



**Assessment of Training and Development Practice and Challenges  
Of Ethiopian Textile Industry Development Institute**

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Of Ethiopian Textile Industry Development Institute**

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# CHAPTER ONE

## 1. Introduction

This chapter presents the introduction part includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and definition of key terms.

### 1.1 Background of the Study

Organization as a system used different types of resources, including physical, financial, material and human resources. Among these resources, human resource is the most critical asset of a business and it is the engine that helps the organization to achieve its missions and meet its goals. The success of any organization mainly depends on among which include the knowledge, skill, aptitude, commitment, wisdom and attitude of the organization's human resource. Building the human resource capacity for the organization through training and development is fundamental. An organization has an obligation to invest in human resource capacity building to proper accomplishment of its purpose. Worker equipped with training and development with competent management will bring higher organizational performance. Hence, provision of training and development are the main measures to bring improved organizational performance through training and development of work-related knowledge, skill and expertise of the organization human resource (Amandi, 2014).

The strength of a given country in the the area of economic, political and legal, social and technology development depends mainly upon the attention given to carry out capacity building endeavors for its citizen. Consequently, countries vary from one to the other by their level of the human capacity building through training and development provided for its human resource involved in various areas of development programs. In the same manner, what distinguishes a successful company from unsuccessful ones is the quality of its manpower. The survival of any organization depends on the quality of human resources. Without properly educated or trained human resources, talking about development is worthless. Thus organizations should develop and train its employees in order to increase productivity and its efficiency. In Private, governmental or non-governmental organization, human resource capacity building is unquestionably very important. Training and development play a key role in equipping the employees with necessary skills, knowledge and attitude (Noe, Hollenbeck & Wright, 2011).

Training and development enhance the organization's strategic goals and objectives including organizational culture and ensuring occupational health and safety. Regarding the benefits of training and development for the organization, Anderson (2000) states the following:

*Training and development are best seen as an incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging up on an organizational impact, innate incentives can be realized through training (Anderson, 2000 cited Mengestu; 2014 ).*

Moreover, training and development programs are essential for every organization for its long term planning that requires careful preparation if they are to be successful and help to achieve its objectives in time and enhance the knowledge, the skills and competencies of its workforce. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in a more productive manner (David, 2006).

Employees are considered as the key determinants of the success of an organization that shall equipped with different trainings and development to cope up with fast-changing business world. As pointed out by Kossen (1991) skill and knowledge can easily become out of date in the same way as machines or technology. Every government and non-government organization is required to develop the capacity and potential of all its employees irrespective of their status by providing training and development. The fundamental aim of training and development is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage (Wright and Geroy, 2001).

Training and development play a decisive role to produce and make available human resources. Technological developments and organizational change have gradually led a number of competent managers and well trained human labour to realize that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development of employee (Beardwell, Holden and Claydon, 2004). To be persistent and recognize, provision of adequate funds for the renovation of the existing industry; and their should have to be determined to create investor-friendly business setting to attract domestic and foreign direct investment with competitive power rates and availability of inexpensive and trainable labor force.

Accordingly, the Ethiopian Textile Industry Development Institute (ETIDI) is established by the Council Ministries Regulation no.180/2010 article to prepare, disseminate and coordinate those

project profiles and to expand investment in the textile and apparel industries; for those local and foreign investors desiring to engage in the sector by accelerating the Ethiopian cotton and textile development industry sector to be competitive in the global market and striving by providing sustainable investment opportunities, standard preparation, consultancy service, input facilitation and support, quality testing, human resource development, study, research, laboratory and marketing support services with a vision of aspiring to be a preliminary sector in Africa that enables the Ethiopian textile industry competitive in the global market and aligning with the spearhead countries in 2025.

Thus, the purpose of the study is to assess the practice and challenges of training and development on organizational performance using Ethiopian Textile Industry Development Institute as a case study and provide suggestions and recommendations based on the study findings to the administration as how it can make the best use of training development programs to make their employees perform well on their job.

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

The efficiency and effectiveness of an organization are determined by the people who work within the organization. The ability of worker is to perform their duties and make their meaningful contributions to the success of the organizational goals. The goal of any organizations is increasing productivity and improved quality of service. For the success of the above accomplishment and objectives is needed to acquire the relevant skills, knowledge and attitude. Skill and knowledge can be obsolete then it must be strategically and consistently kept up to date if the organization is to survive and develop. Then continuous training and development are very crucial for the success of any organization viability because it motivates, improves employee morale and human relation, increases the skill of employees and upgrades the ability of managers to perform their task. According to their need different factors that challenge the training and development practices of the organization. Among the factors that hindered the practice of training and development, economic, social, technological and political and legal situation.

It has been known that some governmental, private and international organizations fail to recognize the importance of training to increase their employees' productivity and when the economy slows or when profits decline, these organizations first seek cuts in their training budgets. This will leads to high job turnover then increase the cost to hire new employees which lower down the organization's performance as well as profitability and customer satisfaction.

In Ethiopian Textile Industry Development Institute (ETIDI), there are many challenges in line with training and development of human resource which include absence of proper need assessment and identification of gap in knowledge, attitude and skills of human resource; proper consideration to ensure that the training and development of the organization staff and line departments; proper attention providing for training and development and allocation of sufficient/adequate budget to execute the purpose; adequate attentions to ensure that the training and development implementation strategy and method are used for selection of the trainees to fill the identified need gap; available system or mechanism utilized by the organization which give opportunity for the workers' self-development; provision of training is based on changing environment and technology and progressive; identification of competitive training and development centers provide training for the selected trainees; adequate provision of awareness for the trainees before starting training program which will able them to attend properly and obtain adequate knowledge and skill to cope with their duties; the training and development provided by the training institute about the general principles but does not consider the problem of the organization; there is proper evaluation of the outcome of the training and development; there is well-verified method of training and the need assessment; the training and development was carried out with abroad countries but the intention is not to bring change on the organization but it has an intention to collect some about of money for personal again (Ethiopian textile development institute un published report document, 2017).

Some of the local studies have the following finding. Anasimos (2016) shows that there is no statistically significant difference and there is also a gap between the ideal training and development practice and the actual practices employed by the banks studied.

Amsalu (2017) showed that there is a positive and significant relationship between training and employee performance in the context of Gulelle Sub-city administration sector's and training and development was found to be a positive predictor of employee performance, administrators should engage in increasing the qualities and quantities of the training program so as to increase their employee's performance.

Regarding the frequency of training provided, many respondents, i.e., 93 out of 282 respondents avowed that they took training for one or two times. This may retard the effectiveness and motivation of employees of the organization.

Regarding the methods implemented to deliver trainings, the company mostly used a trainer centered (lecture) in which 67 percent (189 out of 282 respondents) affirmed that they took trainings through lecture.

Assefa (2016) pointed out that there is a positive and significant relationship between training and employee performance in the context of Commercial Bank of Ethiopia training and development was found to be a positive predictor of employee performance, administrators should engage in increasing the qualities and quantities of the training program so as to increase their employee's performance. Bitew (2016) found out that the organization has no defined training and development policy and the practices of training and development are not conducted based on policy. Training need assessment was found not made properly. The organization has no realistic training and development objectives and roles. The organization training and development plan are not well communicated to all employees. Training and development programs are not evaluated and designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job. The focus of the above studies effectiveness of training and development in various organizations. But this study emphasis on practice and challenges of training and development.

This research, however, in addition to collection of data from institutes' employees, data was also collected from team leaders, directors and deputy general directors to triangulate the opinion obtained from different participants to validate the information collected through different methods. Furthermore, this research particularly focused to textile industry development institute. Furthermore, this research try to investigate the practice and challenges of training and development on organizational performance using Ethiopian Textile Industry Development Institute. Based on the above mentioned research gap and the problems of training and development identified by the researcher while he was the worker of the institute. The researcher has worked a number years in human resource development department of the institute. Then, this study attempted to answer the following research questions.

- What are training and development policies, directives and resources in the Ethiopian Textile Industry Development Institute?
- Do the Ethiopian Textile Industry Development Institute make training and development need assessment, based on which training is delivered?
- Do the Ethiopian Textile Industry Development Institute has well-defined training

and development plans, objectives and roles?

- Does the institute have proper methodologies and strategies that ensure successful implementation of its training programs?
- Does the institution have training and development evaluation practice to make sure that the training achieved its objectives?
- What challenges did the institute face while in its training and development practices?

### **1.3. Objectives of the study**

The study has both general and specific objectives.

#### **1.3.1 General Objectives**

The general objective of this study is to assess the practice and challenges of training and development at Ethiopian Textile Industry Development Institute.

#### **1.3.2 Specific Objectives**

This study intended to address the following objectives:

- To assess training and development policies directives and resources in the Ethiopian Textile Industry Development Institute.
- To investigate the practice of training and development need assessment in the Ethiopian Textile Industry Development Institute.
- To assess the training and development plans objectives and roles in the Ethiopian Textile Industry Development Institute.
- To identify the method of training delivery and development practices in the Ethiopian Textile Industry Development Institute.
- To investigate the training and development evaluation practice in the Ethiopian Textile Industry Development Institute.
- To examine problems or challenges of training and development in the Ethiopian Textile Industry Development Institute.

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

The study deals with training and development practice and challenges to identify the concerned organization performance (ETIDI). At the end of the research, the researcher will recommend some possible solutions to overcome problems of training and development. The findings result of this research work is expected to provide the following significance advantages. Suggest possible solutions for the identified challenges that need vital improvement for decision makers .serve as an input for re-examining how much they were efficient and effective from the previous training practice that employed by the organization towards improving its performance by taking corrective actions for future; and It serves as an opportunity to gain possible knowledge, skill, and attitude in the area and may be used as a background secondary source of data for those who want to conduct similar research.

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

This study will focus only on the practice and challenges of training and development programs upon the performance of the Ethiopian Textile Industry Development Institute and then forward opinions based on the study findings how to improve their practice in carrying out training and development programs in future. The study is delimited on the practice and challenges of training and development have played in the last five years between 2014-2018 G.C. The study is delimited to the Ethiopian Textile industry development Institute only.

#### **1.6 Limitation of the Study**

The researcher may face some limitations while carrying out the research. It is the fact that the concept of practice and challenges of Ethiopian Textile Industry Development Institute is not well institutionalized as it is relatively new program in Ethiopia. Besides, locally written literature in the area is scarcely available. This might limited the researcher in having sufficient literature reviewed on the current organization issue of study area context. Shortage of time and money will be the other constraints. Finally, the nature of topofficials was busy andvoluntarily problem of subordinateof the firm may be among the encountered problems during data collection.

## 1.7. Organization of the Study

The study will be presented in five chapters. The First Chapter will highlight the background of the study; the statement of the problem, objectives, significant of the study and scope, limitation of the study and definition of key terms. Chapter Two will present the review of related literature which is concerned with the various literature reviewed in order to enhance the knowledge about the research. Chapter Three will deal with research design and methodology. Chapter Four will presents the major findings of the study on the practice and challenges of training development in ETIDI. Finally, Chapter Five will consist of a summary of the findings, conclusions, and recommendations.

## 1. 8. Definition of Key Terms and Concepts

The definition of the terms and phrases that are used in this study and the sources of the definitions are given below.

**Training:** an activity that is designed and implemented to help employees acquire and apply knowledge, skills, abilities and attitudes in their respective organization by providing the required skills and Knowledge for a short period (Desimoreetal,2002)

**Education:** is defined as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. (Manpower Services Commission, 1981:17).

**Assessment:** - in this study, an assessment refers to the process of gathering and identifying information about the practices of employees training and development in ETIDI.

**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 prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job. It is a learning experience of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors (Harrison, 2000).

**Practice:**is the current situation in the area of training and development performance.

**Challenge:** is the hindrance that currently exists and hampers effective implementation of training and development.

## **CHAPTER TWO**

### **2. Review of the Related Literature**

This chapter presents concepts, theoretical framework and definition of training and development and related issues training and development need assesment, objectives, importance, methods and evaluation of training and development practices.

#### **2.1. The Concept of Training and Development**

Noe, (2001) says that organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance for the business. Myles (2002), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees, in turn, are motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. These same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving shareholders 'investment. The shareholders are therefore benefiting from the increased returns on their investment and may choose to increase their investment into the business.

Wiesenberger and others (1986) defined the training as giving new and different skills to the employees for performing their jobs. Armstrong (2006) suggests that" training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance".

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008 as cited in Amsalu,2017).

According to Neelam et al., (2014) Training and development are defined as the planned learning experiences that teach employees how to perform current and future jobs. These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used

to create solutions to workplace issues, before they become a concern or after they become identifiable problem. Training is a systematic restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieves its short and long term objectives by adding value to its human capital. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs.

In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development have emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continue all earning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled workforce. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of businesses and in addition create a corporate culture that supports continual learning (Mamoria 1995). Therefore, Training and development in today's employment setting are far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine (Pallavi,*et al*, 2013).

As cited in Abeeha and Bariha, (2012) while considering a training process its essential to explore who is taking part in training, style and design of training and all about the main objectivity of the training being achieved or not (Choo&Bowley, 2007). Stephen &Bowley (2007) focus on the outcome of capital invested in training processes that further raise the efficiency of the employees and the organization. The quality of a trainer is also a key element which affects the training productivity. The course design for the training and the trainer selection speaks about the success and the failure of the training itself.

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as coaching and mentoring, peer's cooperation and participation by the subordinates. This teamwork enables employees to actively participate on the job and produces better performance, hence improving organizational performance.

Effective training is beneficial for the firm in a variety of ways, such as it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle, Martin, Romero, & Dollan, 2000, pp. 283-97).

Different organizational strategies call for tailor-made HR strategies. Staffing, training and development, motivation and maintenance all must emphasize factors that support the strategy through human capital related areas such as building, developing, maintaining a productive and talented workforce(Dacenzo & Robbins, 2010). One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development.

People these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource. Training and development function are activities in HRM concerned with assisting employees to develop up-to-date skills, knowledge, and abilities (Dacenzo & Robbins, 2010, p. 36). In today's demanding and rapidly changing business environment, more and more companies are viewing employees upon the talent upon which the organization's success is dependent. Organizations and their employees must constantly expand their competencies to meet customer needs and operate globally(Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 207).

Human Resource management writers identify the difference between human resource development and training.

According to Steen et.al.(Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 207),training consists of an organization's planned effort to help employees acquire job-related competencies with a goal of applying these on the job whereas employee development is the combination of formal education, job experience, relationships, and assessment of personalities and competencies to help employees prepare for the future of their career.

As the literature suggests, the nature of the training in the public sector has changed over the recent decades. Traditionally, training was considered to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific tasks. As such, it was differentiated from education, which was considered to be broader in scope, more oriented toward a range of future jobs and generally provided by institutions of higher learning. Traditionally,

individuals obtained their education first and subsequently received training in the work environment. Recently, the distinction among training, education, and development have become blurred (Van Wart, Cayer, and Cook, 1993 as cited in Amadi, 2014). As public organizations find themselves needing to help employees learn about new technologies and skills, training, in many instances, has begun to look like what has traditionally been called education.

According to De Sario et.al. (1994), training —refers to learning experiences designed to enhance the short-term and/or long-term job performance of individual employees. In this respect, training is viewed as part of an on-going developmental process. Training needs to be linked with the organizational mission (Fletcher, 1985; Fischer, 1989; Latham, 1988; Miller, 1989 *ibid*). So, when local governments plan their training activities, they need to provide the link with the organizational mission and local budget and implementation.

Some authors suggest considering training as investment decisions Eurich, (1985 as cited in Amadi,2014), and they should be made after careful consideration. It is usually advised that training activities should be examined from the perspective of their ability to influence individual job performance, rather than isolated experiences that may or may not contribute to the organization's success. McGehee and Thayer (1961) are usually regarded as the authors of the first textbook on training in organizations. They suggested a three-fold approach to determine the types of training and development experiences that should be implemented, including organizational analyses, task analyses, and person analyses. Accordingly, organizational analyses focus on the organization's ability to support training. Task analyses focus on the knowledge, skills, abilities, and other personal characteristics required to perform the agency's task. Person analyses focus on the needs of the individual, identifying personal characteristics possessed by the particular individual. There are two basic questions must be addressed in the design of training activities. The first is the question of how a given course should be delivered. Who should participate? Where the course should be held? What types of learning tools should be used in the program? A second question is the creation of a learning experience that improves the transfer of knowledge. It is not enough for the trainees to learn; they must be able and willing to seek new abilities on their job. From the field of adult education, it is well known that adults are learning differently than children. First of all, adults have to know why they should learn something.

### **2.1.1. Training and Development Theoretical Framework**

Thought of Training and Development are used synonymously, they, however, are having a different meaning —Training prescribes teaching, operational or technical employees for how to do the job for which they were hired. Whereas —Development 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).

Training and Development must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these, there is a need to impart ethical orientation, emphasize on attitudinal changes and stress upon decision making and problem-solving abilities(Griffin, 2000). Nowadays in the world, an organization providing and updating knowledge, skill and attitude of the employee is important to give quick responses for competitors in the market, it is common function of human resource management. Because recreating, selecting, orienting and then planning employees to the institution and their job do not ensure success. In most cases, there may be a gap between an employee knowledge and skills and what the job demands.

Training and development are processes that attempt to provide an employee with information, skills and understanding of the organization and its goals. In addition, training and development are designed to help a person continue to make positive contributions in the form of good performance. Orientation is designed to start the employee in a direction that is compatible with the firm's mission, goals, and culture(Griffin, 2000).

Walking into a new job is often a lonely and confusing event unless Orientation introduces new employees to the organization and to the employee's new tasks, managers, and work groups. The newcomer doesn't usually know what to say or whom to say to it, or even where he or she is supposed to be and conduct the work he employed. Unless something s/he does upon it, getting started is difficult for any new employee simply because being new means not knowing what to expect, having to cope with a major life change (the job), and feeling unsure about the future. These ingredients suggest that —newness anxiety will naturally be significant (Aswathappa, 1998).

Though exercising training on new comers and the on job employers made, it is not all training would have the same degree. This means training practices which will be made, we talk, upon employees should have different degrees of orientation are needed, depending on the experience, career path, and age of the new employee. For instance: a long year experienced manager who is transferring to another department in the same company at the same job level may need only minimal orientation.

However, a first-year starter manager who is starting her first full-time job after attending management from a commerce school rather needs a full-brain blown brainstorming orientation. Nevertheless of the trainers, however, any orientation is designed to make the person more comfortable, knowledgeable, and ready to work within the firm's culture, structures, and employee mix. Thus, examining the background of the employee is important in designing the proper type of orientation program.

As Aswathappa, (1998) address, job analysis or studying ones employee's background is useful for an HRD manager or another concerned body as much as enough it can help him/her know what a given job demands from the incumbent terms of knowledge and skills. Training and Development programs can be designed depending on the job requirements.

Training and development programs as was pointed out earlier help remove performance deficiencies in employees. This is particularly true when:- i) the deficiency is caused by lack of ability rather than a lack of motivation to perform, ii) the individual(s) involved have the aptitude and motivation need to learn to do the job better, and (iii) supervisors and peers are supportive of the desired behaviors. Conducting training practices and development have different contributions to employee's stability at least two ways. Employees become efficient after understanding the training. Efficient employees contribute to the growth of the organization. Growth renders stability to the workforce; further, trained employees tend to stay with the organization. They seldom leave the company training makes the employees versatile in operations.

Beyond this, as Aswathappa (1998) addresses, it can help to avoid accidents, scrap and damage to machinery and equipment can be avoided or minimized through training. Furthermore, it can diminishes job dissatisfaction, complaints, absenteeism, and turnover of employees very well.

The American Society for Training and Development Competency study, *Models for Excellence*, defined the main focus of training and development as "identifying, assessing—and through planned learning—helping develop the key competencies which enable individuals to perform current or future jobs" (Scannell & Donaldson, 2000).

**Employee Training:** Employee training is designed to assist employees in acquiring better skills for their current job. The focus of employee training is on current job-skill requirements whereas Employee development is designed to help the organization ensure that it has the necessary talent internally for meeting future human resource needs (Dacenzo & Robbins, 2010, p. 190).

The focus of employee development is on a future position within the organization for which the employee requires additional competencies (Dacenzo & Robbins, 2010, p. 190). Most organizations have long recognized the importance of training for its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

Workplace training and employee development are key ingredients in the competitiveness of firms and ultimately of national competitiveness. Rapid change especially in the areas of technology require that employees continually learn new skills and upgrade their current skills (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 208).

## **2.2 The Importance of Training and Development**

As quoted by KuanChongtzu, a great man of China: "If you wish to plan for a year: sow seeds. If you wish to plan for ten years; plant trees. If you wish to plan for a lifetime; develop man". This statement evidentially makes a mention about the importance of Training and Development in organizations. Training and development activities are a continuing process beginning with the first day on the job, building skills for high performance and high morale (Dacenzo& Robbins 2010).

An effective training program actually teaches what it designed to teach, and it teaches skills and behavior that will help the organization achieve its goals (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 209). It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2006, p. 575). Training can help in the creation of a more productive, skilled and adaptable workforce (Holbeche, 2009, p. 146). If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the employee itself (Katcher & Snyder, 2003).

The training program prepares employees for future positions in the organization, enable the organization to respond to change, reduce turnover, enhance worker safety, improve customer satisfaction and product design, and meet many other goals (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 208). Employee development is something that most people imagine as intrusive all-day group training sessions. Unfortunately, this dreaded approach to employee development is just the opposite of how employee development should occur and feel to employees.

Employee development can manifest itself in many forms of training, evaluation, educational programs, and even feedback. If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself (Katcher & Snyder, 2003). Employees who receive training in line with their individual or organizational goals will become more efficient in what they do. To be prepared for rapidly changing conditions and normal attrition, each organization must provide training for its employees (Scannell & Les, *Human Resource Development: The new trainer's guide*, 2000, p. 2).

Attaran and Nguyen suggest that training in problem-solving, communications and time management is important (Attaran & Nguyen, 2000). Applebaum et al.(1999) recommend training in conflict management (Derek, Laura, & Stephen, 2005, p. 295).

Employee development implies learning that is not necessarily related to the employee's current job (Steen et al, 2009, p. 230). According to them it, instead, prepares employees for other positions in the organization and increases their ability to move into jobs that may not yet exist. The approaches to employee development fall into four broad categories: Formal education, assessment, job experience, and interpersonal relationship (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 231).

Employee Development is also attached with the career development and management of employees. Career management is the process through which organizations select, assess, assign and develop employees to provide a pool of qualified people to meet future needs (Jackson & Rowley, 2011, p. 12). The focus of career development is to provide the necessary information and assessment in helping employees realize their career goals. However, career development is the responsibility of the individual, not the organization (Decenzo & Robbins, 2010, p. 36). In spite of the innumerable reasons and benefits derived from training, in most cases, training and development programs fail.

This is regardless of whether the course is attended in the best universities or delivered by the most prominent trainer. This tells us that there are factors those affecting training. Feedback is a very important condition for the successful acquisition of skills. Training can be done mentally, where the employees go over the events in their heads in order to be properly prepared.

It is important that information is given correctly in the early stages of learning. This is so because if errors are not picked up early, the employee will be greatly disadvantaged when someone spots them later. Indeed, if the employees have been applying such faulty skills for years, it may mean that they are never fixed. The role of practice in the business of skills acquisition is very important when one thinks how much time employees spend perfecting the skills involved in their tasks. The main purpose of job training is to give employees the knowledge and skills they need to perform effectively in their fields of expertise.

According to (Kreitner & Kinicki, 2007) there are a number of factors on the job that prevent the transfer of learning.

These include the following:

- If learners see no value in applying new skills, believe no rewards will result from doing so or do not value the rewards, and then the transfer of learning from the classroom to the job will not occur.
- If individuals have little or no attitude to change what they do because the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed.
- If a learner's supervisor is not in favor of training, then there is little or no likelihood that a learner will be applying newly acquired skills. Supervisors exert a powerful influence over the behavior of subordinates because they control rewards and punishment.
- If a trainee returns to the project field only to find that fellow workers greet new ideas with skepticism, then training will not be imparted successfully.

## **2.3 Training Need Assessment**

Training need assessment, TNA for short, is the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting the training to specify the training need or performance deficiency. As employee development is futuristic in nature, the training need assessment can also be important to identify the required training to develop employees for future assignments.

## **2.4 Typical Training Methods**

Rhernebergen and Wognum (2002) have described core development as a process organization deliberately undertake in order to develop its employees to meet future challenges. Management also this process to develop a proper human resources development program that ensure employees are trained and their skills are upgraded as they go up the organization's ladder to occupy positions of higher responsibilities. Keissler (2002) argues that career development facilitates the organizations objective of showing a well-articulated growth-oriented yet flexible path to its employees. Information technology on the other hand has been hailed as a catalyst of human resources development. Powel (1997) investigated linkages between information technology and performance and observed that information technology alone cannot produce sustainable performance advantages in the organization but that firms had gained advantages, by using information technology to leverage performance.

Beardwell and Holden (1994), pinpoint that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further, they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into: on-the-job training and off-the-job training. On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment. 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. It has the advantage of actuality and immediate since the trainee works, learns and develops expertise at

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

Rothwell et al (1994) observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands-on practice imitation. Generally, the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training. Off-the-job training – sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work are eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a training area or centre that has been specifically equipped and staffed for training. They include: lectures, training by management institutions, conferences, seminars, case study, brainstorming.

According to Lisk (1996), human resources training and development approaches can be viewed from two perspectives, the macro and micro-practices. The micro identifies the degree to which internal career development systems facilitate organizational progression and personal development. It also addresses the extent to which organizations perceive a need for skill enhancement to equip employees with relevant skills for future work demand. These approaches include career development information technology, job rotation, job design, job enhancement, job enlargement, 360 degrees feedback and on-the-job training. Decenzo and Robbins identified two major training methods (Armstrong, 2008, p. 192). They are on-the-job training and Off-the-job training.

### **A. On-the-job Training**

1. Has long been considered a valuable tool to increase employee motivation. Job rotation involves lateral transfers that allow employees to work at different jobs and provides exposure to a variety of tasks.
2. Apprenticeships: are frequently used to combine classroom instruction in combination with working alongside a seasoned veteran, coach, or mentor.  
The combination of hands-on and classroom learning complement each other.  
Apprenticeships are frequently used in skilled trade or craft jobs such as building trades
3. Internships are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education.

Internships vary from very unstructured to highly structured and may include college credit. Organizations usually value internships as a way to reduce recruitment expenses without creating an obligation for regular employment. Interns also provide a valuable source of new ideas and creativity. Students participating in internships gain valuable real-world experience and greatly enhance their value to prospective employers

3. **Cooperative education:** Steen et al(2009: 218) added this type of on-the-job training which is a plan of higher education that incorporates paid work experiences as an integral part of academic studies.

## **B. Off-the-Job Training Methods**

Classroom Lectures probably don't need much explanation at this point of your education, but once you finish college, you may not have seen the inside of your last classroom.

Many organizations use classroom instruction along with other methods to provide a great deal of information in a limited timeframe.

1. Instructors need to understand the different learning characteristics of adult learners and the variety of types of instruction that create interest in the specific technical, interpersonal, or problem-solving skills they are teaching.
2. Multimedia Learning can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online.
3. Simulations involve learning a job by actually performing the work (or its simulation). Simulation methods may include case analyses, experiential exercises, computer simulations, virtual reality, role-playing, and group interaction.
4. Vestibule training takes away from the production area on the equipment that closely resembles equipment actually used on the job. The primary advantage of this training method is that it removes the employees from the pressure of having to produce while training.
5. The emphasis is focused on learning the skills required by the job. **(T. Hari Prakash, 2016).**In general methods of training and development summarized in the following diagrams.

Figure 1: Methods of training and development



**Source:** www. Training and development .http.td.4.4.5google

## 2.5 Evaluation of Training and Development Programs

How to determine whether a training program is effective or not? One way is to measure the change in outputs in terms of costs, sales, production, employee turnover or revenue. The HRM can compute the Return on Investment (ROI) by determining the benefit of the training and dividing it by training expenses (Decenzo, Robbins, &Verhulst, 2010).

According to Armstrong (2003), training and development programs should be monitored continually to ensure that plans are going according to budget. To 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.
- ✓ Should be reasonable.

### **2.5.1 Levels of Evaluation**

There are four levels of evaluation that have been suggested by Decenzo (2010):

#### **Level 1: Reaction:**

This level measures the level of reaction to of participants to the training and answers whether the trainees liked the training, perceived they attained their learning goals, how much they liked the trainers and any tip they have for improving the training. This level measures trainees have reacted to the training.

#### **Level 2: Evaluating Training:**

This level shows information on the level of which learning objectives have been covered. It tries to find how much knowledge is gained, what skills were developed and the extent to which attitudes are changed in the desired direction. The evaluation of learning should involve the use of tests before and after the program.

#### **Level 3: Evaluating Behavior**

This level evaluates the degree to which behavior has changed as required when people attending the program have returned to their jobs. This level measures the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Evaluation should take place pre and post-training. The evaluation needs to assess the extent to which specific learning objectives relating to change in behavior, and the application of knowledge and skills have been achieved.

#### **Level 4: Evaluating Results**

This is the ultimate level of evaluation and provides the basis for assessing the benefit of the training against its cost. The objective is to determine the added value of learning and development programs how they contribute to rising organizational performance significantly above its previous level. The evaluation has to be based on „before and after“ measures and has 18 to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, productivity, reducing accidents or increasing customer satisfaction. Evaluation results are easier when they can be quantified.

## **2.6. Benefits of Training and Development**

The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolescence of the current technology in place with the organization Nadler (1984).

Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to the changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is a need to ensure that there are synchronization and standardization in how things are carried out in organizations. Beardwell and Holden (1997)

Human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training and development lead to increased employee motivation Seligman (1978).

The management can motivate people through such methods as pay, promotion, praise and training. Gale (1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances the competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position: Gallantly (1996). Armstrong (2005), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

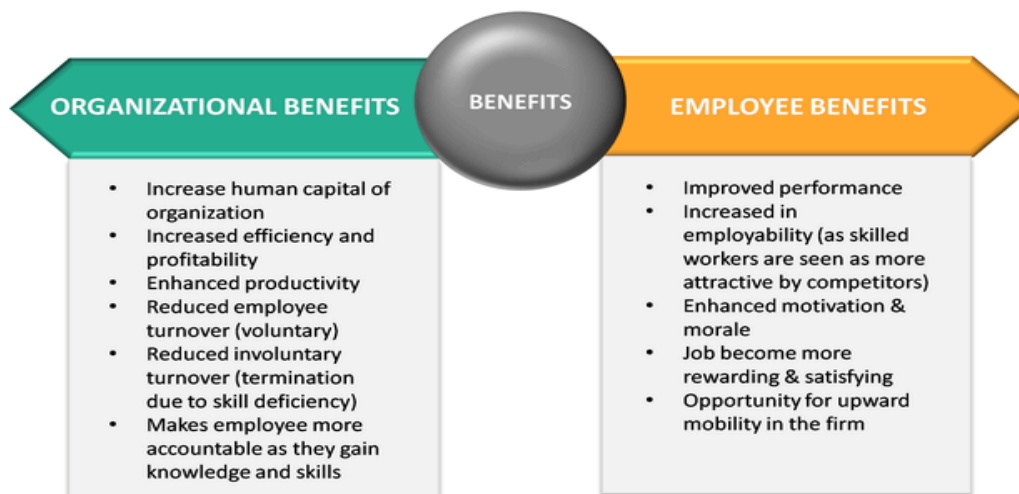
Training and development ensure increased productivity. Armstrong (2003) all organizations are concerned with what should be done to achieve a sustainable high level of performance through people.

The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. It also enhances customer relations. Muchel‘le (2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the customers and communicating well with them, being sensitive and tactful, employees being sincere with the information they provide, making promises they can keep, loyal to customers, associates and the company. In sum, the benefits of training and development presented as follows.

**Figure 2: Benefit of Training and development**

## TRAINING AND DEVELOPMENT

### Benefits of Training and Development



**Source: www. Training and development .http.td.4.4.5google**

The main aim of the training is to shorten learning time so that new recruits reach their peak of efficiency as quickly and economically as possible in the way it reduces cost for the organization. Training also aims at improving the performance of existing employees. It also helps people to develop their capacities so that the company can meet most, if not all, its future requirements for manager’s supervisors and higher grade professional, technical, sales and productions staff from within the enterprise.

In nutshell, the purposes of training include:-

- Improving the quantity of output
- Improving the quality of output
- Lowering the costs of waste and equipment maintenance

- Lowering the number and costs of accidents
- Lowering the turnovers and absenteeism and

However, increasing job satisfaction might bring if and only if training can improve the employee's self-esteem. (Narayana, 2000)

## **2.6. 1. Theories and Trends on Training Practices and Development**

### **A. Goals of Training**

**Training validity:**-is the trainees learn skills or acquire knowledge or abilities during the training?

**Transfer validity:**-Did the knowledge, skills, or abilities learned in training lead to improved performance on the job?

**Intra organizational validity:**-Is the job performance of a new group of trainees in the same organization that developed the program comparable to the job performance of the original training groups(s)

**Inter-organizational validity:**-Can a training program that has been validated in one organization be used successfully in another firm? These questions (goals) result in different evaluation procedures to examine what, if anything, training and development have accomplished. (Ivancevich M. 2003).

### **B. Choose Trainers and Trainees**

The success of the training program depends on the proper selection of the person who performs the training task. Personal characteristics (such as the ability to speak well, to write convincingly, to organize the work of others, to be inventive, and to inspire others to greater achievements) are important factors in the selection of trainers. The process of analyzing needs and developing a training program can be accomplished by company trainers. HR specialists or hired outside consultants who report to the HR manager or other top managers are also used to perform a needs analysis and to conduct the training.

Although much formal training is performed by professional trainers, often operating supervisors may be the best trainers technically, especially if the training manager helps them prepare the material. Using operating managers as trainers overcome the frequent criticism that —training is OK in the classroom. But it won't work on the shop floor or back on the job. The presence of trained trainers is a major factor in whether the training program is successful. (Ivancevich M.2003). Reason of training summarized in the following diagram.

**Figure 3: Reasons for training**



**Source: www. Training and development .http.td.4.4.5google**

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders 'investment. The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial strength and its positive reputation. The company is, therefore, able to negotiate friendly purchase terms with suppliers. This example illustrates the virtuous circle'as described by Lisk (1996) where there is a reciprocal relationship between training & development and performance. Learner (1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase. According to Noe (2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and

shareholders in the longrun as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

## **2.7 Empirical Review**

Most of the time organizational success relied on the skills and abilities of its employees. The study collected the information the types of training and the influence of training on knowledge retention. The good training programs lead to increased employee job satisfaction. (Thomas Acton, Willie Golden, 2003). Continuous investment in training and development would ensure an adequate supply of staff that is technically and socially competent. According to Tahir et al. (2014), it is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task so that training and development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased. The researchers also tried to give emphasis on training since employees are the resources and assets of an organization if they are skilled and trained they would perform better than those who are unskilled and untrained.

A study conducted by Kasau (2014) to assess the relationship between training and performance showed that employees should be trained to equip with positive attitudes towards work and training should also be done with an objective of building the “how” to deliver quality services to the customers. For the employees to perform well, they should be trained and then positioned for any personal growth opportunities available in the company. Falola et al., (2014) also argued as training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills. The researcher found the following different studies conducted by different researchers on the impact of training and development on employees' performance helpful to strengthen the literature.

Performance of employees, enhancement of employees ability to adapt to the changing and challenging business environment and technology for better performance, increase employees knowledge to develop creative and problem solving skills. The researcher found the following different studies conducted by different researchers on the impact of training and development on employees performance helpful to strengthen the literature.

Hameed, and Waheed A. (2011) wrote a research evaluating the theoretical framework and models that are linked with the development of employee and the impact of those models on the performance of employee. The authors stated that the employees are essential elements for an organization. The employee performance has such a significant impact that an organizations success or failure is dependent on it. For that reason, companies are highly engaged in employee development and investing large lump sum of money in this regard. The research had proposed certain identified key variables.

Studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. According to Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

According to Wright and Geroy (2001), employee competencies changed through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

In addition, Ahmad and Bakar (2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes, both on individual and organizational level. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions.

According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning

and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

Although the above literature provides the evidences regarding the benefits of training and development, Cheramieet al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees job related behaviour and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees.

Finally, many related studies have been conducted by different researchers in different parts of the world on the subject matter of this study. Training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem-solving skill and to prevent obsolescence (H.O.Falala et al, 2014).

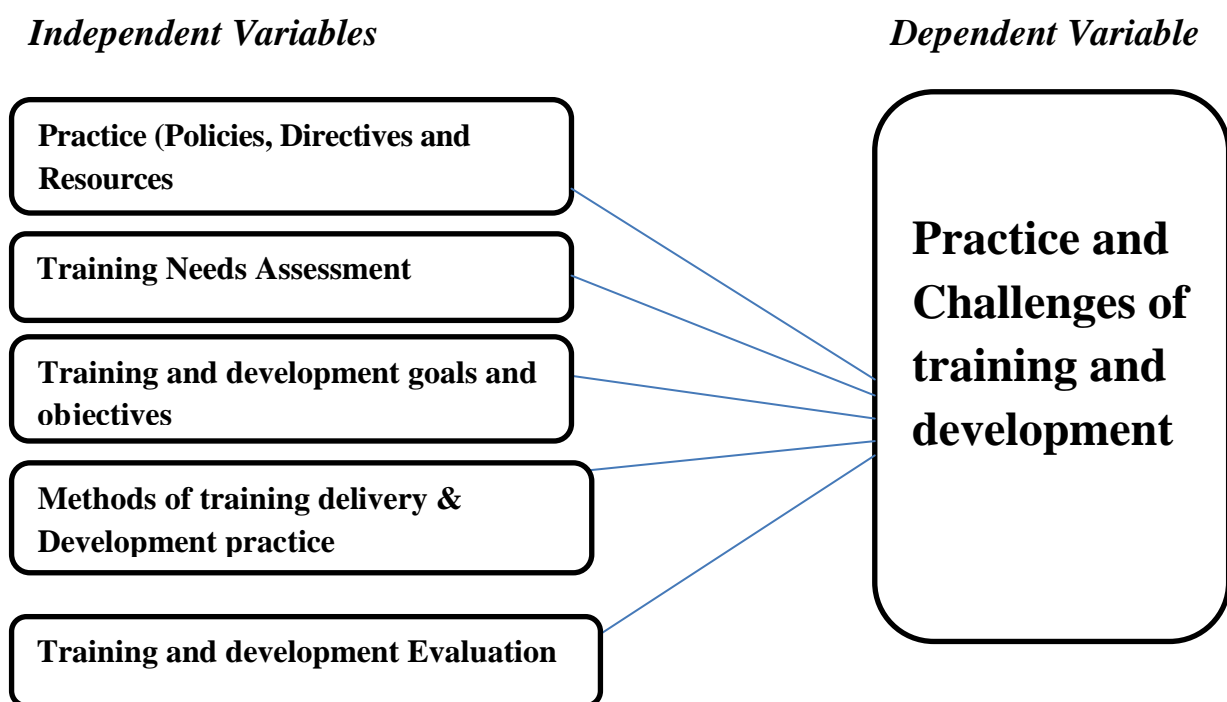
## **2.8 Conceptual Model of the Study**

Training and development are most effective in motivating and retaining high-quality human resources within the organization (Kate Hutchings, Cherrie J.Zhu, Brain K, Cooper, Yiming Zhang and Sijun Shao, 2009). During the 1980s, Japanese management practices clearly revealed that business success based on high standards of performance was dependent on a highly trained

and developed workforce (Brown and Read, 1984). It has been confirmed that organizations with more progressive people-oriented policies have excelled, leaving the competition behind.

This mainly because when organizations invest in people in training, what they get in return is a higher skill and greater competence that helps improve morale and productivity (Sheeba Hamid, 2011). Many scholars have proved that effective training and development; which is independent variable have practice and challenges which is dependent variable.

Figure 4: Dependent and independent variables



*Source: Raja, Furguan & Mohammed. (2011).*

## **CHAPTER THREE**

### **3. Research Design and Methodology of the Study**

#### **3.1 Research Design**

The main objective of this study is assessing the practice and challenges of training and development in the Ethiopian Textile Industry Development Institute. Quantitative and qualitative research tools were used in order to produce a richer and more factual report. The mixed strategy enables to convert quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2013 as cited by Abenet, 2016). Particularly, descriptive survey design was employed since it is an appropriate method which enhances the research to assess the existing practices and challenges of Training and Development at Ethiopian Textile Industry Development Institute. The researcher felt that the selected method will be appropriate.

#### **3.2. Sample Size and Sampling Methods**

The population size and its characteristics were described under this section. It also discussed the methodology used to define the selected purposive sample taking from the population. The major sources of primary information for the study were trainee employees, team leaders, middle-level managers and higher officials of the institution. To perform this study, the first step is getting the total number of the target population.

##### **3.2.1. Total Population, Sampling Size and Sampling Method**

The total population of the study comprises 280 employees of Ethiopian Textile Industry Development Institute. The total population has been divided into four strata (top managers, middle-level managers, lower level managers and operating employees). To collect data through questionnaire lower-level managers and operating employees are selected using the sample size formula depicted below. For the data collected through interview eight middle and two top-level managers who are assumed to provide relevant information are selected.

The sample size was calculated using the following formula developed by (Yamane, 1967) with a 95% confidence level and 5% error.

$$n = \frac{N}{1+N(e)^2} \quad \text{Where; } n = \text{the desired sample size}$$

N = Population size

e= level of precision

$$n = 270 / 1 + 270(0.07)^2 = 270 / 2.323 \quad n = 116$$

Therefore the total sample size was 116 operating employees and team leaders. Of which 100 is allotted for operating employees and 16 for team leaders.

All the participants are selected using purposive sampling method to make sure that they have gone through the training program or understand the training and development program in the institute. This method helps to include only those who provide relevant data for the current study.

### **3.3. Data Sources and Collection Methods**

The data for this research were obtained from both primary and secondary sources.

#### **3.3.1 Primary Sources**

Primary data was collected from operating employees and team leaders using questionnaire and through interview from middle and top-level managers.

##### **A. Questionnaire**

According to Ahmed (2014), a questionnaire is a powerful evaluation tool in behavioral sciences. If well designed, it can be a very reliable and veritable tool. In a questionnaire, respondents read the questions, interpret what is expected and then write down the answers Kumar (2011). Having this advantage in mind; close-ended and open-ended questions were developed and distributed to students and teachers of target schools. The data was collected mainly by using questionnaire which was consisting of both open- and close-ended items.

## **B. Interview**

Interviews are a more personalized form of data collection method than questionnaires, and to obtain data for further clarity and credibility of the research are involving one-to-one. Semi-structured as questionnaire surveys the same research protocol interviews with selected respondents who were selected based on purposive sampling was conducted by trained interviewers.

However, unlike a questionnaire, the interview script may contain special instructions for the interviewer that is not seen by respondents and may include space for the interviewer to record personal observations and comments. In addition, the interviewer has the opportunity to clarify any issues raised by the respondent or ask probing or follow-up questions (Bhattacharjee 2012). Hence, the interview guideline was produced and Semi-structured interview was used to conduct especially for one General Director and Two Deputy General Directors of the Institution.

### **3.3.2. Secondary Sources**

The documents in the institute which are related to training and development were assessed as a source of secondary data. In order to find the facts in the study area, the researcher has assessed different documents such as Organization Structure, BSC Document, Strategic Plan and Annual Training and Development Need Assessment document, Plan and Report in relation to the practices and challenges of training and development of trainees. This is mainly to cross-check it with the result of the primary data.

### **3.4. Pilot Study and Data Collection Procedure**

The prepared data collection instrument were distributed to experienced employee and potential respondents. To have comment and possible modification was made. Then the prepared questionnaire distributed to study participant.

### **3.5. Methods of Data Analysis**

The raw data collected through questionnaire and interview was carefully tallied, tabulated and organized. The items were classified into different tables according to the nature of issues raised in questionnaires. Each of the issues was analyzed and interpreted based on the response of the questionnaire. The data gathered from the respondents were analyzed by using a descriptive (frequency and percent) statistics. Moreover, inferential statistics of correlation and regression were employed. In addition to this, the qualitative data obtained through interview was presented through narration.

### **3.6. Ethical Consideration**

The study was conducted by considering ethical responsibility. The necessary approval and permission letter was written and obtained from the University and ETIDI. The researcher communicated to the respondents the purpose and aim of the study and the use of the information as well. Every respondent participate in the research willingly and involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm will be caused to subjects in the research. Information obtained will be held in strict confidentiality by the researcher. Moreover, participants will be notified not to disclose their names; and also assured anonymity of data. The following ethical considerations were at the base of this research. a) Fairness. b) Openness of intent. c) Disclosure of methods. d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research.

## CHAPTER FOUR

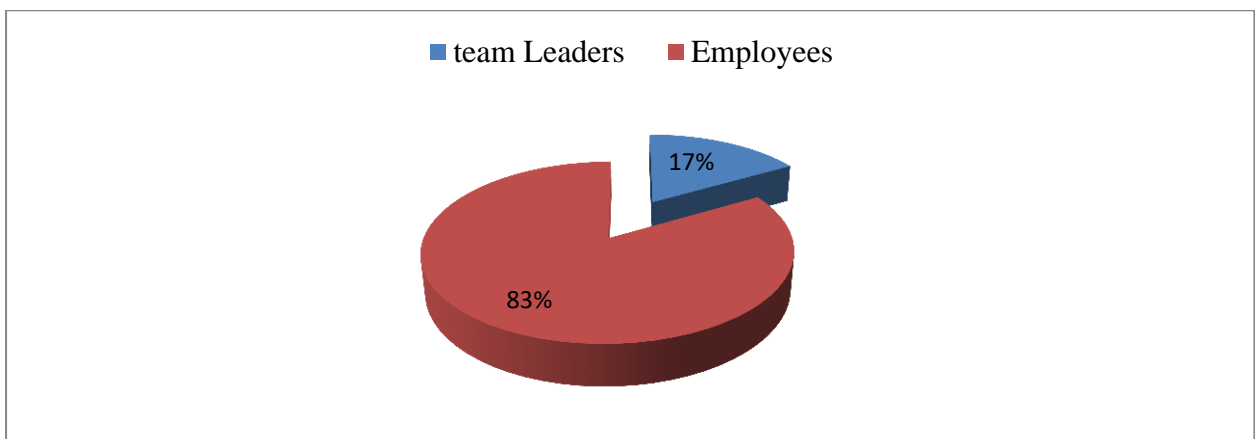
### 4. Data Analysis and Interpretation

This section of the study deals with data analysis and interpretation. It is produced based on data obtained through data collection instrument questionnaires and interview. Questionnaires were filled by ETIDI team leaders and employees. Moreover, the interview was conducted based prepared guidelines. A total of 116 questionnaires were distributed to the respondents. Of the distributed 72 questionnaires were properly filled and returned back. Contrary to this 25 questionnaire were discarded due to not properly filled while 19 questionnaire were absent in the hand of respondents Furthermore, 10 of them participated (eighth directors and two general deputy directors) in the interview and. The data from field survey summarized as follows.

#### 4.1. Socio-Demographic Characteristics of Respondents

Under this section socio-demographic characteristics of respondents were included. Some of the socio-demographic characteristics were position sex, age, academic qualification and service year of the respondents.

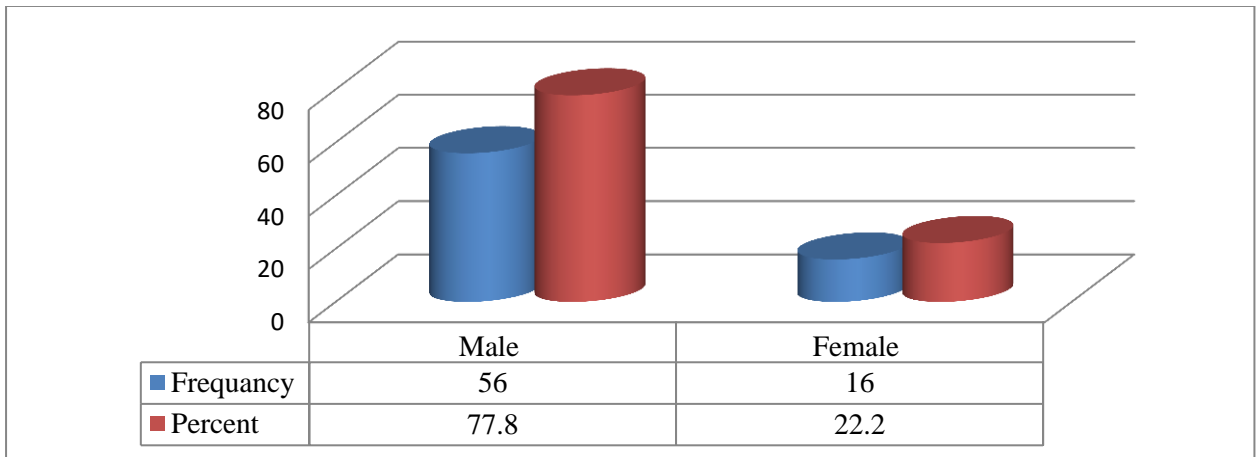
**Figure 5: Distribution Position of Respondents**



Source: Field Survey, 2019

Figure 5 illustrated that socio-demographic characteristic of respondents. The first socio-demographic characteristic is the position regarding the position of respondents 60 (83.3%) of the respondents were employee while 12 (16.7%) of the respondents were team leaders. From the above information, it is possible to conclude that the majority of the practice part of the study was employees.

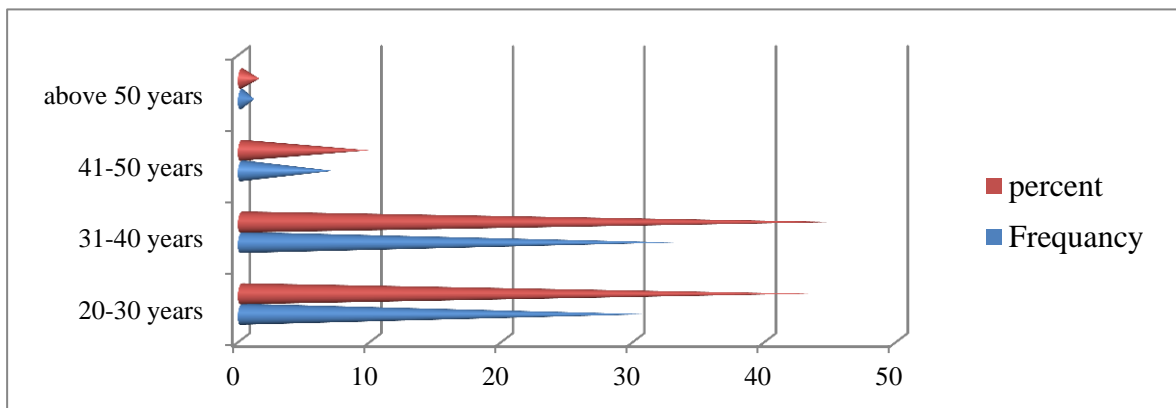
Figure 6: Distribution of sex of Respondents



**Source:** Field Survey, 2019

Figure 6 showed that the second socio-demographic characteristics was sex 56 (77.8%) of the respondents were male sex category while 16 (22.2 %) of the respondents were female sex category. From the above information, it is possible to say that the majority of respondents were male sex category. The dominant number of institute employee was male. This may be the case that more male sex category becomes a participant of this study.

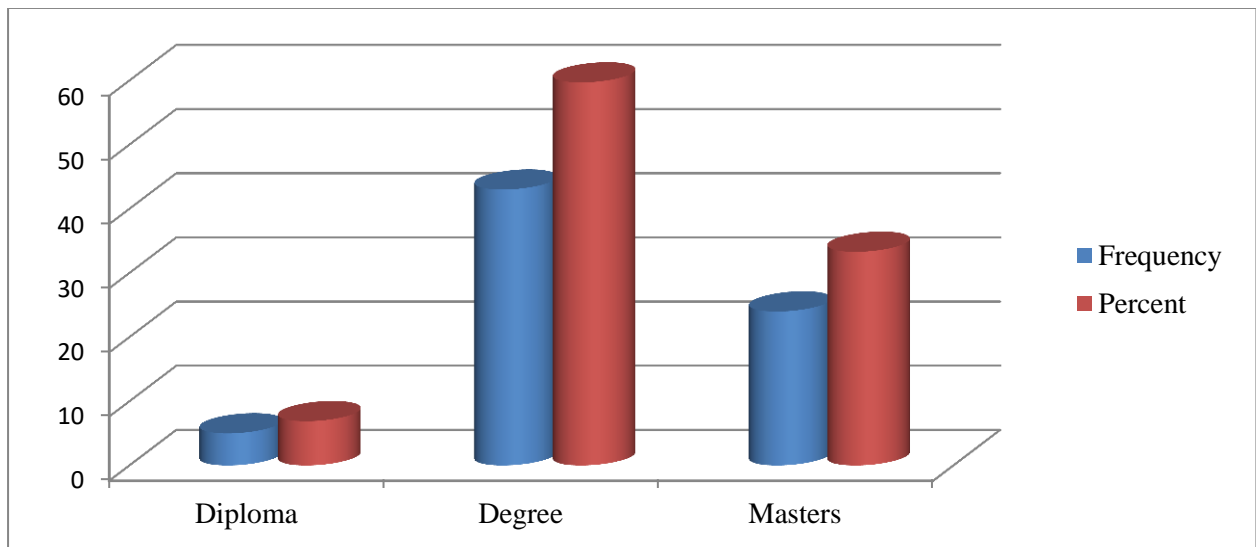
Figure 7: Distribution of Age of Respondents



**Source:** own computation from field Survey, 2019

Figure 7 showed that the third socio-demographic characteristics of respondents was age. Regarding to this, 33 (45.8%) of the respondents were in the age category, 31 (43.1%) of the respondents were in the age of 20-30 years. From the above information, it is possible to say that the majority of respondents in the age category of 31-40 years.

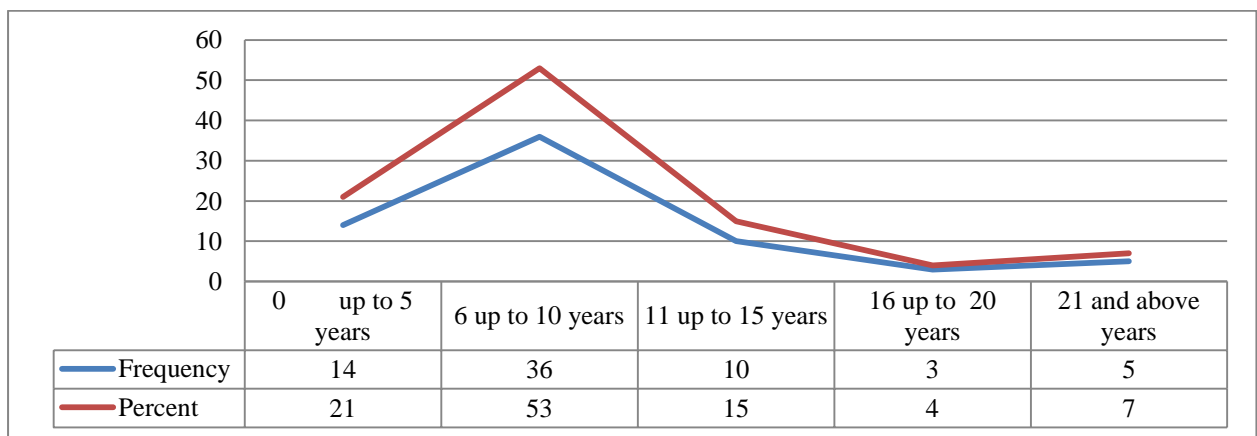
**Figure 8: Distribution of Educational Qualification of Respondents**



**Source:**Field Survey, 2019

Figure 8 illustrated that educational qualification of respondents. In this regards, 43 (59.7%) of the respondents were degree holders while 24 (33.3%) of the respondents were master’s degree holders. Thus, the majority of respondents who were participated in this study were degree holders. Thus, the employee of the organization is at good academic preparation.

**Figure 9: Distribution of Service Year of Respondents**



**Source:** Field Survey, 2019

Figure 9 illustrated that distribution of service year of respondents. The socio-demographic characteristics respondents included were service years. In this regard to service year, 30 (53%) of the respondents were 6-10 years’ work experience while 14 (21%) of the respondents were 0-5 years’ work experience. Hence, the majority of respondents have 6-10years’ work experiences.

## 4.2 Training and Development Respondent Response

The data obtained from the Field survey summarized as follows

**Table 1: Training and development practice in the context of Polices, Directives and Resources**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	The Institute has defined training and development policy	7	9.7	13	18.1	16	22.2	29	40.3	7	9.73
2	The Institute has designed training and development system with directives	2	2.8	13	18.1	16	22.2	33	45.8	8	11.1
3	Training and development practices are conducted based on rule and regulation	6	8.3	19	26.4	20	27.8	20	27.8	7	9.72
4	Training and development Policies and programs are integrated to the objectives of the organization	4	5.6	12	16.7	21	29.2	31	43.1	3	4.22
5	Training and development programs are designed based on need assessments	4	5.6	19	26.4	20	27.8	23	31.9	6	8.3
6	There is serious attention to allocate sufficient budget and resource for the training and development	9	12.5	18	25	22	30.6	19	26.4	4	5.6
7	There is serious attention in the allotment of time for the training and development	9	12.5	18	25	21	29.2	21	29.2	3	4.2

**Source:** Field Survey, 2019

Table 1 showed that respondents report on training and development practice in the context of Polices, directives and resources. The first statement was about whether the institute has defined training and development policy or not.

Regarding to this statement 36 (50%) of the respondents said agreed while 20 (27.87) of the respondents said disagreed. From this information, it is possible to conclude that some what the institute has defined training and development policy.

The second statement was about whether the institute has designed training and development system with directives or not. Regarding to this statement, 41 (50.1%) of the respondents said agreed while 16 (22.2 %) of the respondents were neutral to this statement. Thus from this information, it is possible to say that the institute has designed training and development system with directives.

The third statement was training and development practices are conducted based on rule and regulation. Concerning this, 27 (37.5%) of the respondents said agreed while 25 (34,7%) of the respondents said disagreed. Hence, it is fairly possible to see that training and development practices are conducted based on rules and regulations.

The fourth statement was about training and development policies and program are integrated into the objectives of the organization. In this regards 34 (47.3%) of the respondents replied agreed while 21 (29.2 %) of the respondents said disagreed. From this data, we can possible to say that training and development policies and program are integrated into the objective of the organization.

The sixth statement was there is series attention to allocate sufficient budget and resources for the training and development concerning to this statement 23 (32.0%) of the respondents said agreed while 27 (37.5%) of the respondents said disagreed. From this information it possible to conclude that there is no series of attention to allocate sufficient budget and resource for the training and development.

The seventh statement was here is series attention in the allotment of time for the training and development. In this regards 24 (33.4%) of the respondents said agreed while 27 (37.5%) of the respondents said disagreed. This implies that there is no series of attention of allotment of time training and development.

Moreover, the interview reported that

*The institute has no defined training policy. Training and development are conducted in accordance with directives and training and development committee. Under human resource department has the responsibility to monitor and follow up the training and development training and development team assigned in accordance with the institutional structure.*

The other reported that

*We have developed guidelines (directives) and manuals based on the Federal public service commission document. The Modification was made by considering the organization context. The policy of human resource development is under ratification at the federal level. Then the organization has no policy of training and development (Feb 28.2019).*

Regarding the availability of resource the interviewee reported that

*There is no shortage of budget and resource for training and development but the problem is the proper utilization of allotted budget and fulfilling the training facilities. Moreover, there is a problem with procurement. Some professional training need outdoor trainer but sometimes the institute get difficulty training center which fulfills the training demand of the ETDI (Feb 28.2019).*

This part deals with training and development needs which are being prioritized and identified in Ethiopian Textile Industry Development Institute.

**Table 2: Training and Development Needs Assessment**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	In ETIDI there is SMART manual and instrument of need assessment.	10	13.9	21	29.2	24	33.3	14	19.4	3	4.2
2	The need assessment checklist filled with out bias and is genuine.	5	6.9	18	25	27	37.5	19	26.4	3	4.2
3	Training & development need assessment manual is prepared by considering the need of prospective trainees.	9	12.5	17	23.6	24	33.3	17	23.6	4	5.6
4	In the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train.	8	11.1	20	27.8	19	26.4	22	30.6	2	2.8
5	The training and development need analysis methods enable to clearly identify in relation to employee need to perform their job.	5	6.9	15	20.8	28	38.9	19	26.4	5	6.9
6	ETIDI training and development is practiced based on your work needs.	8	11.1	20	27.8	18	25	20	27.8	6	8.3
7	Training and development need analysis conducted is able to produce relevant findings on performance gaps.	3	4.2	17	23.6	29	40.3	19	26.4	4	5.6
8	The organized training by the institute is for the sake of refreshment or to collect allowance with less attention to the outcome of training.	7	9.7	21	29.2	21	29.2	20	27.8	3	4.2

Source: Field Survey, 2019

Table 2 deals with respondents report on training and development needs assessment. To describe the training and development statements were designed and the result summarized as follows.

The first Statement was in ETIDI there is SMART manual and instrument of need assessment. In this regards, 21 (29.2%) of the respondents said disagreed while 24 (33.3%) of the respondents said neutral. This implies that in ETIDI there is no SMART manual and instrument of need assessment.

The second Statement was the need assessment checklist filled without bias and so genuine. In this regards, 27 (37.5%) of the respondents were neutral to the statement while 25 (31.9%) of the respondents disagreed. This implies that respondents have neutral response to the need assessment checklist filed without bias and genuine.

The third Statement was training and development need assessment manual is prepared by considering the need of prospective trainers. Concerning to this, 26 (36.1%) of the respondents said disagreed while 24 (33.3%) of the respondents said agreed. This implies that training and development need assessment is not prepared by considering the need for prospective trainees.

The fourth statement was in the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train. In this regards, 28 (38.9%) of the respondents reported disagreed while 24 (33.4%) of the respondents said agreed. From the above information, it is possible to conclude that in the organization need of training and development are not properly prioritized by considering the interest of prospective employee who is going to train.

The fifth Statement was the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs. In this regards 28 (38.9%) of the respondents were neutral while 23 (33.3%) of the respondents were agreed. From the above information, it is possible to conclude that respondents were neutral to the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs.

The sixth Statement was ETIDI training and development is practiced based on the work needs. In this regards 28 (38.9%) of the respondents were disagreed, 28 (36.1%) of the respondents were agreed. From the above information, it is possible to conclude that ETIDI training and development is not practical by based on the work needs.

The seventh statement was training and development need analysis conducted is able to produce relevant finding on the performance jobs. In this regards, 29 (40.3%) of the responds were neutral to the statement while 23 (31.0%) of the respondents said agreed from the above information it is possible to conclude that respondents were neutrals to training and development need analysis conducted able to produce relevant finding on the performance jobs.

The eighth Statement was the organized training by the institute is for the sake of refreshment or to collect allowance with less attention to the outcome of training. In this regards, 28 (38.9%) of the respondents said disagreed while 23 (32.0%) of the respondents said agreed. From the above information, it is possible to conclude that the organized training by the Institute is not for the sake of refreshment or to collect allowance with less attention to the outcome of the training.

In addition to this, the interviewee report that

*..... Need assessment is conducted. Need assessment practices of the institute is supported by PEST and SWOT analysis. The officers make decision on training and development based on what the employee suggested. Because of this some trainings are not fit with the Institute objectives. The employee may suggest training area for the sake of self-benefits and to make free from the office routine for some periods and for refreshment. The officers still do not consider the interest or objectives of the Institute. So the employees do not integrate the training to the organization objectives. The training is mostly out of the objectives, it is considered as one means to collect allowance. Thus, training need assessment conducted in the organization and the training organized do not fit with the organizational objectives (Feb 28.2019).*

Other interviewee replied that

*The training need is assessed under the human resource development team. The team assesses the need for training and development by standardized format. The workers filled checklist of three training needs and approved by the immediate boss. Then, it is sent to the screening team of HRM. The human resource department includes in its planning (Feb 28.2019).*

**Table 3: Training and Development Plans, Objectives and Roles**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Training and development objectives are set in advance	4	5.6	13	18.1	21	29.2	31	43.1	3	4.2
2	The organization in its programs has set SMART training and development objectives.	5	6.9	14	19.4	27	37.5	23	31.9	3	4.2
3	The organization's training and development plan has been developed in accordance with the strategic plan	2	2.8	18	25	26	36.1	23	31.9	3	4.2
4	The organization training and development plan Preparation allows the participation of all employees.	8	11.1	22	30.6	18	25	20	27.8	4	5.6
5	The Training and development plan of the organization is well communicated to all partners & stakeholder	8	11.1	21	29.2	22	30.6	18	25	3	4.2
6	Training and development program of the organization is designed compatible with the actual job to be performed.	7	9.7	21	29.2	17	23.6	25	34.7	2	2.8
7	The organization reviews of its strategies and objectives to have feedback for training and development for future possible arrangements.	4	5.6	18	25	18	25	29	40.3	3	4.2
8	Training and development programs allow acquiring skills, knowledge and attitude improve employee's performance	3	4.2	5	6.9	14	19.4	44	61.1	6	8.3
9	Training & development considers the employee's future career development.	5	6.9	14	19.4	14	19.4	35	48.6	4	5.6

**Source:** Field Survey, 2019

Table 3 showed that respondents report on training and development plans, objective and roles. To describe training and development plans, objectives and roles statements were designed and the result from field survey presented or summarized as follows.

The first Statement was training and development objectives are set in advance. Against this statement 34 (47.3%) of the respondents reported agreement to the statement while 17(23.7%) of the respondents disagreed to the statement. From the above information, it is possible to say training and development objectives are not set in advance.

The second Statement was the organization in its program has set SMART training and development objectives in this regards, 26(36.1%) of the respondents said agreed while 27(37.5%) of the respondents said disagreed. From the above information, it is possible to say that the organization in its progress has set SMART training and development objectives.

The third Statement was the organization's training and development plan have been developed in accordance with the strategic plan. Against this statement 26 (36.1%) of the respondents said agreed while 26 (36.1%) of the respondents were neutral to the statement. From the above information, it is possible to say that the organizations training and development plan has been developed in accordance with the strategic plan.

The fourth Statement was the organization training and development plan preparation allows the participation of all employees. In this regards, 30 (41.7%) of the respondents said disagreed while 24 (33.33.4%) of the respondents said agreed. From the above information, it is possible to conclude that the organization training and development plan preparation do not allow the participation of all employees.

The fifth Statement was the training and development plan of the organization is well communicated to all partners and stakeholders. Against this statement, 29 (40.3%) of the respondents were disagreed while 22 (30.6%) of the respondents were neutral to the statement. From the above information, it is possible to conclude that the training and development plan of the organization and not well communicated to all partners and stakeholders.

The sixth Statement was the training and development program of the organization is designed compatible with the actual job to be performed. Against this statement 28 (37.9%) of the respondents were disagreed while 27 (37.5%) of the respondent were agreed. From the above information, it is possible to conclude that training and development program of the organization is not designed compatible with the actual job to be performed.

The seventh Statement was the organization reviews its strategies and objective to have feedback for training and development for future possible arrangements. In this regards, 31 (44.5%) of the respondents replied agreed while 24 (30.6%) of the respondents replied disagreed. From the above information, it is possible to summarize the aspect as the organization reviews of its strategies and objectives to have feedback for training and development for future possible arrangements.

The eighth Statement was training and development programs allow acquiring skills, knowledge, and attitude improves employee's performance. Against this statement 50 (69.4%) of the respondents were agreed while 14 (19.4%) of the respondents were neutral to the statement. From the above information, it is possible to conclude that training and development program allow acquiring skills, knowledge, and attitude to improve employee's performance.

The ninth Statement was training and development consider the employee's future career development. Against this statement, 39 (54.2%) of the respondents were agreed while 19 (26.3%) of the respondents were disagreed. From the above information, it is possible to conclude that training and development do consider the employee's future career development. The interviewee report that based on need assessment training and development plan is being prepared and the objectives were set in the plan.

**Table 4: Methods of Training Delivery & Development Practice**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	The organization gives both on-job and off-job training	5	6.9	9	12.5	13	18.1	38	52.8	7	9.7
2	The delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes	3	4.2	15	20.8	20	27.8	33	45.8	1	1.4
4	The organization is employed trainee-centered training and development delivery method	3	4.2	14	19.4	28	38.9	25	34.7	2	2.8
5	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately	3	4.2	11	15.3	20	27.8	33	45.8	4	5.6
6	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.	2	2.8	20	27.8	18	25	26	56.1	5	6.9
7	There is safe and conducive environment to conduct training and development in the institute	4	5.6	20	27.8	20	27.8	23	31.9	5	6.9
8	Training and development conducted is fit to intended purposes and objectives with the method employed	4	5.6	11	15.3	25	34.7	28	38.9	4	5.6
9	The training Conducted in collaboration with other country to share best experience.	6	8.3	13	18.1	18	25	32	44.4	3	4.2

**Source:** Field Survey, 2019

Table 4 showed that the method of training delivery and development practice. To assessment method of delivery and development practice statements were designed which can describe the situation and the result from field survey presented or summarized as follows.

The first statement deals with whether the organization gives both on job and off-job training. In this regards, 45 (63.5%) of the respondents said agreed while 14 (19.4%) of the respondents said disagreed. Thus, from the above information, it is possible to conclude that the organization gives both on job and off job training.

The second statement depicted that the delivery method that the organization employed is proper to acquire the necessary knowledge skills and attitudes in this regards, 34 (47.2%) of the respondents said agree while 20 (27.8%) of the respondents said neutral. Thus, the delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes.

The third statement is the organization is employed trainee-centered training and development delivery method. In this regards, 28 (38.9%) of the respondents said agreed. Thus, from the above information, it is possible to say respondents were not quite sure whether the organization employed trainee centered training and development delivery method.

The fourth statement was whether the trainer has knowledge, skill, and ability to transfer and demonstrate the content of training and development is appropriate. Regarding to this, 37 (51.4%) of the respondents said agree while, 20 (27.8%) of the respondents were neutral. Thus, from the above information, it is possible to say that trainer has knowledge, skills and ability to transfer and demonstrate the content of training development appropriately.

The fifth statement was in the training and development practice/program facilitates, equipment and training aids is provided in accordance with the level of trainees. In this regards, 31 (33.0%) of the respondents said agreed while 22 (30.6%) of the respondents said disagreed. This implies that the training and development practical program facilities, equipment and training aide and provided in accordance with the level of trainees.

The sixth statements were there is safe and conducive environment to conduct training and development in the institute. Regarding to this, 28 (38.7%) of the respondents said agree while 24 (33.8%) of the respondents said disagreed. Thus, there is safe and conducive environment to conduct training and development in the institute.

The seventh statement was training and development conducted is fit to intended purposes and objectives with the method employed. Regarding to, this issue, 32 (34.5%) of the respondents said agree while 25 (34.7%) of the respondents said neutral. This implies that training and development conducted is fit to the intended purpose and objectives with the method employed.

The Eighth statements were the training conducted in collaboration with other country to share the best experience. In this regards, 35 (48.6%) of the respondents said agree while 19 (26.4%) of the respondents said disagreed. This implies that the training conducted in collaboration with the country helps to share the best experience.

one of the Interviewees were reported that

*The method of training used most of the time were lecture and demonstration. The Institute organizes off training and on job training. The training was conducted off training in collaboration with Ethiopian management Institute, chamber commerce, Ethiopian civil service University, Ethiopian civil aviation academy (Feb,29,2019).*

The other interviewee reported that

*With regards to the country need to agro-industry development, textile manufacturing is prior sector in response to this development a lot of textile industries developed by investment. The institute missions also build the capacity of human resource of the industries. The only institute which can accomplish the capacity building mission in our country. So the institute has vanguard task to empower human resource in this sector. Due to this, the Institute sends the experts to the three India's Textile technology institutes namely, NIFI – National institution of Technology, IIT- Indian Institute of Technology and ICT – Institute of Chemical Technology for education, training and experience sharing. The training is conducted by twinning program. In addition to this, in collaboration with Ethiopian Universities and Ethio-China Technical, Vocational and Training College, the institute organizes trainings. The institute also organizes short-term training in collaboration with management institute, Ethiopian aviation academy and chamber of commerce. The training mode of delivery is off job training and on Job training (Feb 29.2019).*

**Table 5: Training and Development Evaluation**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	The organization evaluates the training and development practice before, on process and after the program.	12	16.7	22	30.6	18	25	19	26.4	1	1.4
2	The organization use feedback at the end of the training and development program.	5	6.9	8	11.1	14	19.4	38	52.8	6	8.3
3	Training evaluation used to identify potential candidate for current training & future development.	4	5.6	15	20.8	24	33.3	22	30.6	7	9.7
4	Training evaluation assesses the gap before and after delivery of the training.	4	5.6	19	26.4	18	25	27	37.5	4	5.6
5	The management makes feedback to fill the gap & improve the effectiveness of the training & development.	6	8.3	24	33.3	21	29.2	18	25	3	4.2

**Source:** own computation from field Survey, 2019

Table 5 showed that respondents report on training and development evaluation. To describe this idea statements were desisted and presented as follows;

The first Statement was the organization evaluates the training and development practice before, on the process and after the program. In this regard, 34 (47.3%) of the respondent said disagreed while 20 (27.8%) of the respondent said agreed. This implies that the organization does not evaluate, the training and development practice before, one process and after the program.

The second Statement was the organization use feedback at the ends of the training and development program. In this regards, 34 (61.1%) of the respondent said agreed while 14 (19.4%)

of the respondents were neutral to the issue. From the above information, it is possible to conclude that the organization uses feedback at the end of the training and development program.

The third Statement was training evaluation used to identify potential candidate for current training and future development concerning to this, 27 (40.3%) of the respondents said agreed while 24 (33.3%) of the respondent it is possible to conclude that training and evaluation used to identify Potential candidate for current training and future development.

The fourth Statement was training and evaluation assess the gap before and after the delivery of the training. Regarding to this issue, 31 (33.1 %) of the respondents said agreed while 23 (32%) of the respondent said disagreed. This implies that training and evaluation assess the gap before and after delivery of the training.

The fifth Statement was the management makes feedback to fill the gap and improve the effectiveness of training and development. In this regards 30 (41.6%) of the respondents said disagreed while 21 (29.2%) of the respondents said agreed. It is possible to conclude that the management does not make feedback to fill the gap and improve the effectiveness of training and development.

Interviewee reported that

*The training is bias-free, the misuse allocated time, the problems of identifying the gap of employee and the organization training need. Moreover, there is weak perception about the training and not giving due attention to the benefits of training. There is no auditing what is achieved from the training (Feb,30,2019).*

**Table 6: Problems/challenges of Training and Development**

No	Statements	SD		D		N		A		SA	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Lack of necessary knowledge and skill on the part of the trainer	7	9.7	20	27.8	21	29.2	21	29.2	2	2.8
2	Unclear training and development program	2	2.8	22	30.6	22	30.6	22	30.6	4	5.6
3	Poor administration of the training and development program process	3	4.2	14	19.4	17	23.6	29	40.3	8	11.1
4	The purpose the training and development program being unrealistic	2	2.8	20	27.8	25	34.7	18	25	5	6.9
5	Good training and development program not followed by rewards	3	4.2	12	16.7	12	16.7	36	50	8	11.1
6	The training and development programs are not related to the need of the organization	7	9.7	25	34.7	18	25	18	25	3	4.2
7	Lack of timely feedback with regard to trainees satisfaction	4	5.6	18	25	23	31.9	21	33.3	3	4.2
8	Lack of resource and budget	8	11.1	25	34.7	15	20.8	20	27.8	4	5.6
9	Time limitation on the part of trainers	8	11.1	20	27.8	18	25	19	26.4	4	5.6

**Source:** Field Survey, 2019

Table 6 showed that respondents report on problem challenges of training and development. In this regards, statements were designed as follows.

The first statement was lack of necessary knowledge and skill on the part of the trainer. In this regards, 27 (37.5%) of the respondents said disagreed while 23 (32.0%) of the respondents said agreed from the above information it is possible to conclude that there is no lack of necessary knowledge and skill on the part of the training.

The second Statement was unclear training and development performance. In this regards, 26 (36.2%) of the respondents said agreed while 24 (33.4%) of the respondents said disagreed, this implies that there are unclear training and development performance.

The third Statement was poor administration of training and development performance process. In this regards, 37 (41.4%) of the respondent said agreed while 17 (23.6%) of the respondent disagreed. From the above information, it is possible to conclude that there is poor administration of training and development program process

The fourth Statement was the purpose of training and development perform being in realistic. Concerning to this 25 (34.7%) of the respondents were related to the statement while 23 (31.9%) of the respondent said agreed. From the above information, it is possible to conclude that respondents were neutral to the purpose of the training and development process being unrealistic.

The fifth Statement was good training and development program not followed by rewards. In this regards, 44 (61.1%) of the respondents said agreed while 15 (20.9%) of the respondents said disagreed. From the above information, it is possible to say good training and development program do not followed by reward.

The sixth Statement was the training and development program are not related to the need of the organization, concerning to this 32 (44.7%) of the respondent said disagreed while 21 (29.2%) of the respondents said agreed. From the above information, it is possible to conclude that the training and development program are related to the need of the organization

The seventh Statement was lack of timely feedback with regard to trainee's satisfaction. In this regard 24 (37.5%) of the respondent said disagreed. From the above information, it is possible to say there is lack of timely feedback with regard to trainees satisfaction

The eighth Statement was lack of resource and budget in this regards, 33 (48.5%) of the respondents said disagreed while 24 (33.4%) of the respondent said agreed. This implies that there is no lack of resources and budget.

The ninth Statement was time limitation on the part of trainers. In this regard, 28 (38.9%) of the respondents said disagreed while 23 (32.0%) of the respondents said agreed. This implies that there is no time limitation on the part of trainers.

## CHAPTER FIVE

### 5. Conclusions and Recommendations

#### 5.1. Summary

The purpose of this study is to investigate practices and challenges of training and development in Ethiopian Textile Institute. The study also attempted to answer the following specific research questions:

- What are training and development policies directives and resources in the Ethiopian Textile Industry Development Institute?
- What are the practices of training and development need assessment in the Ethiopian Textile Industry Development Institute?
- What are the training and development plans, objectives and roles in the Ethiopian Textile Industry Development Institute?
- What are the training and development methods and delivery practice in the Ethiopian Textile Industry Development Institute?
- What are training and development evaluation practices in the Ethiopian Textile Industry Development Institute?
- What are problems or challenges of training and development in the Ethiopian Textile Industry Development Institute?

The above research questions were answered as follows. Regarding to training and development policies directives and resources in the Ethiopian Textile Industry Development Institute( ETIDI) the following finding is summarized . The, institute has defined training and development policy which can be explained by designed training and development system with directives; training and development practices are conducted based on rules and regulations; training and development policies and program are integrated into the objective of the organization; training and development programs are designed based on need assessment. There is no series of attention to allocate sufficient budget and resource for the training and development. On the other sides, there is no series attention of allotment of time training and development.

The other findings concerning to practice of training and development need assessment in the ETIDI were presented as follows.

ETIDI there is no SMART manual and instrument of need assessment; the need assessment checklist filed without bias and genuine; training and development need assessment is not prepared by considering the need of prospective trainees. In the organization need of training and development are not properly prioritized by considering the interest of prospective employee who is going to train. Respondents were neutral to the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs. ETIDI training and development is not practical by based on the work needs. Respondents were neutrals to training and development need analysis conducted able to produce relevant finding on the performance jobs. The Organized training by the Institute is not for the sake of refreshment or to collect allowance with less attention to the outcome of the training.

With regards to the training and development plans, objectives and roles in the ETIDI, the findings presented as follows. Training and development objectives are not set in advance; the organization in its progress has set SMART training and development objectives; the organizations training and development plan has been developed in accordance with the strategic plan; the organization training and development plan preparation do not allow the participation of all employees; training and development plan of the organization and not well communicated to all partners and stakeholders; training and development program of the organization is not designed compatible with the actual job to be performed ;the organization reviews of its strategies and objectives to have feedback for training and development for future possible arrangements; training and development program allow acquiring skills, knowledge, and attitude to improve employee's performance; training and development do consider the employee's future career development.

Concerning to methods of training delivery and development practices in the ETIDI the following findings are given. The organization employed is proper to acquire the necessary knowledge, skills and attitudes. Respondents were not quite sure whether the organization employed trainee centered training and development delivery method. Trainers have knowledge, skills and ability to transfer and demonstrate the content of training development appropriately. The training and development practical program facilities, equipment and training aide and provided in accordance

with the level of trainees. There is safe and conducive environment to conduct training and development in the institute.

Training and development conducted fit to the intended purpose and objectives with the method employed. The training conducted in collaboration with the country helps to share the best experience.

Regarding training and development evaluation, the findings are presented as follows. The organization don't evaluate, the training and development practice before, one process and after the program. The organization use feedback at the end of the training and development program. Training and evaluation used to identify Potential candidate for current training and future development. Training and evaluation assess the gap before and after delivery of the training. The management doesn't make feedback to fill the gap and improve the effectiveness of training and development.

Concerning to the challenges of training and development. In this regards, the following findings were summarized. There is no lack of necessary knowledge and skill on the part of the training;there are unclear training and development perform; there is poor administration of training and development program process; to the purpose of the training and development process being unrealistic; good training and development program not followed by reward ;the training and development program are related to the need of the organization;there is lack of timely feedback with regard to trainees satisfaction ; there is no lack of resource and budget .

## **5.2. Conclusion**

The purpose of this study is assessment of the practice and challenges of training and development. According to the finding of the study training and development practices are conducted based on rules and regulations not based on policy, the institute tried to organize training and development based on need assessment. In ETIDI there is no SMART manual and instrument of need assessment; ETIDI training and development is not practical by based on the work needs. The process of organizing training by the Institute is not for the sake of refreshment or to collect allowance with less attention to the outcome of the training.

In the institute training and development objectives are not set in advance;it is showing progress has set SMART training and development objectives; the organizations training and development plan has been developed in accordance with the strategic plan; the organization training and

development plan preparation do not allow the participation of all employees; training and development plan of the organization and not well communicated to all partners and stakeholders; training and development program of the organization is not designed compatible with the actual job to be performed. The organization employed is proper to acquire the necessary knowledge, skills and attitudes. Trainers have knowledge, skills and ability to transfer and demonstrate the content of training development appropriately. The training and development practical program facilities, equipment and training aide and provided in accordance with the level of trainees.

In the institute there is safe and conducive environment to conduct training and development in the institute. Training and development conducted fit to the intended purpose and objectives with the method employed. The training conducted in collaboration with the country helps to share the best experience. The organization don't evaluate, the training and development practice before, one process and after the program. The organization use feedback at the end of the training and development program. Training and evaluation used to identify Potential candidate for current training and future development. Training and evaluation assess the gap before and after delivery of the training. The management doesn't make feedback to fill the gap and improve the effectiveness of training and development.

There is no lack of necessary knowledge and skill on the part of the training;there are unclear training and development practice; there is poor process of administration of training and development program; the purpose of the training and development process is not seem to be unrealistic; training and development program of the institute is not supported by reward for better performance; training and development program are related to the need of the organization;there is lack of timely feedback with regard to trainees satisfaction ; there is no lack of resource and budget .

To sum ,training and development are one of the most important areas of the human resource management (HRM) function. Training and development are the field concerned with organizational activity aimed at improving the performance of individuals and groups in rightful settings. It has been known by many names including employee development, human resource development and learning and development . Training is the method of increasing the skill and knowledge of an individual for performing a specific job. Traditionally, training has been defined as the process by which individuals change their skills, knowledge, attitudes and/or behavior. Training in this context involves designing and support learning activities that give rise to a designed level of performance. In the current situation, training is clearly viewed as a technique of

not only enhancing the growth of the individual employee but as an integral part of organizational growth.

In the modern economy, what is constantly changing is the nature of work. New technologies also imply new work skills are constantly and morbidly needed. Undoubtedly, training and development has become an integral part of organizations and cannot be divorced from a successful organizational life. Employees need to acquire and develop skills and knowledge if they are to experience flexibility and effectiveness in the job. Employees need to see visible signs of management's commitment to their training and career needs if they are to believe that they are valued by the organization they work for. The attention of the organization in addition to increased expectation can give rise to a self-fulfilling prophecy of improved output by the employees. It is indicated that employee that receive regularly scheduled feedback in training is no doubt have a level of worker output.

### **5.3 Recommendations**

Based on the conclusion of the study, the following recommendations are put forward:

- Management of the institute, the board and other stakeholders should define an appropriate training and development policy and programs bring or capacitate the organization as well as the employee.
- Management of the institute, the board and other stakeholders should clearly state the results of training and development before and after training is being conducted for each staff, what change in staff skill, attitude, behavior and knowledge. Management of Ethiopian Textile development institute must also clarify what is to change and to what extent training and development.
- Training objectives should be clear to both management of Ethiopian Textile development institute and staff because they can be used to assess the success of the institute as well as the employees.
- Staff in the institute should be helped to grow in to more responsibility by systematic training and development rather than consider it training as means to make themselves free from staff routine and receive allowance without considering the objective and benefits of training for themselves and for their institute so that they will be confident enough to carry out the responsibility of the job.

- Ethiopian Textile development institute should provide performance feedback which will allow staff to be informed of changes to both their work goals and the overall goals of the institute.
- The Ethiopian Textile development institute should give their staff study leave with pay in order to upgrade their knowledge and skills outside what they experience at the sector under study.
- Management of the institute, the board and other concerned bodies should come up with training and development practices and policies for their Ethiopian Textile development institute because they are the strategic link between the institute's vision and its day-to-day operations.

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## APPENDIX



### ADDIS ABABA UNIVERSITY

#### College of Education and Behavioral Studies

#### Department of Educational Planning and Management

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#### **Research Questionnaire to be filled by ETIDI team leaders and employees**

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Dear respondents,

First of all, I would like to thank you for your great willingness to fulfill this questionnaire. This questionnaire is prepared with the aim of gathering information for conducting MA thesis entitled: *“Assessment of training and development practices and challenges of Ethiopian Textile Industry Development Institute”*. Each of your true response is very useful for the research. So, we kindly requested to fill the questionnaire clearly and honestly. Your response will be kept confidential.

Thank you for your co-operation.

#### **Instruction:**

You are not required to write your name

All your responses will be kept confidential and used only for academic purpose

Make a check mark “√” for questions with options

Write your responses on the given space for open-ended questions

**PART ONE: Demographic Information of Respondents**

1. Your position                    a. ETIDI team leader     b. employee
2. Sex                                a. Male                     b. Female
3. Your age in years            a. 20-30     b. 31-40     c. 41-50     d. Above 50
4. Your academic qualification  
    a. Diploma  b. B.A/ B.Sc  c. M.A/ M.Sc     d. PHD
5. Years of service  
      i. In your present post \_\_\_\_\_  
      ii. In others                    \_\_\_\_\_  
      iii. Total                        \_\_\_\_\_
6. Do you have the required training to your present post  
      1. a. Yes             b. No
7. If you say “yes “for question number 6, what is the frequency of training program you have participated per year on average?  
      i. Once                     b) twice             c) More than twice

**PART TWO: Training and development practice in the context of Polices, directives and resources**

**Key:** SD= strongly disagree.      D= disagree      N= Neutral      A= Agree      SA= Strongly Agree

No	Statements	SD	D	N	A	SA
1	The Institute has defined training and development policy					
2	The Institute has designed training and development system with directives					
3	Training and development practices are conducted based on rule and regulation					
4	Training and development Policies and programs are integrated to the objectives of the organization					
5	Training and development programs are designed based on need assessments					
6	There is serious attention to allocate sufficient budget and resource for the training and development					
7	There is serious attention in the allotment of time for the training and development					

### **PART THREE. Training and Development Needs Assessment**

This part deals with training and development needs which are being prioritized and identified in *Ethiopian Textile Industry Development Institute*.

**KEY:**SD= strongly disagree D = disagree N= Neutral A= Agree SA= Strongly Agree

No	Statements	SD	D	N	A	SA
1	In ETIDI there is SMART manual and instrument of need assessment.					
2	The need assessment checklist filled without bias and is genuine.					
3	Training & development need assessment manual is prepared by considering the need of prospective trainees.					
4	In the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train.					
5	The training and development need analysis methods enable to clearly identify in relation to employees' need to perform their job.					
6	ETIDI training and development are practiced based on your work needs.					
7	Training and development need analysis conducted is able to produce relevant findings on performance gaps.					
8	The organized training by the institute is for the sake of refreshment or to collect allowance with less attention to the outcome of training.					

## **PART FOUR: Training and Development Plans, Objectives and Roles**

**Key:** SD= strongly disagree D = disagree N= Neutral A= Agree SA= Strongly Agree

<b>S/No</b>	<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>1</b>	Training and development objectives are set in advance					
<b>2</b>	The organization in its programs has set SMART training and development objectives.					
<b>3</b>	The organization's training and development has been developed in accordance with the strategic plan.					
<b>4</b>	The organization training and development plan Preparation allow the participation of all employees.					
<b>5</b>	The Training and development plan of the organization is well communicated to all partners & stakeholder					
<b>6</b>	Training and development program of the organization is designed compatible with the actual job to be performed.					
<b>7</b>	The organization reviews of its strategies and objectives to have feedback for training and development for future possible arrangements.					
<b>8</b>	Training and development programs allow acquiring skills, knowledge and attitude improve employee's performance					
<b>9</b>	Training & development considers the employee's future career development.					

## **PART FIVE: Methods of Training Delivery & Development Practice**

**Key:** SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree

<b>No</b>	<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
1	The organization gives both on-job and off-job training					
2	The delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes					
4	The organization is employed trainee- centered training and development delivery method					
5	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately					
6	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.					
7	There is safe and conducive environment to conduct training and development in the institute					
8	Training and development conducted is fit to intended purposes and objectives with the method employed					
9	The training Conducted in collaboration with other country to share the best experience.					

## **PART SIX: Training and Development Evaluation**

**Key:** SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree

No	Statements	SD	D	N	A	SA
1	The organization evaluates the training and development practice before, on the process and after the program					
2	The organization use feedback at the end of the training and development program					
3	Training evaluation used to identify potential candidate for current training & future development					
4	Training evaluation assesses the gap before and after delivery of the training					
5	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					

## PART SEVEN: Problems/challenges of Training and Development

**Key:** SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree

No	Statements	SD	D	N	A	SA
1	Lack of necessary knowledge and skill on the part of the trainer					
2	Unclear training and development program					
3	Poor administration of the training and development program process					
4	The purpose of the training and development program being unrealistic					
5	Good training and development program not followed by rewards					
6	The training and development programs are not related to the need of the organization					
7	Lack of timely feedback with regard to trainees satisfaction					
8	Lack of resource and budget					
9	Time limitation on the part of trainers					

1. If you have others, please specify below

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2. What solution do you suggest for the problems you mentioned above?

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3. If you have any additional comment, please write below.

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# **ADDIS ABABA UNIVERSITY**

## **College of Education and Behavioral Studies**

### **Department of Educational Planning and Management**

**Interview questions:** To be responded by directors and deputy general managers

First of all I would like to say thank you for your willingness to answer our questions.

These questions are prepared with the aim of gathering information for the study on “Assessment of training and development practices and challenges of Ethiopian Textile Industry Development Institute” The information being gathered will be used only for research purposes.

We assure you that your response will be kept strictly confidential and we use for academic purpose only. Each of your unbiased and frank response is very important for our study.

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

1. How do you think that the institute has adequate written training documents

(e.g. policy, Guidelines, manuals etc.) Successfully manage T&D activities?

2. Does the company allot sufficient funds & provide the required input /Trainer, material.... to carry out training and development program effectively?

3. How do you perceive the process of assessing training need in ETIDI?

- To assess the organization’s future training needs?
- If yes, how is this assessment carried out.
- What kind of Methods and Techniques Used?
- 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 ETIDI?

- What factors do you consider in selecting instructional methods and media for training and development program?
- Had the institution oriented the trainees well about the importance and goal of the training?

- Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?
6. Do think that training Conducted in collaboration with India (Institute of textile technology) has brought the best experience to Ethiopian Textile Industry Development Institute?
  7. If your institute evaluates its training and development programs, what methods are usually used?
  8. What are the practical problems/challenges of time management?
  9. What solution do you suggest for the problems you mentioned above?