ አንዴ መ. አልፎ አልፎ ሠ. ከቶ ወንም

12. ኢንተርፕራይዞች ምን ያህል የሥልጠና ፕሮግራሞችን ማዘጋጀት ለይ ይሳታፈሉ?

ሀ. ብዙውን ጊዜ ለ. ዘወትር ሐ. አንድ አንዴ መ. አልፎ አልፎ ሠ. ከቶ ወንም

**መጠይቅ 3:- ትግበራን በሚመለከት (Implementation)**

13. በመ/ጥ.ኢንተርፕራይዞች ሥልጠና ሂደት ተግባርን በሚመለከት ከተቀመጡት መሃል አመለካከቶች በመመሥረት የራስዎን እይታ ይግለጹ፡፡

አመለካከት:- 5=በጣም ከፍተኛ 4=ከፍተኛ 3=መሀከለኛ 2=ዝቅተኛ 1=በጣም ዝቅተኛ

ቁጥር	አማራጮች	5= በጣም ከፍተኛ	4=ከፍተኛ	3=መሀከለኛ	2=ዝቅተኛ	1=በጣም ዝቅተኛ
13.1	የግብዓት አጠቃቀም					
13.2	መርሀ ግብሮችን በጊዜ ለሥራ ማዋል					
13.3	ሠልጠኞችን መመልመል					
13.4	አመቺ የሥልጠና ጊዜ ማዘጋጀት					
13.5	የአሰልጣኞች አያያዝ ምቹነት					
13.6	የሥልጠና አሰጣጥ ዘዴ ተገቢነት					
13.7	የአሰልጣኞች የክፍል ደረጃ					
13.8	የስልጠናው ቋንቋ ተስማሚነት					
13.9	የሥልጠና ቁሳቁስ አቅርቦት					
13.10	የስልጠናው ርዕሶችና ይዘቶች ተገቢነት					
13.11	የሥልጠናው ቦታ ምቹነት					
13.12	የሥልጠናው ክፍሎች ምቹነት					
13.13	የሥልጠናው ቅንብር					
13.14	ስልጠናው ሲከፈትና ሲዘጋ የታየው አመቺነት					
13.15	የሥልጠናው ሂደት ከተከለሰ ቆጠራ ሁኔታ					

**4. የሥልጠና መርሃ ግብር ግምገማ (Evaluation of Training programs)**

14. በአዳማ ከተማ ውስጥ የሚካሄደው የጥቃቅንና አነስተኛ ኢንተርፕራይዞች ስልጠና በሚከተሉት መስፈርት መሠረት ስራውን ? እባክዎን ከርሶ ኢንተርፕራይዝ አንጻር በማስተያየት ያመልክቱ (በተሰጡት መስፈርት መሠረት)

ተ.ቁ	የግምገማ መስፈርት	5=ሁልጊዜ	4= በተደጋጋሚ	3=አንዳንድ ጊዜ	2=አልፎ አልፎ	1=ምንም ጊዜ
1.	የእርስ በእርስ ግንኙነት					
2.	ዕውቀቶን በማሳደግ					
3.	የሥራ ክንውን በማዳበር					
4.	የኢንተርፕራይዝ ዕድገትን በማፋጠን					

15. የረሶ ኢንተርፕራይዝ ለጥቃቅንና መለስተኛ ኢንተርፕራይዞች የተሰጡ ሥልጠናዎችን በመገምገም ስራ ውስጥ ተሳትፎ ያውቃል

ሀ/ ሁልጊዜ ለ/ በተደጋጋሚ ሐ/ አንዳንድ ጊዜ መ/ አልፎ አልፎ ሠ/ ምንም ጊዜ

16. ቀደም ሲል በአዳማ ከተማ በተካሄዱ የጥቃቅንና መለስተኛ ኢንተርፕራይዞች ስልጠናዎችን ግምገማ በተመለከተ የርሶ ኢንተርፕራይዝ ግብር መልስ አግኝቶ የውቃል።

ሀ/ ሁልጊዜ ለ/ በተደጋጋሚ ሐ/ አንዳንድ ጊዜ መ. አልፎ አልፎ ሠ/ ምንም ጊዜ

እባክዎ ግብር መልሱን ያገኙበትን መንገድ ያብራሩ

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17. በአጠቃላይ በአዳማ ከተማ ለጥቃቅንና መለስተኛ ኢንተርፕራይዞች የተሰጡትን ሥልጠናዎች ወጤታማነት በሚከተሉት መስፈርቶች እንዴት ይገመግማሉ ። መስፈርቶቹን በመጠቀም መልስ ይስጡ

	የስልጠና ቅደም ተከተል	5=በጣም ከፍተኛ	4=ከፍተኛ	3=መካከለኛ	2=አነስተኛ	1=በጣም አነስተኛ
1	የስልጠና ፍላጎት ደሰሳ					
2	የስልጠና ዲዛይን					
3	የስልጠናው ትግበራ					
4	የስልጠናው ግምገማ					