



Assessment on Support Staff Training and Development Practice and Challenge in Addis Ababa University

A Thesis Submitted to the Department of Educational Planning and Management

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DECLARATION

I declare that the project entitled “**Assessment on Support Staff Training and Development Practice and Challenge in Addis Ababa University.**” Is my original work and has not been presented in Addis Ababa university or any other university and that all sources of materials used for the project have been duly acknowledged.

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APPROVAL SHEET

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSMENT ON SUPPORT STAFF TRAINING AND DEVELOPMENT PRACTICE AND
CHALLENGE IN ADDIS ABABA UNIVERSITY

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ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Approved by board of examiners

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List of Acronyms

AAU-Addis Ababa University

SOC-School of Commerce

T&D-Training and Development

HRM-Human resource management

OJT-on the job training

OJT-Off the job training

SPSS-Statistical Package for Social Science

HRD-Human Resource development

KASO-knowledge, ability Skill and Other characteristics

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Abstract

The purpose of study was to assess training and development practice and challenges in Addis Ababa University School of commerce. The study used mixed approach which enables to use quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. To this end, Descriptive design was used. Data were gathered from support staff employees of a total number of 144, of these 105 employees were randomly selected in a lottery method. Were as purposively two employees were taken for interview. In addition to the main data collecting tools, interview, observation and document analysis were also used to help supplement the data gained through the questionnaires. The data obtained through open-ended questions, interview and document analysis were analyzed by condensing the information into key themes and topics. The responses to close ended questions were analyzed using SPSS software version 26. Quantitative data were analyzed using percentage and mean. Responses from interview and secondary data were summarized and finally generalization was made on the results of the study. The study revealed that school of commerce has no written training and development policy. The organization conducts an assessment; most importantly the organization evaluates and monitors the employee's performance. The organization has realistic training and development objectives and roles. The organization training and development plan is well communicated to all employees. Training and development programs are evaluated and designed compatible with the actual job to be performed and able to improve skills, knowledge and attitude of employees which can increase performance on the job. The program is an expensive process and also the trainee can quit the job after a lot of investment is incurred, employed of less money, and repetitive training this are the main challenge in the organization. Trainees are satisfied because of the training and it helped them to perform the work easily. On the other side, the organization needs to focus on these aspects that all staffs or employees need to be part of the training and development program. Finally to make the training and development effective the organization needs to revise the policy and procedure.

CHAPTER ONE

Introduction

In this part of the study, the researcher included back ground of the study, background of the company, statement of the problem with basic research questions, general and specific objectives of the study, study significance, scope of the study, and limitation of the study and organization of the study.

1.1 Background

Over the past century, training and development in organizations has gone through a noticeable transformation. The first training and development showed on an undergraduate curriculum that can be used to train applied psychologists and graduates e.g., commerce, law, education etc...and it focuses on primarily on methods and instruments for measuring progress. IN the 1990s, research focuses in shaping employees. Recently, studies have increasingly focused on learning that occurs beyond the formal training which is technology bases training(Kraiger, 2017).

So far researches show the private and public organizations spend huge amounts of money on training and development. Almost every working grown up spent hours of their lives taking part in learning experiences (Kraiger, 2017).

In Ethiopia, policies and strategies are executed depending on the government's ideology. Rules and regulations are implemented from early times up to now be the one which is on the power. Based on training and development policies determined by the ruling party's attitude (Tegene, 2008).

As cited in Bitew, (2016) Kenney and Others, (1979), the formulation and implementation of employee training and development policy in an organization is important factors which play a great role. It is important to ensure whether the organization has a training policy or not when to training programs are designed and also should be designed as part of training policy. This training and development policies represent the commitment of its management's and shows the rules and procedures which govern or influence the standards and scope of training in the organization. Training policies are important to provide guidelines for those responsible for planning and implementing, to assure that a company's training resources are allowed to prior requirements, for making equal opportunities for training throughout the company, and to aware employees training and development opportunities.

Any planned activity to transfer or modify knowledge, skills and attitudes through learning experience is called training. While development is Future focused—includes formal education, job experiences, relationships, and assessments (Jyothi, Sheeba& Christopher, 2020)

Training and Development (T&D) plays a vital role in enhancing employees' performance and increases productivity thereby results in organizational effectiveness. Training and development is one of the significant elements which help in making innovation and to create innovative behavior in the workplace. In order to perform a task effectively and efficiently people needs up-to-dated know how. When the tasks and jobs become more complex and complicated there is a need for training and development. Organizations need to provide T and D to the employees in order to survive. (Jyothi, Sheeba& Christopher, 2020)

Management is mandated to constantly identify the development needs of their staff, which HR should facilitate, within the set company guidelines and processes discussed in the policy. Training provides the awareness on the basic Information required to do a particular job, Knowledge to improve the performance on the job and Skills to demonstrate the abilities of the employee such as improving morale, sense of security, employee engagement, and overall competencies necessary to perform a particular job. Training is considered to be effective only when it addresses the knowledge/skill gap, prepares the employees for the future with new set of skills. A firm increases its effectiveness and its performance with the firm's skilled workforce (Rodriguez, Walters, 2017).

To make the training program so effective is to identify and analyze the need of the training i.e., training need assessment. (Jyothi, Sheeba& Christopher, 2020)

Organizations needs to consider the cost, time and effort involved in T&D activities as an investment rather than cost. Training and development guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations. The reason for this is that in terms of training, and development, what's good for people is good for the organizations in which they work—what's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too. (Vinesh, 2014)

The needs for employee training and development may occur at any level of the organization, such strategic, tactical or operational. Every organization is responsible for improving employees' performance by implementing relevant and effective training and development programs. Overall, organizations that

proactively implement employee training and development programs receive positive results from the individuals that use the programs (Jehanzeb& Bashir, 2013)

Before training is designed and delivered, conducting needs assessment helps to place appropriate goals for training and ensure that trainees are ready to participate. (Blanchard & Thacker, 2007)

Training is the only way of developing organizational intellectuals through building employees competencies. In order to succeed, well trained and experienced employees benefit the organization to carry out fully its missions and goals successfully. To equip effective training it minimizes the gap b/n the actual performance and existing performance of an employee.

In European countries, several studies have conducted documents, in the impact of training on organizational performance. For a successful training and development organization need to give attention needs assessment, training design, delivery and evaluation.

Although a large number of research have been accomplished in the field of training and development in employee performance, it appears that organizational leaders still experience gaps and challenges in this regard. (Rodriguez, Walters, 2017)

Our education system has a major problems in Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided. (ETP, 1994)

As cited in Mulatu (2016) Sherman, (1998) stated training programs are often misdirected, poorly designed, inadequately evaluated which affects organizational performance and training and development program.

Addis Ababa University (AAU), which was established in 1950 as the University College of Addis Ababa (UCAA), is the oldest and the largest higher learning and research institution in Ethiopia. Since its inception, the University has been the leading center in teaching-learning, research and community services. (AAU, 2013)

AAU has an employee training and development program both for academic and support staffs, trainings for short term and developmental for long term. By focusing on support staffs Short term trainings are trainings like IFMIS (integrated financial management information system), IFRS (integrated financial reporting standards), customer handling, Budget, Kaizen, computer skills, documentation, planning etc...

Developmental programs are higher educational programs. For instance first degree and second degree excluding PhD which is only approved or allowed by the president. The requirements for degree three years on duty and for masters three years on duty will join the program if they pass the entrance exam.(AAU,2013)

This training and developmental program is implemented by civil service policy rules and regulations with some modification is done in the universities structure form. The training is given once a year. The training and development office will make training need assessment of each campus, departments, according to the assessment the office will make necessary preparations and make a schedule for training. In the other way the office will make a site observation to see the working activity if there is a performance gap between the actual and standard performance. The training and development office will make an evaluation by observing on site areas and reports. The training place can be inside the campuses or outside the campus as well as the trainers can be outsourced and also from inside. (AAU, 2013)

Besides that, there are difficulties facing each year like financial reports are commented by external auditors are below expectancy and customers are complaining each time in the service they get from the organization. This institute has big name and it is expected to run according to its standard, so such kind of problems must not be seen magnificently. Therefore identifying the problem resolving it can make the organization met its objective.

Recently in Addis Ababa University there has been lots of discussions debates regarding the low performance of employees. According to Asrat& Aster,(2016) Universities are expected to have employees who are well trained and motivated so that they are committed to their work in order to produce high quality. According to Osunde (as cited in Amsalu T., 2017) Employee performance can be enhanced by various ways. Employee performance plays a crucial role for any organization or company, its positivity leads to success while if there its negativity may lead to failure. But the blame has been shifted from one employee variable to another. Administration, trainings and bureaucracy share the blame. Though various measures could be taken to come up with a solution to the performance problem in the institution, there is still widespread quality problems in the support staff in Addis Ababa University.

In this regard the researcher of this study believes that the use of continuous successful training and development in Addis Ababa University can help to alleviate the quality problem obviously seen in performance of employees. As far as the researcher's personal preliminary observation is concerned, there are 16 universities which is Addis Ababa University branch's in Addis Ababa City which are known to relay mainly the routine training and development to deliver the program. Such type of training and

development activity does not properly help to produce innovative and productive individuals. It is with this background in mind that the researcher intended to undertake the research on assessing employee training and development practice and challenge in Addis Ababa University.

1.2 Statement of the problem

Training is vital for the success of the organization. Employees participating in training and development program need less supervision and direction. Training is a continues and everlasting process. An employee who trained well will become more efficient and productive. For example .New employee who join an organization are given training. This training will make them adaptive with the organizational mission, vision, rules and regulations and also with the working conditions. The existing employees are trained to enhance (advance) their knowledge. If any new and amendments take place in technology, work methods, new polices, training is given to cope up with those changes. For instance, implementation of new software or setting up of a new system. When promotion and career growth, training and development becomes important. (Blanchard & Thacker, 2007)

AAU is the oldest and the largest higher learning and research institution in Ethiopia, in addition to that one of the competitive institute in Africa. The human resource is the most important part and crucial of all resources for the success or failure of the organization.

On the other side complains are here and there from customers and from employees as well, bureaucratic obstacles in delay of work which creates ineffective environment. Within an interval of a year giving no training or a single training which is irrelevant to related work and also repetition of training. Giving Less attention to the support or administrative staffs seeing as a third party. Serving customers with under rated performance. Also reports especially in the finance area are always problematic and auditors comment are widely negative even in the news, like magazine, radios and television including house of federation the issue is reported in taking the lead.

The mere presence of training and development doesn't guarantee that employees use their full potential for insuring provision of quality service. The researcher of this study believes that for the employees to acquire the necessary knowledge and develop the required skill, the available of effective training and development program need to be exhaustively and appropriately utilized by the organization. In order to ensure this success president, vice president top management, human resource team leaders and team leaders should be well equipped with knowledge about the importance of utilizing training and development program.

The researcher has personally been working for six years of the study area. The preliminary observation made by the researcher of this study some works in the organization revealed that service given to customers, department's collaboration link, long bureaucracy system, delay of different reports, weak documentation and inefficient technology which could bring low performance in the organization. For employees to get better performance the training and development program should be supported and guided by the right effective policy. In this regard the researcher of this study got opportunity to discuss with few employees at various time to understand about the current status of the effectiveness of training and development program. They were complaining about too much training and development practice which was not effectively implemented. This and the aforementioned preliminary information led the researcher to decide that there might be problems in connection with the practice and challenges of the training and development in the institution. Moreover, although and other researchers such as Asrat& Aster. (2016) conducted researchers on related issue, to the knowledge of the researcher, training programs are not designed on job requirements, the organization does not have adequate training opportunities for the staffs, and there is no proper need assessment practice.

In this regard, there is a need for studies which identifies the major problem and gives a sustainable solution for the organization success. Hence, the researcher proposes some basic research questions extracted from theories and practices that leads to explore the fact findings.

1. What type of training and development practice involve in AAU?
2. What kind of evaluative approach is used?
3. What are the main challenges in training and development practice?
4. What kind of training needs approach is used for a successful training and development?

1.3 Objectives of the study

1.31 General objectives

The overall objective of this study is to assess employees training and development practice and challenge in AAU.

1.32 Specific objective

Specific objective of the study was to answer questions derived from the objective which are:

- To identify the practice of the training and development program.
- To assess which training needs approach are used for a successful training and development.
- To examine the main challenges in training and development practice.
- To explore the kind of evaluative technique is used.

1.4 Operational definition of variables

The researcher tried to answer the research questions based on variables of Nature of training and development practice, challenges underlining the program, Alignment of needs approach, Integration of successful training program, philosophies, Policies and procedures of the program and Contribution of the program and evaluation for the success of organizational and employees performance.

1. **Training and development** is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational setting. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities.
2. **Needs assessment** is the process by which an organization's HRD needs are identified and articulated, can also identify an organization's goals, its effectiveness in reaching its goals; gaps between employees skills, the skills required for effective current job performance, gaps between current skills and the skills needed to perform the job successfully in the future and the conditions under which the HRD activities will occur.
3. **Evaluation:** of training and development means assessment of the impact of training on trainee's performance and behavior.
4. **Policies and procedures:** guidelines for planning and implementing the training and development program determined by the civil service.

1.5 Significance of the study

This study will give awareness for the organization by showing the training and development practice as per the findings and also essential for policy makers as an input. Researchers of different colleges of AAU will use as reference for conducting further research. In addition to this, students will have knowledge about training and development.

1.6 Delimitations/ scope of the study

Although the concept of training and development is vast and extensive to grasp, the scope of this study is limited only in giving answer to the four basic research questions. Moreover, to make the research manageable its scope covered the major and basic issues in assessing the practice and

challenges of training and development on support staff in AAU. In order to make the study more manageable and feasible it was delimited to only AAU School of commerce. The reason why AAU School of Commerce were selected because of the researcher's practical experience for about six years in accountant in the University. It was thought that this might give an opportunity for the researcher to get well acquainted with school employees. This, in turn, made possible for the researcher to collect the required data with little possible obstacles. Last but not least, most of the staff at the university have served from more than a decade and are moving from university to university.

1.7 Organization of the Paper

The study is organized in five chapters. which, the first chapter deals with the introduction part of the study; the second chapter discusses the reviews of related literature; the third chapter focuses on research methodology, the fourth chapter deals with data presentation and analysis and, finally, chapter five summarizes major findings of the study and forwards recommendations.

Chapter Two: Literature Review

In this chapter discussion were made on overview, benefit, and challenges of training and development; **training and development process and need assessment; types of training and development methods; evaluation of training and development programs; and training program framework development.**

2.1. Overview of Training and Development

Over the past century, training and development in organizations has undergone a remarkable transformation. Training and development objectives has broadened beyond improving efficiency on simple manual tasks to providing employees with the skills needed to perform complex and dynamic jobs as the nature of work has changed (Kurt,2017).

For companies to keep improving, it is essential for organizations to have continuous training and development programs for their employees. Some of the importance of training and development is as follows; for best utilization of Human resources, development of skills, to increase the production, to provide the zeal of team spirit, for improvement of association culture, to improve quality, safety, to increase profitability and improve the morale and corporate image etc...also there some challenges and drawbacks of training and development, this are It is an expensive process which includes arranging the correct trainers and engaging employees for non-revenue activities, after the training and development there is a risk that the employee can quit the job. (Kurt,2017).

Training and development is a continuous process as the skills, knowledge and quality of work needs constant improvement. It is critical that companies focus on training their employees after constantly monitoring them & developing their overall personality. There are few Steps for training and development processes according to Kurt,2017).

1. To identify the need for training and development for individuals or groups.
Set a clear expectation for each role: This creates a benchmark to monitor performance against. Doing this makes it easier to understand what skills an employee needs if they are to be

successful in each role. And in turn this helps you identify skills gaps and potential training and development needs.

2. Establish specific objectives & goals which are going to be achieved.

Specific actions that will be taken to achieve the goal which are measurable and time bounded. And this goals are relevant, realistic and achievable.

3. Prepare the methods for selection. A guide to implementing formal assessment to build a high quality force. A. Cognitive Ability Tests, typically consist of multiple-choice items that are administered via a paper-and-pencil instrument or computer the test contains verbal and numeric. B. Job Knowledge test. These assessments measure critical knowledge areas that are needed to perform a job effectively. Typically, the knowledge areas measured represent technical knowledge. C. Personality Tests: The personality factors that are assessed most frequently in work situations include conscientiousness, extraversion, agreeableness, openness to experience and emotional stability. D. Biographical Data: which ask job candidates questions covering their background, personal characteristics or interests, have been shown to be effective predictors of job performance. The idea is that the best predictor of future performance is past performance. E. Integrity Tests: Integrity tests measure attitudes and experiences that are related to an individual's honesty, trustworthiness and dependability. F. Structured Interviews: useful for predicting job performance.

3. Conduct and implement the programs for employees

A. identify training needs. B set objective C. Decide to choose types of employees training programs. D. Assess employee training program.

5. After the training and development sessions evaluate the output and performance.

analyzing training programs to ensure that it is delivered effectively and efficiently. Training evaluation identifies training gaps and even discovers opportunities for improving training programs.

By collecting feedback, trainers and human resource professionals are able to assess whether training programs are able to achieve its intended outcome, and if the training materials and resources used are aligned with or meet company standards.

6. Keep monitor and evaluate the performance and formerly see more training if required.

Monitoring and Evaluation (M&E) is a continuous management function to assess if progress is made in achieving expected results, to spot bottlenecks in implementation and to highlight whether there are any unintended effects (positive or negative) from an investment plan, programme or project (“project/plan”) and its activities.

In addition to that Vinesh, (2014) mentioned there are key factors in designing and development of training programme which are; the learner, the facilitator or the trainer, the learning environment, learning characteristics and training resources and training policies

Training need is a gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. A change in the economy may also create different types of training needs. When the economy is strong and employment is increasing, a high level of new employee training is required. When the economy turns down, new employee training generally decreases, but the training needs of existing employees often increase as employers attempt to reengineer work, transfer people, and meet performance goals with fewer resources. There are New and more effective training techniques and delivery methods are being developed, but to ensure successful training, it is still necessary to first identify what training is required both by the organization and individual employees. Before we conduct training needs one must analysis training department’s effectiveness and assess present training function. (John, 2013).

According to Khan, (2012), the critical reasons why the company endorses training and development sessions is that when management thinks that there is a need to improve the performances of employees, to set up the benchmark of improvement so far in the performance improvement effort, to train about the specific job responsibility, to test the new methodology for increasing the productivity.

Adeleye, Adegbite and Aderemi, (2014) classified Training and Development method into two mentioned on-the-job training and off-the-job training, an organization may decide to train its employees on the job, or off the job.

On-the-Job Training: one of onthe job training method is Apprenticeship, According to Olaniyan and Ojo (2008), apprenticeship refers to the process whereby a skilled person trains someone who is unskilled. The second method is job rotation, This method refers to the process whereby the trainee learns different types of jobs or functions at different times/periods in an organization. The third method of on the job training is orientation/deduction It deals with new employees are given training to enable them to get familier with the work and the organization as a whole in respect of values, rules and regulation (Olaniyan&Ojo, 2008).

Off-the-Job Training: one of the type off the job training is simulation According to Cole (2002), simulation refers to the place whereby the trainee or the employee is trained in a near perfect work situation. The second type is case study according to Cole, (2002) refers to a problem solving technique in which trainees are given either practical or theoretical issues to analyze, synthesize, solve or ask questions. The third type is Role Play, this approach involves the trainee acting and adopting the behavior and attitudes of another person as if he were the real person (Bohlander et al., 2001). The last one is Classroom/Lecture; lecture refers to the process whereby a trainer teaches or disseminates information or ideas orally to the trainees with little or no participation by the trainees.

The best practice of evaluation training effectiveness in an organization is outlined in four levels by the training assessment expert Armstrong which are:

- 1. The trainee's perception of training.** Participants feeling about the training.
- 2. Evaluating learning.** Testing the trainees after the training to know about what new skills they grasp or knowledge obtained.
- 3. Evaluating changes in behavior.** Because of the training what kind of job behavior has changed?
- 4. Evaluating impact and results.** Collect data and check whether there has been a change or improvement in organizational results.

The training and development has its own frame work According to Mesfin and Eshetu, (2016)The training process concerns a cycle of activities including identification of training needs assessment; in this case it is identifying and prioritizing training needs; in determining training objectives; there is a need to make sure the objectives are measurable, achievable, and specific.

2.2.Training and development meanings and differences

As defined by Vinesh (2014), training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational setting. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities.

According to Khan (2012) training involves providing the employees the knowledge and skills needed to a particular current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job. To survive and grow organizations must be constantly kept up to date through effective training and development programs (Alebel, 2015).

SWATHI (2000) explained the differences between training and development in the following way:

Training	Development
Training is meant for operatives	Development is meant for executives
It is reactive process	It is pro- active process
To develop additional skills	To develop the total personality
It is short term process	It is continuous process
OBJECTIVE: To meet the present need of an employee	OBJECTIVE: To meet the future need of an employee
Initiative is taken by the management	Initiative is taken by an individual.

Brum, (2007) stated that It is undeniable fact that an organization, whether a production oriented or service rendering one, requires a well-trained employee in order to attain its specific and general objectives within rapidly changing environment.

According to Noe (2011), training can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills. The effectiveness and success of an organization lies on the people who form and work within the organization. (Armstrong, 2010).

Many factors can affect the performance of individual employees; therefore the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance (Bisrat, 2016).

According to Amsalu, (2017) effective employees training minimize the gap between actual required skill to do the job and existing skills in new employees. The main purpose of training and development is by improving the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. And also Amsalu has found the problem related to training in many organizations is that the outcomes of training are not properly evaluated.

Aktar et al. (2012) stated that employee performance is influenced by many factors like company's overall policies, working conditions, training and development of employees, relations between employee and employer etc.

Development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that reparse people to exercise wide or increased responsibilities. It does not concentrate on improving performance in the present job (Armstrong, 2006).

According to Mesfin and Eshetu, (2016) Human resource training and development program is established in the purpose of empowering the less skilled manpower and equip it with the necessary skill and enable them successfully carry out their duties and responsibilities.

2.3. Benefits, challenges of training and development.

Globally more than \$ 100 billion is invested annually on training the importance and necessity of training can be judged by this fact(Rabindra&Sajeet, 2021).

Effective training and development programs help employees to cope up with changes, think out of the box, survive in the competition and contribute effectively to the success of organization. Identifying and developing a planning process not only the employee but also can assist the managers in supporting employees in gaining new skills, adding value, and motivating employee (Merkebu, 2020).

Employees will become efficient in what they do, who receives training in line with their individual or organizational goals.(Scannell& Les, 2000)

One of the major difficulties in organizations' T&D process is its beginning. Whatever the purpose of T&D in each company, it must be started with the "right foot and most of the time that does not happen. Tessin (1978) mentioned that training gives benefit not only for individuals but also for the organization, some of them are improve the morale of the workers; make people identify the organizational goals; bring authenticity, openness and trust; help prepare guidelines for work; for future needs in the organization it provides information; and for effective decision-making and problem solving skills etc:-

And also Tessin mentioned the benefits for the individuals as follows: in making individuals better decision makers and effective problem solving, provide in encouraging and achieving self-development and self-confidence, make a person to handle stress, tension, frustration and conflict, shows the gap for improving leadership, knowledge, communication skills and attitudes Increase job satisfaction and recognition etc...

According to Merkebu, (2020) Organization training and development strategies are basis of survival in a competitive business environment and should therefore well develop. Attaining and

development strategic plan is useless unless it is successfully implemented, and this requires a good evaluation plan

As cited in Amsalu, (2017) and Atiyyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, un participative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations.

2.4 The training and Development process and need assessment

The importance of conducting a thorough needs analysis is well accepted in the training literature. A properly conducted needs analysis yields information helpful to the development of instructional objectives and training criteria (Scott and Gary. 1992). According to Brinkerhoff (1986), there are different types of looking training needs democratic needs, diagnostic needs and analytic needs.

- Democratic needs: this are selected, or voted for by employees or managers or both.
- Diagnostic needs: focus on the factors that lead to effective performance
- Analytic needs: identify new and better ways to perform a task.

Also training needs can also be classified as normative need, felt need, demanded need, anticipated future need and comparative needs. According to Randy et al., (2002) as cited in Rabindra&Sajeet(2011), needs assessment is the process by which an organization's HRD needs are identified and articulated, can also identify an organization's goals, its effectiveness in reaching its goals; gaps between employees skills, the skills required for effective current job performance, gaps between current skills and the skills needed to perform the job successfully in the future and the conditions under which the HRD activities will occur.

The primary purpose of the training needs assessment in the first place is to ensure that there is a need for training and to identify the nature of the content of the training program. Conducting an assessment is a way to collect information that can be employed to decide what type of development will be relevant and useful (Steadham, 1980).

According to SWATHI (2000), there are reasons to go for training and development these are:

1. To improve the performances of employees, when management thinks that there is a need to.
2. In the performance improvement effort to set up a benchmark.
3. To train for specific job responsibility
4. To test the new methodology used for increasing the productivity

A. The training and development process

ASSESSMENT

Delineate job tasks/KSAOs(Knowledge skill Ability other characteristics)

Identify KSAO and performance deficiencies

DESIGN

Identify and design internal and external programs based on KSAO content

Match training and development programs with organization/unit/ individual performance and KSAO needs

EVALUATION

Monitor and evaluate organizational/unit/individual performance Continued performance deficiencies signal need for program redesign and/or other solutions (e.g., reward systems)

(Craig Eric., James . Guthrie, &Judy Olian, 1988)

Training needs assessment is one of the first steps in the training cycle. It serves as the basis for planning and designing a capacity-building programme. It helps us to identify the current training needs of the prospective participants, as well as the problems they face and the root causes of these problems. The training needs should be prioritized according to urgency and importance. (Addisalem, 2014)

The first issue is to identify training need relevant to the organization objectives. And should answer this questions.

Is the training for manager or work processing?

Are the trainees experienced?

How important is this training to the organization?

How much time and money are we willing to invest in it?

Which payoff can we anticipate from the training?

One way to identify training needs is within a framework of three sets of analysis. These are: organizational; job and individual (Asfaw, 2018).

Training need assessment has the following five steps which are 1. Identify Problem or Need 2. Determine Needs-Assessment Design 3. Collect Data 4. Analyze Data 5. Provide Feedback (Eddie, 2008)

2.5 Types of Training and development methods

Mostly they are divided into two; on the job and off the job method.

On the Job methods: According to Ivancovich, (2003) as cited in Asfaw, (2018) this method is applied in the workplace while working. It is also a widely used method formally and informally, 60% of the training occurs in the work. Simple to use and less costly if it is handled properly unless it can cause damage like damaged machinery, misfiled forms, unsatisfied customers. To prevent this trainers must be carefully selected and trained.

Some of its advantages are trainee learns by experience, it is less costly since no formal training is given, the training is free from artificial situation of a classroom which makes him/her competent. This contributes to the effectiveness of the program. (Asfaw, 2018)

Different scholars point that training on the job is the vital solution to change the organization from one state to the desired future state.

Some of the commonly used methods are according to SWATHI, (2000):

1. **Coaching:** it is a type of one-to-one training and helpful to identify weak areas also benefits to transfer theory learning to practice.
2. **Mentoring:** focuses in development of attitude. Similar like coaching it is also one to one interaction and used for managerial employees.
3. **Job Rotation:** rotating employees through related jobs.
4. **Job Instructional Technique:** it is structured which a suitable trainer (a) prepares a trainee with an overview of the task, its purpose, and the results desired, (b) clearly show

the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help.

5. Apprenticeship: This method of training is in large in those trades, crafts and technical fields in which a long period is required for gaining proficiency.

6. Understudy: in this case superior gives training to a subordinate as an assistant. And this subordinate learns through experience and observation by participating in handling day to day problems.

Different scholars address that training (on job) is the main solution to transform the organization from it's now state to the desired future state. Training practices and development is the main issue of change management in human resource development and management

Off the job Methods: According to Ivancovich, (2003) as cited in Asfaw, (2018) off the job method is called away from work place Organization with the biggest training programs mostly uses. This method uses for improving problem solving skills. And also are most effective for specific objectives. For this method researchers suggest lecture discussion, programmed instruction and computer assisted instruction.

According to SWATHI,(2000). Some of the methods of the job training are:

- 1. Lectures and Conferences:** are the traditional and direct method of instruction. This program starts with lecture and conference, it is verbal presentation. Most common method used.
- 2. Vestibule Training:** it is given near-the-job training, and this training is given in the original model environment on specific jobs. An attempt is made to create working condition similar to the actual workshop conditions.
- 3. Simulation Exercises:** Simulation is any artificial environment exactly similar to the actual situation. In this case there are simulation techniques:
 - (a) Management Games:** this technique which are properly designed can help to develop thinking habits, analytical, logical and reasoning capabilities. Also can encourage novel, innovative mechanisms for coping with stress.

(b) Case Study: this techniques has complex examples which shows an insight into the context of a problem and clarify main point.

(c) Role Playing: A trainee takes the role of a person on real issue and studies the issues on human life and/or the issues of human activities on the world around them from the perspective of that person.

(d) In-basket training: also known as in-tray training in this case the trainer is asked to prioritize the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training: is also called laboratory or T-group training, this training is about making people understand about themselves and others, to sense to sense what others feel and think from their own point of view.

5. Transactional Analysis: this method is to analyzing and understanding the behavior of others.

2.6 Evaluation of Training and Development Program

Training activity requires time, energy and money. It's a turning point investment in a systematic that leads to internal promotion, continues planning and employees development. It's an investment in employees' productivity and retention by providing for career progression and employees job satisfaction over the long time (Bowes, 2008).

An organization needs to know whether their investment is being spent effectively or not. So that continuous evaluation of training and development is necessary. Evaluation of training and development means assessment of the impact of training on trainee's performance and behavior. (Harshit, 2012)

According to Decenzo, Robbins, and Verhulst, (2010) as cited in Birhanu & Tesfaye (2020) One way to determine training programs are effective is to measure the variation in outputs in terms of sales, costs, employee turnover, or income.

Kirkpatrick introduces measuring training effectiveness 1959 this includes four models of training namely: The level of satisfaction with training activities, Evaluation of impact of training in terms of progress in skills, knowledge, and attitudes, Changes in performance observed after training, and Evaluation of business results.

Some studies show that trainings are not evaluated properly and some are evaluated inadequately. According to Kirkpatrick (2006) stated the following three fundamental reasons why organizations must evaluate training:

- Validate the contributions of training to the organization's objectives and goals;
- Choose whether to prolong or terminate a training program; and
- Attain figures on how to improve subsequent training programs.

Some researchers argue that employees will not automatically result a positive outcome and also some other training programs have a negative impact. The process of evaluating training and development the gathering of information (feedback) on the effects of training program and to assess the importance of the training in the light of that information. In other words training evaluation refers to process of collecting and measuring the outcomes needed to determine whether training is effective (Hamblin, 1974).

According to Prasad, (2005), it is very difficult to measure the effectiveness of training and development because of its abstract nature and long term impact on the trainees and the organization.

There are models and approaches which are repeatedly mentioned in the evaluation literature.

The most often used to evaluate training and development programs are four-level models, it focuses on four levels of training outcomes: reactions, learning, behavior, and results.

This kind of evaluation raise the following major question, What impact did the training have on participants in terms of the above four level models. (Kirkpatrick, 1994)

Responsive Evaluation: This kind of evaluation raises “What does the program look like to different people?”

Goal-Free Evaluation: this approach focuses on the actual outcome.

Adversary/Judicial Approaches: These approaches adapt the legal paradigm to program evaluation and raise “What are the arguments for and against the program?”

Consumer-Oriented Approaches: this approach is to help consumers choose among products or competing programs.

Expertise/Accreditation Approaches. This approach relies on expert opinion to determine the quality of programs.

Utilization-Focused Evaluation: The major question being addressed is, “What are the information needs of stakeholders, and how will they use the findings?”

Participatory/Collaborative Evaluation: This form of evaluation is engaging stakeholders in the evaluation process, for better understanding of the process and decision making.

Empowerment Evaluation: this approach questions is, “What are the information needs to foster self-determination and improvement?”

Organizational Learning: This approach views evaluation as ongoing and integrated into all work practices. The major question followed in this case, “What are the information and learning needs of teams, individuals and the organization?”

Theory-Driven Evaluation: this approach focuses on theoretical issues. The major focusing questions are, “How the program is supposed to work and the assumptions underlying the program’s development and implementation?”

Success Case Method: this approach is used to determine what is happening and what is being achieved. The major question this approach asks is, “What is really happening?” (Kirkpatrick, 1994)

2.7 Relationship between Employees’ Performance, Organizational Performance and educational qualification.

Education has an indirect benefits which urge powerful changes in people’s attitude, work and society (Bartel, 2012). Education has positive impacts on the economy. Investment in education and training is important if the aim is to propel the economy to higher level of productivity and income and thereby accelerate the rate of economic growth. (Oni, Akinsanya & Aninkan, 2014)

In addition, education enhances their occupational mobility, decrease the level of unemployment in the economy, increases the income capacity and productivity of the country’s labour force, (Simon-Oke, 2012).

Therefore, education is capable of increase the efficient production of goods and services by the best people which are selected and made available for the organization (Simon-Oke, 2012).

Ofoburuku and Nwakoby (2015) sees productivity as a “relationship between the output production and the input provided to create the output”.

The primary goal of an organization is to enhance its performance, without productive training of employees is impossible to achieve (Oladimeji & Olanrewaju, 2016). The workforce capital plays

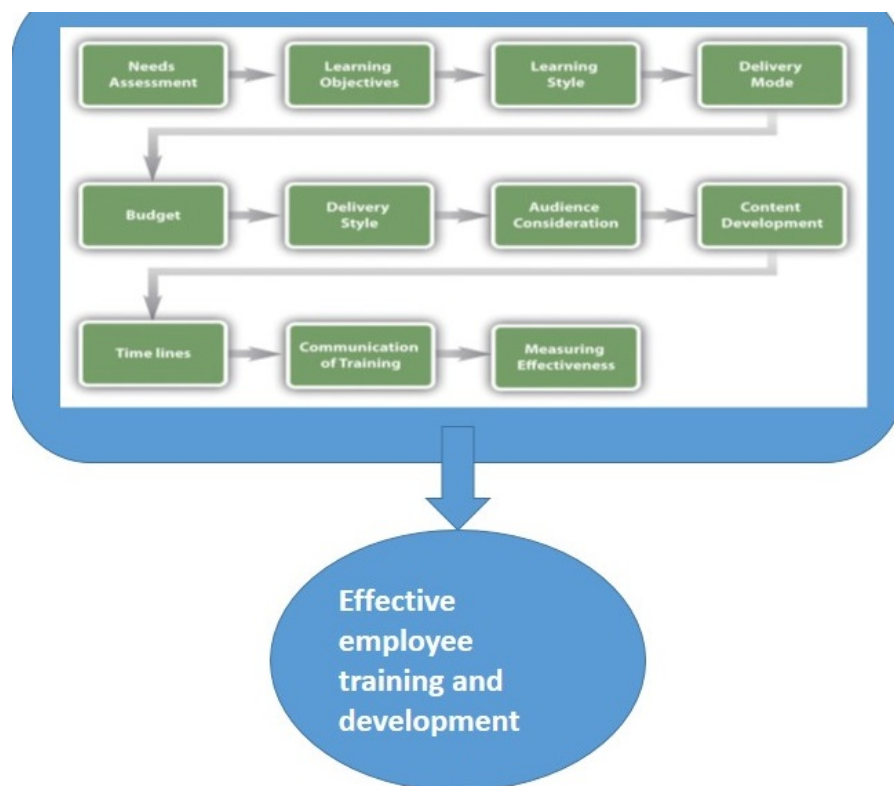
a significant role in the growth and performance of the organization, because the survival of the organization relies most on the performance of its labor. (Divyaranjani and Rajasekar 2013)

Organizations that invest in training give the feeling of values and employees will be less interested in quitting. (Mesfin and Eshetu, 2016). When there are gaps in the skilled workforce and this gaps are caused by lack of training, then, immediately, work become inefficient and there is loss of money. (Rabindra, &Sajeet, 2011).

2.8 Training Program Framework Development

According to Armstrong, (2003) When developing training plan, there are number of things to consider. Training is something that should be planned and developed in advance.

Training Program Development Model(modified), Armstrong (2003)



1. **Needs assessment and learning objectives.** This to consider what kind of training is needed in the organization. Once it is determined the training needed, one can set learning objectives to measure at the end of the training.

2. **Consideration of learning styles.** In this case teaching invariety of learning styles is important to development of training programs.

3.**Delivery mode.** Which It is the best way to get the message across?

- 4. Budget.** How much money have to be spend on this training?
- 5. Delivery style.** What kinds of discussions and interactivity can be developed in relation with the training?
- 6. Audience.** Who will be part of this training and how to make the training relevant to the individual jobs?
- 7. Content.** What need to be taught and to sequence the information?
- 8. Timelines.** The time taken to develop the training.
- 9. Communication.** Make employees know the training which are available to them.
- 10. Measuring effectiveness of training.** Make sure the training is working and make a way to measure it.

Training and Development seems similar, they, however, are having different meaning. Training prescribes teaching, operational or technical employees for how to do the job for which they were hired. Whereas Development^{ll} is the schedule, program, and process of its implementation that teaching managers and professionals used the skill needed for both present and future jobs (Griffin, 2000).

It is an undeniable fact that an organization, whether production-oriented or service rendering one, requires well-trained employees in order to attain its specific and general objectives within a rapidly changing environment. It is the trained people that mobilize and make use of both the human as well as the non-human resources of the organization to achieve its goals (Brum,2007).

Mostly training methods are categorized into two which are on the job training and off the job training. According to Armstrong (1998), on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness.

Jacob et al (1985) argue that on-the-job training focuses on the acquisition of skills within the work environment generally under normal working conditions.

Firms that train their managers obtain better results than those that do not, and that the intensive training contributes to improved performance. (Aragon and Valle, 2013)

According to Dennis, (2009) we must analyze the situation to determine if there is a need for training this is the first Phase. Then we still must be systematic in developing a logical instructional strategy this is the second Phase. After that we have to develop some type of training content this is the third Phase. This time we have to implement that content and this is the fourth Phase. Finally we have to decide how the “training” will be evaluated and this is the fifth Phase.

According to Benabou (1996) in most cases a well-designed training program can be linked to improvements in business results and that return on investment in training programs is very high.

According to Armstrong (2003), training and development programs should be monitored continually to ensure that plans are going according to budget and ensure managerial results. Training should be evaluated after each event. So evaluation must be objective and targeted as an important outcome; accomplished according to agreed evaluation; matched with organization philosophy, culture, and objective and should be reasonable.

Chapter Three: Research Design and Methods

3.1. Research approach and design

This chapter includes research design, target population, sampling technique and sample size, source of data, data collection procedures, methods of data analysis, reliability and validity of the research and ethical considerations.

A research design is a conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design (Kothari, 2004).

For this study quantitative and qualitative research approaches were used in order to produce reliable data. The mixed strategy enables to convert quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. As a method, it focuses on collecting, analyzing, and mixing both quantitative data (i.e., quantifiable data) and qualitative data (i.e., text or image) in a single study or series of studies. The core argument for a mixed methods approach is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself (Creswell, 2013).

The research design also employs descriptive research for survey and fact findings. The method is selected for description of the situation as it is (Kothari, 2004)

This design helps to describe and interpret the trend of event that exist now and existed in the past and that influence on the present situation.

In any research the type of methodology used depends on the research problem, research question, type and source of data to be collected and the analysis processes required.

3.2. Population and sample

1.621 Population

A target population or the sampling frame is a group of individuals or a group of organizations with some common defining characteristic that the researcher can identify and study. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012).

The major sources of primary information for the study were support staff employees, team leaders, managing director of the institution. The target population of the study in AAU school of commerce is 147

employees, one managing director, nine team leaders and one hundred thirty seven staff members from higher to junior experts.

To perform this study, the first step is getting the total number of the target population. From one hundred forty seven employees the target population is one hundred forty four employees. The sample selection process, due to interview, included the managing director and HR team leader. However, the researcher was excluded.

The researcher used samples from the target population as sampling method is important because of the constraints of time, resources, and the size of population and the nature of study.

1.6.2.2 Sampling Design.

To select representative samples for the study; the researcher used random sampling because it was considered as the best technique of selecting representative samples. It gives equal chance of probability being selected and the technique was in lottery method (Prabhat&Meenu, 2015).

In addition, purposive sampling technique was used during the study to select interviewees based on the fact that these individuals have been around long enough to have the knowledge of the research issued and also the willingness to participate in the research.

For an effective and efficient method of determining representative samples size for the given population the researcher used formula of Krejcie and Morgan's (1970)

$$s = \frac{x^2(Np(1-p))}{D^2(N-1) + x^2 P(1-P)}$$

Where: S= required Sample size, X² = the table value of 95% Confidence interval

P = the Population Portion (assume 0.5 for it maximum sample size)

D= the Degree of accuracy expressed as a proportion (0.05)

N= the Population size

X² = 1.96 N= 144 D² = 0.05 P = 0.5

S = (1.96)² (150) (0.5) (1-0.5) .

0.052(150-1) + 1.962 (0.5) (1-0.5) = **105**

Therefore, as per the above formula out of 144 employees who work in school of commerce one hundred five (105) employees was selected.

1.6.3 Data Sources and Method of Data collection

The data for this research was gathered from both primary and secondary sources.

1.6.3.1 Data gathering instrument

1.6.3.1.1 Questionnaires

Primary data were collected from employees using questionnaires for the selected 105 employees excluding the managing director and human resource team leader. The questionnaire type were closed-ended and open-ended. The researcher used closed-ended to ensure that all respondents reply to the same set of questions using likert-scale. For the closed ended type respondents can give their opinion or answer in free. The main purpose of collecting data using questioners is for respondents' freedom and for usage of adequate time. The questioners were distributed for selected target group.

1.6.3.1.2 Interview

For interview, the managing director and the human resource team leader was investigating issues in depth way about the training and development program to have a better understanding of their belief, feelings and important issues. The researcher purposively took sample of this two respondents who were directly responsible for training and development program to have in depth knowledge about the practice. The interview type was unstructured type. The researcher used unstructured for the freedom of questions and answers in terms of content and structure for the formulation of questions and raised issues.

1.6.3.1.3 Procedures of data collection and questionnaire validation

For the pilot test after constructing the questions pretest were made for examination of the understanding of the questions and meanings were understood by the respondent. The pretest was given on the actual field on group of people similar to study population randomly selected from the population which were are not included in the main study and they had been selected randomly. The researcher obtains information from potential respondents. Finally, the reliability test was conducted to check the consistency and accuracy of the measurement of scale. Based on respondent's modification of questions were taken accordingly.

To refine the test instrument 15 respondents' was selected 10% of the sample population. From the respondents comments of some amendments were taken on the issues raised, some of the action taken was correction on unclear statement question.

Cronbach's Alpha was used to measure the reliability. This method is a coefficient of reliability and is a measure of internal consistency and that is how closely related a set of items are of a group. To see the reliability Cronbach Alpha model was used with SPSS software application and determine the value as which is considered as reliable.

Question Items Related to									
All question items		Practice		Evaluation		Challenges		Needs Approach	
Cronbach Alpha	No. of Items	Cronbach Alpha	No. of Items	Cronbach Alpha	No. of Items	Cronbach Alpha	No. of Items	Cronbach Alpha	No. of Items
0.803	35	0.896	7	0.915	9	0.806	7	0.899	12

Accordingly, the total number of questionnaires distributed were one hundred five (105) and the returned questionnaires were Seventy five (75) with a response rate of 71.42%. Thirty questionnaire was not returned due to respondent's negligence, annual leave and other problems.

1.6.3.2 Secondary source

In order to find the facts in the study area, the researcher assess different documents found in the institute related to training and development practice such as brochure, annual reports. The document used mainly to cross-check it with the result of the primary data.

1.6.4 Data analysis

Both qualitative and quantitative data were collected. The qualitative data were analyzed using content analysis and logical analysis techniques. Frequency distribution and percentages were used for the quantitative data analysis. It was used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues and also tables were used to ensure easy understanding of the analyses. And Tables were to be used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was being summarized, tabulated and interpreted appropriately.

The research questionnaires were structured according to the logical steps. The data was therefore, first put in topical and chronological order so that it was presented in a descriptive manner. Secondly, data was classified into categories, phrases and theory to allow the use of quantitative methods to be used to analyze some of the data collected. The responses from the closed-ended questions were computed for frequency distribution and tabulated in terms of percentage, responses from interview & secondary data were summarized and finally generalization was made based on the results of the study and triangulate.

1.7 Ethical consideration

The study was conducted by considering ethical responsibility. The researcher communicated to the respondents the purpose and aim of the study and the use of the information, as well. Also the study provided anonymity which means the information from the respondents will be confidential and will not be used for any personal interest. And also Respect or the integrity of the individuals and informed

willingness on the part of the subjects to participate voluntarily in the research activity were at the base of the research. All citations from copy right holder has been made properly.

Chapter Four: Data Presentation, Analysis and Interpretation

This chapter focuses on description and analysis of the data collected to assess the practice and challenges of training and development program of the support staff in AAU School of Commerce. Relatively more data were collected from sample employees. The interview was conducted with the managing director and human resource team leaders who were considered that they have more experienced in training and development practice and challenges. Administrative employees of the organization were involved in responding the questionnaires. First, demographic characteristics of respondents like gender, sex, and age are presented. Then it follows with description of the data gathered from respondents. Below for the data in the table the researcher uses universal symbols to indicate Frequency (F) Percentage (%) Mean (M) and for the likert scale abbreviations are used in replacement for Strongly Agree (S.A), Agree (A), strongly disagree (S.D) and Disagree (D). In addition for the likert scale the researcher used aggregate sum of S.A and A for agreement again for S.D and D aggregate summation used as disagreement. For Ethical and privacy purpose the researcher uses codes for the first and second interviewees M1 and M2 respectively.

For this likert scale to range the mean value the researcher used parametric analytical technique, because it is potentially appropriate for rating scale data .

Under the analysis the mean below three (2.6) it indicates disagreement, above mean three (3.4) represents agreement and between 2.6 – 3.4 it shows moderate. Spencer, E. (2015)

4. Demographic analysis of the respondents

This section is concerned with demographic analysis of respondents to understand employees who participate in filling the questionnaire. This analysis shows the makeup of the respondents in terms of, gender, age, educational level, professional status and years of service in AAU, School of Commerce.

Table 4.1. Personal Information of Respondents

No Variable	Type	F	%
Gender	Male	26	34.67
	Female	49	65.33
	Total	75	100
Age	18-25	16	21.33
	25-35	21	28
	35-45	22	29.33
	45-55	13	17.33
	Above 55	3	4
	Total	75	100
Educational background	TVET & Diploma	48	64
	Degree	25	33.33
	Masters and Above	2	2.67
	Total	75	100
Profession	Expert	38	50.66
	Technical	32	42.67
	Team leader	5	6.67

	Total	75	100
Work experience	Below 2 years	11	14.67
	2-6 years	24	32
	6-10 years	19	25.33
	Above 10 years	21	28
	Total	75	100

The above Table 4.1 shows demography of respondents from the beginning the gender shows that female respondents participate majority of the sample population with a total number of 49 representing 65.33%, while 26 respondents were male representing 34.67%. This analysis shows of high female composition of the member of employees in AAU School of commerce.

The age distribution of the data gathered from the questionnaire shows that 22 respondents were between 35-45 years representing 29.33% formed the majority. The next large number of respondents were between the age 25-35 years was 21 in number representing 28%. The third group of respondents were fall under the age group category 18-25 years with the number of 16 which representing 21.33 and the fourth group age 45-55 was 13 in number representing 17.33%, above 55 were three in number representing 4%. From this analysis it can be easily understood the first the second and the third age category are young so that they can do a lot of thing to the organization. From the fourth and fifth age category years indicates that they were in a position to retirement.

Respondents for the item in the educational background revealed that 48 individuals or 64 % were TVET and diploma holders, 25 respondents which represents 33.33% had degree and the rest two respondents which represent 2.67% had master's degree and above as shown on table 4.1. This indicates that most respondents 64% were TVET and diploma holders in various area of specialization.

Regarding respondents professional status, the study showed that 32 (50.66%) respondents were experts, the second majority 32 (42.67%) of the respondents were technicians and five (6.67%) of the respondents were team leaders. This indicates that most of the workers are core process of the organization next to experts. With regard to service year, 11 (14.67%) had below two years' service, 24 (32%) had between 2-6 years' experience, from 6-10 years' service 19 (25.33%) and the last data showed above 10 years' service respondents were 21 (28%). From this the researcher concludes more than half of the respondents have medium experience and 28% of the sample, respondents were highly experienced in the organization and the composition of work experience may have positive effect in the quality of findings of the study as it incorporates the views of each group

4a. Employees response on Training and Development practice

Table 4.2. Training and development practice in AAU SOC

As indicated in chapter three to obtain the required relevant data from respondents, the principal data collecting instrument was a questionnaire which consisted of 35 closed ended question items and 3 open ended question items respondents, and 9 Interview questions for two respondents. In respect to this research, average mean where needed and has been used to tell the story what respondents rated on likert scale.

Item	S.D		D		N		A		S.A		M
	F	%	F	%	F	%	F	%	F	%	
Training needs assessment is conducted properly.	14	18.67	15	20	15	20	19	25.33	12	16	3
After training the organization will constantly monitor & Develop the employees overall personality.	12	16	20	26.67	11	14.67	24	32	8	10.66	2.94
Identify and design internal and external programs based on KSAO (Knowledge,Skill,Ability and other characteristics)content	16	21.33	14	18.67	17	22.67	16	21.33	12	16	2.92
Organization prioritize training need according to its importance	14	18.67	14	18.67	15	20	22	29.33	10	13.33	3
Time and money are properly invested in training and development practice	15	20	13	17.33	12	16	24	32	11	14.67	3.04
The training is given with skilled trainers and effective training provided by the organization	14	18.67	5	6.66	15	20	32	42.67	9	12	3.22
Needs assessment are properly identified and articulated by HRM	15	20	14	18.67	9	12	26	34.67	11	14.66	3.05

The above Table 4.2 refers respondents' response whether training needs assessment was conducted properly or not. As it is indicated above, with the mean value of 3 among 75

respondents 29 (38.67%) of respondent disagreed, 15 (20%) of the respondents were being neutral, for the rest respondents agree to the question in majority of 31(41.33%) that training needs is conducted properly. For the question whether the organization will constantly monitor and develop the employees over all personality after training, the respondents indicates that with the mean value of 2.94, from 75 respondents 32 (42.67%) disagreed, for the neutral rating, 11 (14.67%) respondents gave answer, while 32 (42.66%) respondents agreed to the question.

For the question how do you perceive the process of assessing training need in AAU?

In support to this, interview with one of managers (M1) revealed that:

Training needs are properly conducted. The management properly takes it seriously in conducting need assessment of training once a year in all employees with a prepared formatted document (M1, 29 July 2021)

The other manager (M2), on the other hand, mentioned that:

After the training takes place, employees who are trained they will be monitored if the training has been properly implemented and brings impact in the employee. With the method of observation and questionnaire (M2, 29 July 2021)

Further for the question does the organization identify and design internal and external programs based on KASO (knowledge, skills, ability and other characters) content with the mean value of 2.92 among the 75 total respondents 30 (40%) respondents disagreed, 17 (22.67%) of the respondents have given answers of neutral rating, respondents who agree were found to be 28 (37.33%) of the total population.

For the question how do training and development practices are being designed and implemented in AAU?

In support to this, interview with one of managers (M1) revealed that:

After an assessment has taken the necessary program will be designed. (M1, 29 July 2021)

The other manager (M2), on the other hand, mentioned that:

The program designing will be made after an assessment has been conducted by the HRM (M2, 29 July 2021)

Further for the questions whether the organization prioritize training need according to its importance or not, with the mean value of 3 among the total population of the 75 respondents 28 (37.34%) respondents disagreed, 15(20%) of the respondents were being neutral, while majority of the respondents of 32 (42.66%) had shown agreement.

For the questions to answer whether time and money are properly invested in the training and development practice or not, with the mean value of 3.04 from the total population 28 (37.33%) of the respondents disagreed, 12 (16%) of the respondents were being neutral, but most of the respondents of 35 (48%) displayed agreement to the phenomenon.

In support to this, the interview result revealed that:

The management gives priority to training needs in formal way. Time and money are properly invested, trainings not more than 15 days are given to the target group of the organization and also money is invested. For the training for the last three years back not more than 100,000.00 is invested once in a year.(M1 & M2, 29 July 2021)

Further, for the question whether the training is given by skilled trainers and effective training provided by the organization or not, with the mean value of 3.22 of 19 (25.33%) of the respondents disagreed,15 (20%) were being neutral and most of the respondents 41 (54.67%) agreed to statement.

Again for the last question of the needs assessment whether they are properly identified and articulated by HRM of the total population with the mean value of 3.05 of 29(28.67) respondents disagreed, few respondents nine (12%) were being neutral, whereas much of the respondents 37 (49.33) agreed to the question provided.

For the question does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?

In support to this, the interview result revealed that:

Skilled or professionals will be employed for the training and development program to meet the objective.(M1 and M2, 29 July 2021)

Need analysis is made by the responsible individual in appropriate method using amended format which comes from civil service procedure. (M1, 29 July 2021)

As a result on the identification and design on internal and external programs based on KASO the organization has a clear direction on the identification and design of internal and external programs using KASO for this programs are identified by the right person who is really concerned and attached to the program like academicians of the university.

Responses obtained from interview and data collected using document analysis also substantiated the result that all training and development program practice are implemented.

4b. Employees response on Training and development method and Evaluative approach

Table 4.3. Training and development methods and evaluative approach in AAU SOC

Item	S.D		D		N		A		S.A		M
	F	%	F	%	F	%	F	%	F	%	F
Do you think that work knowledge is increased through the training programs?	10	13.33	4	5.33	20	26.67	30	40	11	14.67	3.37
The training provided by the organization helped me to perform my work quickly and efficiently.	10	13.33	9	12	22	29.34	19	25.33	15	20	3.26
Do you think that job performance directly enhances the customer satisfaction at services of the company?	10	13.33	9	12	20	26.67	18	24	18	24	3.33
Do you consider that the training reduces the turnover rate of the company	12	16	10	13.33	21	28	19	25.34	13	17.33	3.14
The type of training I have taken is applicable for the job.	10	13.33	11	14.67	16	21.33	24	32	14	18.67	3.28
Does the training increase your motivation to the job you do?	10	13.33	11	14.67	20	26.67	13	17.33	21	28	3.32
Does training improves your skills, knowledge, attitude change, new capability	11	14.67	6	8	18	24	16	21.33	24	32	3.48
The organization training uses on the job method	13	17.33	4	5.34	21	28	25	33.33	12	16	3.25

Mostly the organization uses off the job training method type.	10	13.33	10	13.33	23	30.67	24	32	8	10.67	3.13
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As the above table 4.3 shows respondents response whether knowledge is increase through training program or not, with the mean value of 3.37 14(18.66%) of the respondents disagree, and 20(26.67%) remaining being neutral, and majority of the respondents 41(54.67%) agreed to the question they are asked.

For the question do you think that training and development program brings significant change in individuals and organizational performance?

In support to this, the interview result revealed that:

Yes after training and development employed trainees will have a change in knowledge and better performance. (M2, 29 July 2021)

Due to the training and development individuals show a change in their capacity, ability skills and knowledge which leads to a better organizational performance. (M1, 29 July 2021)

Respondents responded regarding whether the organization helped the employees to perform the work quickly and effectively or not. As indicated in the table 4.3 with the mean value of 3.26, 19(25.33%) of the respondents disagreed, 22(29.34%) responded being neutral, and most of the respondent 34(45.33%) rated agree.

For the above two questions data analysis shows work knowledge is increased through the training program and also It makes the trainees perform quickly and effectively in their work.

Furthermore for the question whether the job performance directly enhance the customer satisfaction at service of the company or not with the mean value of 3.33, 19(25.33%) of the respondents disagreed, 20(26.67%) of the respondents were being neutral and in majority 36(48%) of the respondents displayed their agreement.

In analysis of the above question the result revealed that job performance directly enhance the job performance and customers are satisfied at the service they get.

Respondents responded regarding to whether the training reduces turn over or not with the mean value of 3.14, 22(29.33%) of the respondents are disagreed, 21(28%) respondents were being neutral and in total of 32(42.67%) respondents showed their agreement.

In support to this, the interview result revealed that

Employee's turnover has an effect on some departments like finance and procurement areas employees are not stable (M1, 29 July 2021).

Information collected by means of document analysis checklist showed that except some particular departments; finance and procurement employees' turnover is not much.

Again respondents responded whether the training they take is applicable for the job or not with the mean value of 3.28, 21(28%) of the respondents are disagreed, 16(21.33%) respondents are being neutral and most of the respondents in total of 38(50.67%) are agreed.

Regarding to the question whether the training increases motivation to the job or not, with the mean value of 3.32, 21(28%) of the respondents are disagreed, 20(26.67%) are being neutral and most of the respondents of 34(45.33%) are agreed.

According to the responses given assess the organization's future and current training needs?

In support to this, the interview result revealed that

The first stem that the organization will do is searching for a gap and make need assessment. (M1 & M2, 29 July 2021).

In analysis for the above to questions the training is applicable for the job and also it increases motivation for the need assessment is done properly so that it feels the gap.

For the question whether training improves skills, knowledge, attitude and capability, respondents respond with the mean value of 3.48, 17 (22.67%) disagreed 18 (24%) neutral and 40 (53.33%) agreed.

For the above data the result revealed that skills, knowledge attitude and new capability of employees increased due to the training.

Finally in these category respondents were asked whether the organization uses on the job method of training or not with the mean value of 3.25, 17(22.67%) respondents disagreed, 21(28%) respondents are being neutral and most of respondents 37(49.33%) agreed.

Respondents responded regarding to whether the organization mostly uses off the job training method or not with the mean value of 3.13, 20(13.33%) of the respondents are disagreed, 23(30.67%) are being neutral, and respondents 32(32.67%) are agreed.

For the question what kind of methods and techniques used?

In support to this, the interview result revealed that

The organization gives both on the job and off the job training method as it is necessary. The management will chose the best suited method, for the trainer (M1 and M2, 29 July 2021).

According to Shilpa and Rekha(2019),for organizations to keep improving they need to evaluate the process or progress of employees their effectiveness, whether the training is applicable to the job and check on their motivation is increasing, whether the employees attitude and knowledge is positively affected.

4c. Respondents response on challenges in training and development practice

Table 4.4Challenges in training and development practice in AAU SOC

Item	S.D		D		N		A		S.A		M
	F	%	F	%	F	%	F	%	F	%	
The organization gives effective training and development programs.	10	13.33	10	13.33	14	18.67	29	38.67	12	16	3.3
The training and development program is short term and long term.	9	12	14	18.67	22	29.34	22	29.34	8	10.6	3.08
In order to attain its specific and general objectives there a successful training and development program	9	12	11	14.67	19	25.34	22	29.34	14	18.65	3.28
The HRM organizes to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance	12	16	13	17.33	18	24	21	28	11	14.67	3.08
The organization gives continues training and	11	14.67	11	14.67	24	32	17	22.66	12	16	3.10

development program to employees.											
The organization uses different effective training and development techniques.	11	14 .6 7	13	17.3 3	17	22.6 7	24	32	10	13.3 3	3.12
Before taking need analysis the organization primarily assess present training function.	13	17 .3 3	11	14.6 7	28	37.3 3	17	22.6 7	6	8	2.89

From the above table 4.4. shows respondents responded whether the organization has a successful training and developmental program in order to attain its specific and general objective or not with the mean value of 3.28, 20(28.67%) of the respondents are disagreed, 19(25.34%) of the respondents are being neutral and majority of the respondents 36(47.99%) are being agreed.

For the question does the institution oriented the trainees well about the importance and goal of the training?

In support to this, the interview result revealed that

The organization management will orient the importance and goal of the training further it has specific and general objective.(M1&M2 29 July 2021)

Further for the question whether the HRM organizes to improve the organization effectiveness by providing employees with knowledge, skills and attitude that will improve their current or future Job performance or not, with the mean value of 3.08 the respondents responded 25(33.33%) are disagreed, 18(24%) are being neutral and 32(42.67%) respondents disagreed.

For the question do you think that the institute has adequate written training documents?

In support to this, the interview result revealed that

The organization has a training and development program it has no its own policy but implementing the civil service proclamation 515/2007. The organization has guidelines to assess the need for training and procedures the implement the training. (M2 29 July 2021)

Respondents responded whether the organization gives continues training and developmental program or not, with the mean value of 3.10, 22(29.34%) of the respondents disagreed, 24(32%) are being neutral and 29(38.67%) of the respondents are agreed.

As a result for the above question documents revealed every year the organization give training for 20-30 employees.

Regarding to the question whether the organization uses different effective training and development technique or not with the mean value of 3.12 respondents responded 24(32%) are disagreed, 17(22.67%) are being neutral and majority of the sample 34(43.33%) of the population are agreed.

Lastly for these category question respondents are asked whether the organization primarily assess present training function before taking needs analysis or not, and the respondents responded with the mean value of 2.89, 24(32%) of respondents are disagreed, 28(37.33%) of the majority respondents responded neutral and 23(30.67%) are being agreed.

In support to this, the interview result revealed that

The organization uses different techniques for effective training and development for instance on the job and of the job method.(M1 29 July 2021)

As Shilpha and Rekha, 2019 mentioned the company should endorse training when management thinks there is.

According to Armstrong (2003), training and development programs should be monitored continually to ensure that plans are going according to budget and ensure managerial results.

According to Armstrong (1998), on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness.

4d. Respondents response on training needs approach for a successful training and development

Table 4.5 training needs approach for a successful training and development

Item	S.D		D		N		A		S.A		M
	F	%	F	%	F	%	F	%	F	%	
Enough money is invested for training and development program.	14	18.67	14	18.67	17	22.67	26	34.67	4	5.32	2.89
Training gives for the employees by improving Morales, by identifying the organizational goals, openness and trust, prepare guidelines for worketc,,,	9	12	10	13.33	18	24	29	38.67	9	12	3.25
Training and development are bases for survival of the organization	11	14.67	8	10.66	15	20	27	36	14	18.67	3.33
Training and development is considered as important for the effectiveness of the program.	8	10.67	10	13.33	20	26.67	25	33.33	12	16	3.30
Organization knows whether their investment is being spent effectively or not.	11	14.67	10	13.33	25	33.33	18	24	11	14.67	3.10
The organization continually evaluates the training and development program.	8	10.67	17	22.67	22	29.32	20	26.67	8	10.67	3.04
Evaluation is conducted on the impact of training and development on trainee's performance.	8	10.67	9	12	22	29.33	28	37.33	8	10.67	3.25
There is a great impact on participants who take training and development program.	11	14.67	9	12	26	34.67	22	29.33	7	9.33	3.06
Training and development is important to the organization	9	12	3	4	15	20	27	36	21	28	3.64
The evaluation considers the satisfaction and progress of employees	7	9.33	10	13.34	22	29.33	25	33.33	11	14.67	3.30
The training and development program brings an immediate change on individuals and as well as the organization.	10	13.33	9	12	23	30.67	27	36	6	6	3.13
The evaluation process is participatory in collaboration of employees and customers need.	9	12	14	18.67	21	28	25	33.33	6	8	3.06

Table 4.5 presents the response of employees about the investment of enough money for the training and development program with the mean value of 2.89,the respondents responded

28(37.34%) of the respondents are disagreed, 17(22.67%) of the respondents are being neutral and 30(39.99%) of the respondents responded agreed.

For the question does the company provide sufficient funds to carry out training and development program effectively? If yes how much?

In support to this, the interview result revealed that

Training and development program is funded, the organization invest for the training per year not exceeding 200,000.00 for 20-30 employees and for the development it depends on the department and courses. (M2 29 July 2021)

Further for the question whether the organization beliefs training and development are bases for the survival of the organization or not with the mean value of 3.33 respondents responded 19(25.33%) are responded disagreed, 15(20%) of the respondents are being neutral and majority of the respondents 41(54.67%) of the total population are agreed.

For the above question findings in documents show that the organization believes that training and development are bases for survival of the organization so that the organization have a training and development program with its own budget and procedures.

For the question whether the organization continually evaluates the training and developmental program or not with the mean value of 3.04 the respondents responded 25(33.34%) are disagreed, 22(29.32%) are being neutral and majority of the respondents 28(37.34%) are agreed.

For the question. If your institute evaluates its training and development programs, what methods are usually used?

Interview revealed that:

Commonly for evaluation purpose observation method is used in the training and development program. (M1&M2 29 July 2021)

Respondents are also asked about whether the evaluation is conducted on the impact of training and development on trainees performance or not with the mean value of 3.25, 17(22.67%) of the respondents responded disagreed, 20(26.67%) are being neutral and majority of 30(48%) of the respondents are agreed.

In support to this documents shows that:

For the above three questions interviewees confirmed that the management thinks and focuses the training and development is the bases for the survival of the organization. Besides that the organization take it seriously of the training and development program by making a scheduled program and make it successful. Again the program is evaluated by the top management and experts. Trainee's performance is evaluated by the experts and top managements by evaluating on site observation.

Further for the question whether training and development is important to the organization or not with the mean value of 3.64 respondents responded 12(16%) are responded disagreed, 15(20) of the respondents are being neutral, and the majority 48(64%) of the total population are agreed.

This shows that the organization beliefs that training and development is important for the organization.

For the question whether the training and development program brings an immediate change on the individuals and as well as the organization or not with the mean value of 3.13, 19(25.33%) of the respondents who disagreed, 23(30.67%) are being neutral and majority of the respondents 33(44%) of the respondents responded agreed.

Lastly the respondents are asked whether the evaluation process is participatory in collaboration of employees and customers need or not with the mean value of 3.06, 23(30.67%) of the respondents responded disagreed, 21(28%) of the respondents are being neutral and respondents 31(41.33%) of responded agreed.

For the question what are the practical problems/ challenges of the training and development program?

In support to this, the interview result revealed that

The main challenge in training and development is the investment of money is not sufficient and employees capacity to take an entrance exam are the main challenges.(M1 & M2 29 July 2021)

Based on gathered information from secondary documents the training and development program brings a change in individuals and as well as the organization due to the reference of annual reports of work performance of each departments. Also as found in the documents again the evaluation process is participatory that it is with a collaboration of employees.

An organization needs to know whether their investment is being spent effectively or not. So that continuous evaluation of training and development is necessary. Evaluation of training and development means assessment of the impact of training on trainee's performance and behavior. (Harshit,2012)

According to Kirkpatrick, 1994 the most often used techniques to evaluate training and development programs are four-level models, it focuses on four levels of training outcomes: reactions, learning, behavior, and results.

Lastly in the open ended questions respondents were asked to forward their comment regarding to whether the organization take the training and development program as serious in conduction regularly instead of seeing it as occasional and events or not?

In this section thirty two respondents are participated of the total respondents 10 of them disagreed that the organization sees the program seriously and the rest of the respondents responded that the organization does see the program seriously of some of the reasons are as flows

The management has a weak mind on the program

The organization doesn't target the right department and do not pay attention to the staffs

For the second open ended question respondents are asked to give their open opinions on what they know about if there are challenges in training and development program that they face on the field(training area)? And some of respondents are giving comments like;

Not all staffs or employees are part of the program, trainings are not related to work, the training are not based on need assessment, lack of attention and commitment, there is no continues improvement and scares of resources like money.

But for the question above most of the respondents have no challenges.

Lastly of the open ended question respondents are asked to give comment on anything that the organization has to improve in the program what will they suggest?

Some respondents are commented that the organization need to have enough investment of money and full of attention to the program, proper need assessment must be conducted and selection criteria of employees, more and continues trainings must be given, the organization

must have it's on training program in the organization, improving method of training and least of the respondents are satisfied with the organization process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter deals with the summary of the finding conclusion drawn and recommendation forwarded as per the finding of the study.

The major purpose of study is to assess on support staff training and development practice and challenge in Addis Ababa University school of commerce and examine the practice, the evaluation approach, challenges and need approach of the training and development programs. The study forwarded viable recommendation that help to mitigate the challenges of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and development practices in the university. In doing so, it will be of benefit not only to leaders and experts of the learning and development unit, but also to managers and all staffs of the organization by giving better information pertaining to employee training and development practices. Therefore, in order to address the research problem the study focused on answering the statement of the problem basic questions.

5.1.Summary of Major Findings

One of the organization method in increasing productivity.It focuses on customer satisfaction to increase employees motivation, change in their attitude, building their capacity, also both on the job and of the job training whenever in need.

The organization follows a policy and procedure which is designed by civil service and amended in the organizations type which focuses in shaping employees and help in making innovation and to create innovative behavior in the workplace.

The evaluation taken by the HRM considers the objectives and goals of the organization in order to terminate or prolong the program and to improve subsequent programs.

The organization invest some money on the program, employees know the organizational goal like guidelines by taking training and development program seriously and also the management believes in the program that it will bring a change.

The management supervise and manages the budget effectively after the training turnover, the management evaluates the program and employees who participate in the training and development.

There is an impact on the employees who involve in the program and great change on the performance of their job.

The company uses different type of training method to solve problem like issues to analyze, synthesize, solve or ask in work situation and the other on the job training whereby a skilled person trains someone who is unskilled which trainee learns different types of jobs or functions at different times/periods.

Some result indicates almost half of the respondents said that they have clear understanding on vision and strategy of AAU. The remaining half stated they have no clear understanding on vision and strategy of the organization. Findings show that not all employees are part of the training and development program due to real need assessment which will make the success of the organization not holistic.

5.2 Conclusions

It was found that the organization has nowritten training and development policy. The organization properly conduct an assessment of the training needs after training is conducted the organization properly follow and monitor the progress of the employees personality. The program is designed based on the knowledge, skill, ability and other important characters by a professional experts. The first thing that the organization will do is the need assessment of all process.

The organization has both on the job and of the job training method which depends on the program. The organization make sure that trainings are improving skills, knowledge, attitude and capacity of trainees. Trainees are motivated while taking of trainings. The organization decreases turnover of employees and also the organization give an effective training that can be applicable to the organization. The organization focuses on customer satisfaction so that it targets on

customers based training. The training that is given by the organization helps the workers (trainees) to perform quickly and efficiently.

The organization has a short term and a long term program to have an effective training and development program. The management always work on the success of the program in order to have a specific and general objective. The HRM organizes and improves its training and development program to increase employee's current and future job performance. Also the organization gives continues programs with different types of techniques. Most importantly the organization evaluates and monitors its previous training and development program before taken need analysis.

For the effective and successful program enough money is invested, and sufficient time is given. The organization believes that the survival of the organization is on bases of the training and development program. It monitors and evaluates whether its investment is being spent effectively or not. Employees who take the training program has a great impact on individuals and as well as the organization performance. The evaluation process is mainly conducted from customers' satisfaction and the needs of the employees and studies.

5.3 Recommendation

Based on the identified finding and conclusions drawn, the following recommendations have been forwarded.

Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Training and development programs bring improvement on the competency and capability of employees, employees performance, greater versatility and adaptability to new technology, higher job satisfaction and motivation. Higher customer satisfaction improved decision making, quality, etc. thus, researcher strongly recommended that the organization should give due attention on the comments which are given by respondents which saw the other side of the good part of the organization such that if the organization improves in this area it might bring a marvelous change on the whole part of performance these recommendations are as follows:

The organization must pay attention to the staffs. All staffs or employees must be part of the program. Trainings should not be repetitive. The training must be based on need assessment (deep need assessment). There must be an attention and commitment for the program; there must be continues improvement and sufficient resources must be deployed.

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Appendix 1
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT OF EDUCATIONAL AND PLANNING MANAGEMENT

Questionnaire on “Assessment on support staff training and development practice and challenge
in Addis Ababa University School of Commerce

Questionnaire: This questionnaires will be responded by the 108 employees which are going to be selected due to the sample.

Dear respondent,

I am a postgraduate student in the Department of Educational planning and management and presently conducting a research in “Assessment on support staff training and development practice and challenge in Addis Ababa University” As a part of my thesis I would like to gather some information from you who that will help me in Assessment of Training and development practices and challenges in the University. You are kindly requested to complete the attached questionnaire as honestly as possible. The information being request from you is purely for academic purposes. All information provided by you will be treating confidentially; hence, your name is not required. Your honest completion of this questioner will assist in generating information that will help the university to improve in Training and development services and get employees knowledge and skill which enhances quality service delivery and improve employee performance for the final achievement of customer satisfaction.

General Instructions

- Please mark (X) in the box that corresponds your choice

Thank you for your cooperation

Part one: Demographic Information

1.1. Gender

1) Male ☐ 2) Female ☐

1.2. Age

1) 18- 25 2) 26-35 3) 36-45

4) 46- 55 5) Above 56
1.3. Educational Background

1) TVET & Diploma 2) Degree 3) Masters & Above

1.4. Professional position or Title

1.5. Working Experience in your position?

1) Below 2 years 2) 3-6 years

3) 7-10 years 4) Above 10 years

Part II: Assessment on support staff training and development practice and challenge in Addis Ababa University

Please indicate your answer of Agreement or Disagreement with statements in the box by putting a (X) mark against the scale that best describes your choice:

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

Training and development practice involve in AAU						
No	Items	1	2	3	4	5
1	Training needs assessment is conducted properly.					
2	Training employees after constantly monitoring & developing their overall personality.					
3	Identify and design internal and external programs based on KSAO (Knowledhe,Skill,Ability and other characteristics)content					
4	Organization prioritize training need according to its importance					
5	Time and money are properly invested in the training and development practice					
6	The training is given with skilled trainers and effective training provided by the					

	organization					
7	Needs assessment are properly identified and articulated by HRM					

Evaluative approach in AAU SOC						
No	Items	1	2	3	4	5
1	Do you think that work knowledge is increased through the training programs?					
2	The training provided by the organization helped me to perform my work quickly and efficiently.					
3	Do you think that job performance directly enhances the customer satisfaction at services of the company?					
4	Do you consider that the training reduces the turnover rate of the company					
5	The type of training I have taken is applicable for the job.					
6	Does the training increase your motivation to the job you do?					
7	Does training improves your skills, knowledge, attitude change, new capability					
8	The organization training uses on the job method					
9	Mostly the organization uses off the job training method type.					

Challenges in training and development practice in AAU school of commerce						
No	Item	1	2	3	4	5
1	The organization gives effective training and development programs.					
2	The training and development program is short term and long term.					
3	In order to attain its specific and general objectives there a successful training and development program					
4	The HRM organizes to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance					
5	The organization gives continues training and development program to employees.					
6	The organization uses different effective training and development techniques.					
7	Before taking need analysis the organization primarily assess present training function.					

Training needs approach used in AAU SOC						
No	Item	1	2	3	4	5
1	Enough money is invested for training and development program.					
2	Training gives for the employees by improving Morales, by identifying the organizational goals, openness and trust, prepare guidelines for worketc,,,					
3	Training and development are bases for survival of the organization					

4	Training and development is considered as important for the effectiveness of the program.					
5	Organization knows whether their investment is being spent effectively or not.					
6	The organization continually evaluates the training and development program.					
7	Evaluation is conducted on the impact of training and development on trainee's performance.					
8	There is a great impact on participants who take training and development program.					
9	Training and development is important to the organization					
10	The evaluation considers the satisfaction and progress of employees					
11	The training and development program brings an immediate change on individuals and as well as the organization.					
12	The evaluation process is participatory in collaboration of employees and customers need.					

Below here are Open ended questions which you will give your free opinion and answer precisely and clearly according to the question concept.

1. Do you think the training and development you take significantly change your status in knowledge, ability, skills, decision making and also contribute to the success of the organization?

2. Does your organization take it serious in conducting training and development program regularly instead of seeing it as occasions and events?

3. List any of the challenges in training and developmental program that you face in the training and development area (field) or any issue that comes to your mind that you see?

Thank you for your precious time

Appendix 2

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview questions: M1 and M2

I would like to say thank you for your willingness to answer my questions. These questions are prepared for the study on “Assessment on support staff training and development practice and challenge in Addis Ababa University School of commerce” The information being gathered will be used only for research purposes.

I assure you that your response will be kept strictly confidential and I will use it for academic purpose only. Each of your unbiased and open response is very important for my study.

Answer the following questions according to its nature. Please provide your response honestly and freely.

1. Do you think that the institute has adequate written training documents?
(e.g. policy, Guidelines, manuals, procedures etc.)
2. Does the company provide sufficient funds to carry out training and development program effectively? If yes how much?
3. How do you perceive the process of assessing training need in AAU?
 - A, To assess the organization’s future and current training needs?
 - B. How is this assessment carried out?
 - C. What kind of Methods and Techniques Used?
 - D. Who participates? And Are job skills, knowledge and ability considered in assessing training needs?
5. How do training and development practices are being designed and implemented in AAU?
 - A. Will the institution oriented the trainees well about the importance and goal of the training?
 - B. Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?

6. If your institute evaluates its training and development programs, what methods are usually used?
7. What are the practical problems/challenges of the training and development program?
8. What solution do you suggest for the problems you mentioned above?
9. Do you think that training and development program brings significant change in individuals and organizational performance?
10. Does the training and development program decrease employees turn over?

Thank you