

**THE PRATICE AND PROBLEM OF HUMAN RESOURCE
DEVELOPMENT AND TRAINING ATVISION ETHIOPIA
CONGRESSS FOR DEMOCRACY TRAINING INSTITUTION**

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The Practices and Problems of Human Resource Development and Training in Vision Ethiopia Congress for Democracy

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Abstract

The purpose of this study was to assess the practice and problem of human resource training and development at VECOD training and development institution. For this purpose a sample of 140 trainees and 20 trainee respondents were drawn through stratified sampling method with the combination of simple random sampling technique. Self administrative questionnaires, Interview and document analysis were used to gather data. Data obtained through questionnaire has been analyzed with descriptive statics (mean and frequency) and inferential statics (t-test and chi-square). Moreover; the data obtained using interviews and from document have been analyzed identifying patterns and themes drawn from participants' own responses. The study revealed that the training institution has simple and clear training content with well trained trainer. The calculated result obtained using inferential statics showed that there were no significant statistical difference between the opinion of trainer and trainee respondents on different issues raised under the practices of training and development at VECOD. Findings indicated that the majority of the respondents were acknowledging the practice of training and development practices conducted by VECOD. Delivering training and development program without tuition fee and having qualified trainers without service fee were special good achievement of the institution. However, there were challenges and limitations. Inadequate budget, inadequate training space, insufficient module distribution, lack of appropriate training need assessment and lack of clear training written policy were some of the major problems of the training programs. The study concluded that the institution has encouraging training and development practice with some limitations. Therefore, it has been recommended that the training and development program shall be planned and designed systematically in order to address these constraints. It is also important the courses shall be delivered based on the trainees' educational level. Thus, it has been recommended that the training and development need assessment needs to be properly conducted and training policy, guide line, manuals, producers and structures shall be developed in order to conduct effective training and development program. Training rooms should be given due attention since it has a great impact for the effectiveness and efficiency of the training and development program. Generally, the study suggested that training and development programs have to be strategic and systematic in order to achieve the desired objectives.

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ACRONYMS AND ABBRIVATIONS

ANOVA	Analysis of Variance
BA	Bachelor of Art Degree
HRD	Human Resource Development
HRM	Human Resource Management
MA	Master of Art
NGO	Non Governmental Organization
SPSS	Statistical Package for social Science
T&D	Training and Development
VECOD	Vision Ethiopia Congress for Democracy

CHAPTER ONE

Introduction

This chapter 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

Whenever we talk about achieving organizational or national objectives, training and development become significant prerequisites. Without properly educated or trained human resources, talking about development is worthless. That is why many organizations and even nations pay out a lot of money to train their human resource. In this way achieving organizational missions would become easy to them with quality human resource.

Regarding the benefits of training and development for organization, Anderson (2000) states the following:

Training and development is best seen as incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging upon an organizational impact, innate incentives can be realized through training (Anderson, 2000:22).

Organizations operate in a rapidly changing and competitive environment. This changing and dynamic environment forced organizations to cope up the ever changing technological development and customer demands for the survival and prosperity. For this, organizations need to be highly concerned about their resources. Human resources are the most decisive for organizations for the achievement of their intended goals. This is because human resources with the inclusion of knowledge, skill and talents used to create useful products and services (French, 1990). Organizations have to be highly concerned with their human resources. This is because organizations cannot produce the intended out puts without effective and competent employees. Bourdeu (1991) states that human resources development calls for identifying and improving the skills and motivations of existing and longer serving employees. This implies that in organization training and development of human resource is the most important of all other inputs of an organization for the

competitiveness of its products. Therefore, organizations should offer training and development program for their employees for success of their direct responsible goals and their survival even. The need for training and development programs has become an accepted phenomenon in any organization to improve employee's knowledge, skills, attitudes and behavior.

Human Resource and training are crucial activities that organizations should give emphasis to improve the skill and capability of their employees. Although the terms training and development are linked, they address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform a job. Development focuses on the preparation needed for future jobs. It should be considered as an investment in the work force since its benefits are long term (Buhler, 2002:143).

Human Resource can be seen to be as important for corporate success as the handling of any other management activities. Human resource are the people on the organization employees who carry out various jobs, tasks and functions in exchange for wages, salaries and other rewards (Davies,2002). The efficient use of human resources results in increased productivity. Of all the important resources the human resources are the most invaluable that substantially influence the performance of any organization. In this turbulent and dynamic environment, people usually face challenges in a way to accomplishing their duties and responsibilities. A key component of human resource development is performance improvement through the process of objectively measuring how well an organization is meeting its stated goals and objectives. HRD involves the provision of valuable experiences in the work place in order that the individual's desire for learning and growth can be achieved. A competing perspective of HRD is that it is primary about helping individuals and groups learn through formal training or some other planned strategy French,W.(1990) Human resource must be given due attention by management like any other resources. There must be sustainable environment for it to grow, flourish and yield valuable fruit. This is possible through human resource development. Their fore relevant training at sufficient frequencies helps much to enable the staffs acquires caliber and professional backgrounds.

Considering the above facts, VECOD began giving the professional improvement training in administration and business management in 1996E.C in Addis Ababa at a primary school in a

Kebele commonly called Aware which is found in Yeka sub-city. Vision Ethiopia Congress for Democracy (VECOD) was founded at Addis Ababa University February 7, 2003 by five individuals with sound educational background and experience relevant to civic education. These individuals are representative of the Ethiopian ethnic and gender configuration. VECOD finds its geneses in the leaflet entitled “what should be the role of the intellectual?” prepared and distributed in Amharic by the late Abraham Abebe who was executive director of the organization. VECOD is legally registered under No.1006 and is a non partisan civic NGO. There were only 19 courses offered when it embarked on the training. Currently, however, the training program has been expanded so much that the institution has reached a stage where it trains 500 people in two centers at four different shifts of the day. The education is divided in to four major areas: basic management, basic administration, basic civics and commerce and entrepreneurship. It contains 42 topics and covers a period of three months or 168 hours (VECOD lesan, 2013).

Currently, the head office of the institution is located at Yeka sub city in woreda 4 administration. Training is offered in four shifts per day to give opportunities for all interested individuals. Both trainers and trainees are expected to complete all courses within three month. Finally, certificate awarded is given for all trainees and volunteer teachers for their completing the program effectively. After graduation of the first Batch, other trainees will be registered and follow the same procedure to conduct training and development program.

1. 2. Statement of the Problems

Employees are considered as the key determinants of the success of an organization that shall have different trainings and development so as to cope up with fast changing business world. As pointed out by Kossen,S (1991) skill and knowledge can easily become out of date in the same way as machines or technology. An increased productivity and improved quality service has become strategically goal for many organizations. According to Laird D, (1985), there are different factors that affect the training and development practices of organization. Among the factors that hindered the practice of training and development, economical, social, technological and governmental changes. Training and development practice can be influenced by perception of the individuals on method of delivery, content of the training; selection and evaluation of the program. Training and development is delivered by both governmental and non-governmental

organizations in Ethiopia including in Addis Ababa. There are different researches conducted on the issues of training and development practices in Addis Ababa. For instance Kebebe (2011) and Baharu (2007) at AAU were conducted training and development practiced conducted in governmental organizations. But it was assessed only the practice of training and development conducted in governmental organizations by different researchers. However, it is very imperative to see the practice of training and development of the non-governmental organizations because it was not adequately addressed by researchers. As I have seen different literatures, there are scarcities of research conducted on the issues of training and development practice by non-governmental organizations. This motivates the researcher to explore the issue in a better detail.

In order to address the research problem, this study tries to answer the following basic research questions.

1. How does VECOD identify training and development needs of trainees?
2. To what extent the training and development program of the institution relevant as perceived by trainees?
3. How adequate are the methods adopted by VECOD training and development institution?
4. What mechanisms are employed to evaluate training and development program?
5. What major factors affect the training and development programs of the institution?
6. Is there any statistical significant difference between trainees and trainers with their understanding of the training and development practice?

1.3. Objectives of the Study

The general objective of this study is to assess the practice and problems of training and development at Vision Ethiopia Congress for Democracy.

The specific objectives of this research were:

- To identify how training and development need assessment is conducted.
- To examine mechanisms used in evaluation of training and development programs.
- To explore the process of selecting trainees, trainers and methods used to deliver the training program.
- To identify the major problems that hinders the achievement of training institution.

- To examine the existence of statistical significant difference between trainees and trainers with their understanding of the training and development practice.

1.4. Significances of the study

The result of this study is expected to provide the following advantages: to give high light regard to the practices of training and development conducted VECOD; acknowledge how much VECOD contribute in terms of training and development; and invites individuals, communities and researchers to develop awareness about the ever increasing practice of training and development.

1.5. Scope of the Study

The researcher believes that the problem would have been studied thoroughly but the researcher is compelled to be confined to Head office of Vision Ethiopia Congress for Democracy. The study focuses only on one of the prominent activities of Human Resource Management that is Human Resource Training which has high impact on achievement of the institution goals and objectives. Furthermore this study tried to assess only Training and Development practices of the institution since 2004 E.C.

1.6. Limitations of the Study

One serious limitation was finding the trainers to get the necessary information about the training program offered by VECOD. Since most of the trainers left the institution after completing their courses which they thought.

1.7. Definition of Terms

Development: teaching managers and professionals the skills needed for both present and future jobs (Denisi and Griffin, 2005).

Human Resource: are the people an organization employees to carry out various jobs, tasks, and functions in exchange for wages, salaries and other rewards (Denisi and Griffin, 2005).

Training institution:- means a public or private institution, or one owned by a non government organization to which a pre-accreditation licenses or an accreditation certificate is issued by the

appropriate accrediting authority to engage in the provision of technical and vocational training(Federal NegaritGazeta, March1,2004,No391/2004:25)

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 (Desimore etal,2002

1.8. Organization of the Study

The study was presented in five chapters. The first chapter highlights the background of the study; the statement of the problem, objectives, and scope, significant of the study and definition of key terms. Chapter two presents the review of related literatures while chapter three deals with research design and methodology. Chapter four treats major findings. Finally, chapter five treated summery of the findings, conclusions, and recommendations.

CHAPTER Two

REVIEW OF THE RELATED LITERATURE

This chapter treats different training and development practices, philosophies, policies, training and development objectives, advantages of training, training techniques, training and development programs and procedures of training and development practices.

2.1. Training and Development Philosophy

According to Armstrong (1999), there are three broad approaches of employee training. Some adopt a laissez-faire approach believing that employees will find out what to do for themselves or through others. Secondly, organizations may invest in training in good times, but in bad times training budgets will be the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to realize that organizations are showing an enhancement of their skills. This is the positive approach designating training as a continuous and an ongoing process within the organization.

2.2. The Meanings of Training and Development?

Human Resource Development is defined here in simple terms as management of people in organizations. Studies of HRD indicated that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development (HRD) and Human Capital Development. According to Desimone (etal, 2002), human resource development is: “planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.” From Desimone definition we can understand that HRD is planned and continuous effort of organizations to enhance employees’ task performance, knowledge and experiences. Therefore, HRD is primarily designed

to benefit both organizations and employees through: improving employees' task performance and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

According to Desimone (2002) as cited in Kibebie Tilahun (2011), human resource development: "Involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization. Harrison's definition shows that; HRD requires an effective leadership for introducing, directing and guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees' immediate supervisors is indispensable. It is also clear that HRD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization. As described by Michale M.Harris (2006), HRD is organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization." Evidence from this definition shows the following three main points: (1). HRD includes the areas of: training and development, promotion and professional growth and organization development. (2). HRD improve employees' both job performance and personal growth and (3). HRD is process improving personal growth within the organization.

From the definitions that we have seen so far we can understand that the driving force of HRD is built on the assumption that employees cannot be treated as commodities to be hired and discarded depending on short-range whims of the organization. They are to be nurtured and developed with their unlimited potential for both employees and organizations benefits. More importantly, good people can fix the poor policies, procedure, and rules, but it is never the other way round. Similarly different literatures define Human Resource Development (HRD) is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving

organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role.

In modern societies with complex changes in the nature of work and technology, it is increasingly recognized that the effective and efficient production of goods and services require more from employees than their passive compliance with managerial instructions. Training and development have its own specific features. Training is the process of providing employees with specific skills or helping them to correct deficiencies in their performance. Training program are designed to maintain or prove current job performance while in development the focus is on both the current job and jobs that employees will hold in the future. The scope of the training is on individual employees while the scope of development is concerned with the work force skills and versatility. Training tends to focus on immediate organizational needs while development tends to focus on long term requirement. The goal of training is a fairly quick improving in workers performance while the goal of development is the overall enrichment of the organization's human resource by preparing employee for future. According to (subba, Rao, 1990:23-34),

Training is the act of increasing the knowledge and skills of an employee for doing a particular job. It is a short term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose. Training improves changes moulds the employee's knowledge, skill, behavior, aptitude and attitude towards the requirement of the job and the organization. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization to acquire and attitudes needed by a particular job and organization.

Training has specific behavioral objectives to make workers more effective on their jobs. Short term concerned with the acquisition of specific skills and often run with narrow content to the employee work situation. Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It should be provided by people who know how to train, and the impact of training is carefully evaluated.

Management Development is the process by which manager's gain the experience, skills and attitudes to become or remain successful leaders in their enterprises (Gluect,1982). Management development is systematic process of growth and development by which managers

develop their abilities to manage. It is any planned effort to improve current or future managerial performance (Subba, Rab, 1990). Development is broader in scope and focusing on individuals gaining new knowledge and skills useful both for present and future jobs (Rae, Leslie 1999).

Generally, development activities could aim at providing the necessary preparations to allow individuals to perform at the levels that increase their personal effectiveness as well as the organization's competency or is concerned with preparing the individuals so they can move with the organization as it develops, changes, and grows while training typically involves providing individuals the knowledge and skills needed to perform particular tasks or jobs though attitude change may also be attempted (Milkovich & Boudreau, 2004, and Laird, 1985).

2.3. Advantages of Trainings

Training process gives numerous advantages to an organization. Training can bring tangible benefits to both the organization and the employees. According to Rao (1990) training increases productivity, improves quality of the product /service and helps a company to fulfill its future personnel needs, to improve organizational climate, to prevent obsolescence by preparing employees for higher level tasks. In this connection Michael (2006) explained that the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. Similarly, Meyer (2008), lists some of the benefits of training include: productivity increases, improved job performance, higher job satisfaction, reduced labor turn over, decrease need for supervision, less difficulty in filling vacancies and less stress from skill inadequacy. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people.

Most theorists suggest that the general purpose of HRD system is to develop the individual employee by providing training and development activities, thus enhancing personal development, work processes and organizational performance to achieve organizational effectiveness. Indeed, the central role of HRD was to benefit individuals, groups and organizations. However, development and change have to be embedded

within an individual before progressing in to teams and organizations. The sole purpose of Human Resource Training and Development program is to build the necessary skills of the employees and to create positive feelings among them. Development and training helps employees to learn their jobs quickly and effectively. It also helps to minimize the costs incurred by employees while learning their jobs, existing employees can be helped by Training to improve their work performance and to keep up to date in their specialist fields (Kenney et al, 1979). The standard of quality work required by the company is more likely to be achieved and maintained if employees are well trained. A reduction in work errors benefits an organization two other ways. First, management can spend more times on planning and development activities instead of correcting mistakes. Secondly, costs of correcting errors often involving over time are eliminated. According to Kenney (1979), training helps employees to learn their job quickly and effectively and helps to minimize the costs incurred by employees while learning their jobs and it reduces accidents resulting in social and financial benefit to both, the employees and the company.

Another benefit of training is improved safety which along with increased proficiency is likely to result increased job satisfaction (Gomez-Mejia, 1998).Armstrong (1999) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employee, investing in training means that employers will be able to perform better and empower themselves to make use of their natural abilities. In addition to the above mentioned benefits, training is used to: orient new employees that means schools provide many skills but new employees may still require additional training to learn skills specific to the job, improve performance i.e. decisions to offer training to indicators such as productivity to turn over production cost, quality, labor cost and so on.

Maintain performance: - obsolescence exists when the individual holding a position lacks the current skills and knowledge generally considered important to maintain effective performance in current or future work. Obsolesce can occur because workers have not kept up with changing techniques of doing their jobs effectively or the jobs they have been doing may no longer be needed and they may fail to adjust the needs of other available jobs. Therefore, a systematic planned and implemented employees training can benefit both employee and organizations by filling the present knowledge gap.

2.4. Components of Human Resource Development

The component of human resource development could be treated differently as indicated in different literatures. Many author agreed on the issues that human resource development comprises three main activities. Training, education and development but they have offered different definitions for the concepts in there definition. According Michael Armstrong (2006), human resource development has three main components as clearly defined here under.

2.4.1 Individual Learning and Development

The concept of human resource development should necessarily cover the individual development to facilitate and enhance teams and organization developments. The main components of individual learning and development i.e. self-directed learning, coaching and mentoring techniques as discussed under.

2.4.1.1. Self-Directed Learning

As clearly defined by Laird (1985), self-directed or self-managed learning involves encouraging individuals to take responsibility for their own learning needs, either to improve performance in their present job or to develop their potential and satisfy their career aspirations. It can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire (MichaleM.Harris, 2008). The learning program can be 'self-paced' in the sense that learners can decide for themselves up to a point the rate at which they work and are encouraged to measure their own progress and adjust the program accordingly. Michale M. Harris' explanation for Self-directed learning is based on the principle that people learn and retain more if they find things out for themselves. But they still need to be given guidance on what to look for and help in finding it. Therefore, in self-directed learning, learners have to be encouraged to define; with whatever help they may require, and what they need to know to perform their job effectively. Furthermore, learners need to be provided with guidance on where they can get the material or information that will help them to learn and how to make good use of it. Learns also need support from their manager and the organization with the provision of coaching, mentoring and learning facilities, including e-learning.

2.4.1.2. Coaching

Coaching is the art of facilitating the enhanced performance, learning and development of others. As Laird (1985), indicated that coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence. The coach uses feedback and brings an objective perspective.

As to Armstrong (2006), the need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities. Coaching is a part of the normal process of management which focuses on making people aware of how well they are performing by, for example, asking on them questions to establish the extent to which they have thought through what they are doing; controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this gives managers an opportunity to provide guidance at the outset – guidance at a later stage may be seen as interference; using whatever situations may arise as opportunities to promote learning; encouraging people to look at higher-level problems and how they would tackle them.

Coaching will be most effective when the coach understands that his or her role is to help people to learn and individuals are motivated to learn. Employees should be aware that their present level of knowledge or skill or their behavior needs to be improved if they are going to perform their work satisfactorily. Individuals should be given guidance on what they should be learning and feedback on how they are doing and, because learning is an active not a passive process, they should be actively involved with their coach who should be constructive, building on strengths and experience.

2.4.1.3. Mentoring

Mentoring is a method of helping people to learn and understand which focuses on guiding , as distinct from coaching, which is a relatively directive means of increasing people's competence. According to Sadiyadain (1999) mentoring is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which will help the person or persons allocated to them to learn and develop. Donnel and Gravan(1997) suggest that

mentors prepare individuals to perform better in the future and groom them for higher and greater things, i.e. career advancement.

From the above two definitions we can understand that involves learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are ‘wise in the ways of the organization’. There are no standard mentoring procedures, although it is essential to select mentors who are likely to adopt the right non-directive but supportive help to the person or persons they are dealing with. They must then be carefully briefed and trained in their role.

2.4.2. Training

Training is one of several responses an organization can undertake to promote learning using systematic and planned instruction activities. The approach can be summarized in the phrase ‘learner-based training’. 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. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject specific knowledge, rather than trying to build core learning abilities’.

2.4.3. Management Development

Management development is concerned with improving managers’ performance in their present roles and preparing them for greater responsibilities in the future. It has been described by Meyer (2008) as ‘an attempt to improve managerial effectiveness through a learning process’. In other words, Dencenza (2002) defined management development as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities

organizations must provide an opportunity for managers to improve their knowledge and skills through management development program.

Management development contributes to organizations success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities, and provides for management succession.

According to Michael Armstrong (2006), with an effective management development programmes: development processes may be anticipatory (so that managers can contribute to long-term objectives), reactive (intended to resolve or preempt performance difficulties) or motivational (geared to individual career aspirations).

2.5. Training and Development Policy

Policy is a general statement by senior management on how it wishes certain situations to be deal with (Truelove, 1996). The importance of having a set down policy statement is that it helps to maintain a consistency of different training and development approach throughout the organization and ensures that the senior management's philosophy put in to effect. All organizations may have policies with regard to the training and development functions. But not all have got these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996). According to Kenney et al (1979), as cited Bahiru Wondmeheh (2011), states that organizations have very different policies for gain the maximum benefit from training while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility of training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited scope and to a greater or lesser extent.

Organization's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. Organization should have different policies for training depending on the class or level of trainees or level of trainees to be trained. Trace (1984) pointed out that training policies are necessary to provide guidelines for those responsible for planning and implementing; insure that company's training resources are allocated to pre- determined

requirement, provide for quality of opportunity for training throughout the organization. Most training and development programs that linked to strategic goal and organizations strategy can yield positive results for the organization (Trace (1984)).Therefore, by linking training and development programs; one determines organization needs that are essential to assist the organization with meeting its objectives. Those organizations which do not have a well implemented policy might be ineffective to address the problems of human resource training and development needs of the organization.

2.6. Design Training and Development Programs

2.6.1. Training Objectives

Establishing and formulating T&D objectives is one of the most important parts in training process. Training should be measured in terms of the objectives set which is Specific, clear, measurable, time targeted and tangible. Objectives give the training and the trainee specific goals and steps that can be used to evaluate their success (subba, 1990)

Training and development objectives are one of the most important parts in the training and process. Having Sound objective could help training and development practice by providing the right direction which is going to be implemented. According to Lien and others (2007) the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged Training objectives should be specific, clear, measurable and tangible as far as possible (Truelove, 1996) .Often, these objectives should express what individuals would be expected to be able to do when they return to their work place. It is also argued that it is difficult to evaluate and assess the overall effectiveness of training without knowing what it is trying to achieve (Stone, 2000). As long as training objectives are measurable, clear, agreed at all organization levels and reflect organizational and individuals' needs and objectives, evaluation criteria would be clear and agreed as well (Buhler (2002). In order to overcome any potential problem in assessing Training effectiveness and get top management support and involvement, Training and Development objectives need to be determined by top management, line managers and HRD staff. According to Anderson (2004) Training and Development objectives should be customized to the people who will participate in the training events, based on their need assessment. Training should be for the benefit of the individual, as well as for the organization.

The program design stage relies on adequate and sufficient information resulting from training need assessment stage. One of the first things human resource development professional should do is defining the objectives for training program. Training and development program objectives describe the intent and the desired result of the training and development program. Useful objectives describe: the performance of the learner, the condition under which they must do it, and the criteria how they well they must do it used in judging its success. After a manager or human resource development professionals has identified the program objectives, a series of decisions must be made regarding and delivery of the program

2.6.2 Training and Development Plan

Training and development plan lists the training and development which it intends to implement and consider in a given period of time. A plan is produced as a result of a three- fold process incorporating training needs, policies and resources.

The organizations may be indentified training needs when preparing the annual training budget, or from detailed investigation of the training and development practice considering the planned activities which should be going to undertaken. Performance and other kind in the training needs are considered as this step. These training needs are then appraised against the criteria contained in the organization's training policies: a process which may eliminate some requirement from the proposed plans. Finally, training priorities have to be established because there are usually insufficient resources available for all the training has been requested. In such circumstances decisions has to be made as to what training and development is to be included in the plan (Kenney, etal, 1979).

According to Armstrong (2006) each training needs to be designed individually, and the design will continually evolve as anew learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program.

Therefore, these writers want to show organizations need to have training and development plan. Organizations should include their training plan in to their short term, midterm and long term plan in line with the organization's strategic plan to train and develop their trainers systematically and continuously to make them more competent to respond the dynamic environment in achieving organizational goals.

2.7. Training and Development Process

Training and development is continuous and cyclical activity. In training and development programs, there should be a number of processes involved to make the training and development program more effective to raise performance, improve morale and increase organizational potentials. It consists of a series of inter related and interdependent functions that are practically linked together and integrated in to the whole system of the organization (Gumeze tal, 1997). Designing training and development process have to be arranged in logical manner. Designing a training development program involves a sequence of steps that can be grouped in to four phases: need assessment, design, and implementation and evaluation. According to Trace (1984) training and development processes include: assessment phase, implementation phase and evaluation phase. Even though the phases which are suggested by different authors are different, the components which are included in different phases remains similar. Therefore, this study uses the following sequential phases of the systems approach in managing the training and development process. The study will also focus in assessing practice of training and development of the selected institution in relation to these important training and development phases.

2.7.1. Need Assessment

Effective training and development program should be conducted systematically. The training need assessment is the building block of a training program. In supplementing this idea, Clark (2000) suggested that this phase is a basis for giving answers to questions like who must be trained. What must be trained? When should be training occurs? Where the training will take place and how should the training be provided? Training and development can help in supporting company's competitiveness by increasing the company's value through contributing to its intangible assets. To explain briefly, need assessment: needs assessment is a method used to estimate deficiencies, any effort that attempts to determine need and effort that gages gaps and insufficiencies. However, in designing effective training and development programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, improperly and incorrect training needs assessments can lead to disastrous effects. Training needs are those aspects in which employee is lacking attitude, aptitude, knowledge and skills. Training must be provided not only for doing the

present job but also for acquiring the desirable extra skill or knowledge for filling higher jobs (Davis, 2002). Training needs can be identified through identifying the organizational needs based on: - organizational strengths and weakness in different areas like accidents, excessive scrap, and frequent breakage of machinery, departmental strength and weakness including special problem of the department or a common problem of a group of employees and individual strengths and weakness in the areas of job determining organizational training needs are the diagnostic phases of setting training objectives.

Determining organizational training needs to perform different activities which are essential for the process of training and development programs. On this phase, selecting the trainers, trainees, appropriate training environments, preparing lesson plan and selecting methods considered as a prerequisite to conduct the training and development program effectively as briefly below (Kenny 1979).

2.7.1. 1.Selecting the Trainer

Selection of trainer: who actually conducts the training depends on the types of training needed and who will be receiving it. On-the job training is conducted mostly by supervisors. Off-the job training by either in-house personnel or outside instructors. In –house training is the daily responsibilities of supervisors and employees. Supervisors are ultimately responsible for the production and therefore the training of their subordinates. The trainer needs to have both subject matter knowledge and knowledge of training principle and techniques used in training and developing employees (Meyer, 2008). According to Kenny (1979), the trainer or instructor can be thought of as learning leader who assists trainees by structuring learning opportunities for them and by offering guidance at appropriate time. The trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. The approaches used by trainers to assist learning depend on the learning objectives, the trainees and on the time and other resources available.

2.7.1.2. Selection of the Trainees

Once you have decided what training is necessary and what it is needed the next decision is who should be trained? Training on employee is expensive, especially when he or she leaves your firm for better job. Therefore it is important to carefully select who will be trained. Training program should be designed to consider the ability of the employee to learn the material and to use it effectively and make the most efficient use of resources possible. A well designed training program alone cannot produce the required result, if the trainers are poorly qualified and did not follow the training principles appropriately. More over selection of trainee is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees. Educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement are very important (Rae, 1999).

2.7.1.3. Selecting Appropriate Training Environment

The trainer must have the appropriate equipment to transfer the subject matter to the trainee (learner). This appropriate environment includes computer room, adequate class rooms, spaces and other related to this (Buhler2002). The well planned training environment plays an indirect and direct role in the achievement of the goals.

2.7.1.4. Preparing a Lesson Plan

To translate program objectives in to an executable training session, the development of a lesson plan is recommended. A lesson plan is a trainer's guide for the actual delivery of the training content. Creating a lesson plan requires the trainer to determine what is to be covered and how much time to devote each part of the session. It is also very important to think about the location of T&D programs within the organization or off-site; also, to decide whether it will be in the organization, either on –the –job or off-the-job, or relying on specific training or specific training institutions. Some authors argue that external training programs generally meet organizations' requirements; they are likely to be cheaper and more convenient than in the case where the organization spends time, effort and cost in developing its own training programs. In addition,

external training programs are mostly managed by professionals and there is an opportunity for participants or trainees to mix with other people from the same or different organizations. However the disadvantage of these programs according to Gomez (1995) is that they may be not readily transferred to the specific organization's culture "that is all very well in theory, but may not work in reality". However, developing in-house organizational T&D programs is very important if the organization's requirements continue for a long period of time, if the organization has unique requirements that could not be met by external programs or if the organization needs to develop some unique and specific skills which it needs not to be imitated by its competitors, who might use the same external training sources. Also, informal training can be more easily integrated in to the organization's every day activities; it can be undertaken in modules over short time periods and can be synchronized closely with the organization's production cycle; it can be more easily focused closely on the workers specific individual and work role needs (Biramham,1994).

2.7.1. 5. Selecting Method

Training is the systematic process of altering the behavior of employees in a direction to increase organization goals. The selection of training method should be determined by the objective of the particular training course. The training methods are classified into on the job and off the job training programs (Subba, 1990). In order to get desired result from training and development program the organization must tie in closely with appropriate effective training methods and training delivery mechanisms. A variety of training and development methods are available and used by training institutions and organizations. Training and development programs methods used will depends on the objectives of the program, the types of material to be learned, the numbers of trainees, levels of understanding of the trainees, the availability of equipment, the time and budget allocated to training and development program and the person doing the training and development. According to Golden (2003), methods such as demonstration, coaching, job rotation, and planned experiences and technology-based training are some of the training methods that must be used if an organization decides to use on-the-job and training and off-the-job training and development approach. In this connection, case studies, role play, discussion group, action learning, projects and business games are some of the training methods that could be used if the organization decides to use off-the-job training and development approach.

As to (Davar, 1990) to Training techniques basically divided into four types

The telling method: - this method is very suitable communicating information quickly; lectures are delivered like the class room session.

The showing method; in this method the trainer actually dramatizing rates the technique, dramatizing the lesson by playing the role himself.

The role playing method: - this method is useful training techniques. The trainee participates actively in the learning process.

The discussion technique: - it involves the participant in his/her training and allows asking questions. Sometimes cases are also used for actual situations .So; a variety of these techniques can avoid trainees becoming bored and also give opportunities to practice skills if a skill is being taught. By doing so, it is likely to use the preferred learning styles of different individuals at various times.

2.7.2. Determining Contents of the Training Programs

Usually there comes a question “what is to be learned?” before the beginning of any training program. In establishing the content of training program, the scope of the organization’s operation’s, its budget, limitations and philosophy trainees to focus their attention on a specific and limited subject area and allows them to digest closely interrelated ideas at one time. The proper organization of the subject matter in to units that provide the building blocks to acquire knowledge and skills are very much required for acceptable job performance (Tracy, 1984). Furthermore, the careful sequencing of topics to be taught can serve purpose beyond assuring the logical presentation of concepts (Rae, 1999). Rae recommends the training program content should include: identifying the topic areas that should be covered to reach the stated objectives; specifying key points and specific concepts and thinking processes that should be learned; determining the emphasis that should be given to each topic and the specifics within each topic; sequencing the topics that they fit together in a logical progression and build on one another to form a systematic whole and establishing a learning place that is stimulating and impactful.

Tracy (1984) also recommends that the following steps should be adhered in selecting training system content: include all the major knowledge and skills required achieving the specific

performance, submit the topical outline to subject matter experts for a check of completeness and accuracy, revise the topical out line in accordance with the recommendation of the subject matter experts, develop a detailed content out line for each topical out line or performance objective, eliminate unnecessary duplication within the detailed points to be taught and compare the refined content out line with performance work cards.

2.7.2.1. Sequencing the Content

Sequencing the process by which the content and learning experiences are places in the configuration that will produce the most learning in the shortest possible time (Tracy, 1984). Some methods of sequencing the contents are simply more appropriate than others depending on the performance objectives, the learners and the learning environment (Rae, 1999). They further suggest the importance of sequencing the content for learners will be systematically introduced to work activities and the situations or conditions in which they must learn. Tracy (1984) on his part put its importance as “proper sequencing of training content can have a significant impact on the efficiency and effectiveness of training programs.” With regard to the approaches of sequencing Tracy (1984) indicate the following points.

Chronological Sequencing: - The content is arranged by time sequence with the presentation of later events preceded by discussion of earlier ones; topical sequencing: - when the content are sequenced topically, learners are immediately impressed in the middle of a topical problems or issue to see how the problem is originated; whole –to – part sequencing learners are first presented with a complete model or a description of the full complexities of physical object, abstraction or work duty and then to different parts; part-to-whole sequencing:-just the opposite of whole to part sequencing; known to unknown sequencing: learners are introduced to what they already know and are gradually led into what they do not know; unknown to known sequencing: learners are deliberately disoriented at the outset of step-by –step sequencing; Learners are introduced to a task or duty around each necessary step; part- to- part sequencing: learners are treated to a relatively shallow introduction topic, move on to another topic that is also treated superficially, and eventually return to the original topic for a more in depth exposure, and so on and general –to- specific sequencing: - all learners are introduced to the same foundation of knowledge of the same skills, later however, each learner specializes.

As a general rule, it is a good approach to start from existing knowledge, skill and attitude preferable to put the whole learning in the context, then introduce parts, and use link between learning (Truelove.2000).

2.7.2.2. Selecting Training Equipments

The fundamental criterion for judging the appropriate aid use of training aid is their relevant to the training programs. As regard to this Bell (1997) explains that training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding. He further points out that certain objectives of learning are archived if we use appropriate training aids although research shows most aids can perform most instructional functions. When training aids are properly used, they can stamp realism and meaning in the training program. In agreement to this Bell (1997) explains that when considering the choice of aids to satisfy a particular learning objective, the physical attributes of the aids are less consequence than psychological or function attributes: the way in which learners interact with the aids.

According to Tysion (1995), training designers take several steps to select, modify or design training materials. The steps are:

Preparing the working out line: This includes a working out line that summarizes the contents of the planned learning experiences. This out line is based on the training strategy and on measurable sequenced performance objectives that were written previously. An outline is useful because it reminds training designers of what they are doing and helps them how will address each objective; conducting research; this is carried out to identify materials available inside or outside an organization. Training designers should be not waste precious time staff and money preparing these materials if they can be obtained from sources inside or outside the organization; examining existing training materials: here during debating whether to use existing training materials, one has to be sure they are performance objectives established for planned learning experience; arranging or modifying existing materials: when existing training materials are appropriate to use it may be necessary to secure copy right permission and arrange or modify the materials in ways appropriate for satisfying the objectives; preparing tailor –made-training materials: this step to use or modify existing materials from inside or outside the organization. When approaching the task of designing tailor- made training materials, think in terms of

developing a complete training package and selecting or preparing a learning activity: materials selected from other sources will usually have learning activities included tailor-made training activities. Learner should be given the opportunities to discover or demonstrate what they have learned, and activities are intended for the purpose.

2.7.2.3. Setting Training Time

There is an important factor in the training implementation. Because without it the achievement of training program objectives through the instruction of training content cannot be done. Agreeing on this Ivanevich and William (1989) states that learning requires time to as simulate what has been learned. This requires practice and repetition of the material. Communication must be done in a qualified way, and over enough time to allow it to be observed. The training program designer should add up the time required for the implementation of the program. After arranging all the components since the efficiency is concerned with the time required to deliver training to the level of agreed effectiveness (Butter, 1998).

Levels of training need assessment

2.8. Area of Training

Training in business and industry may be used as a means for imparting information, teaching skills, influencing opinions and attitudes of employees. Organizations provide training to their employees in the following areas (Rao, 1990)

Company policies and procedures: - This area of training is to be provided with in order to make the new employee fully conversant with the company rules, practices producers, traditions, management, organization structure, environment, product/service affected by the company information regarding company rules and policies creates favorable attitudes of confidence in the minds of new employees about the company and its product/service.

Training in specific skills- in this case, management may call together all managerial personnel to discuss common problems so as to arrive effective solutions across the table.

Problem solving: - training in this case management may call together all managerial personnel to discuss common problems so as to arrive effective solutions across the table.

Managerial and supervisor training: - sometimes non managers perform managerial and supervisory functions like planning, decision-making, organizing maintaining interpersonal relations, directing and controlling.

2.9. Implementing the Training Program

After need and objectives have been determined a program designed and trainees and trainers have been selected, the program is conducted or implemented. A perfectly conceived training program can fail if management cannot convince the participants of its merits, participants must believe that the program has value and will help their personal and professional goals (Glueck, 1982). In delivering the training and development contents the responsibility of implementing the program largely depends on the trainer. The trainer has to make appropriate decisions in arraigning the training environments and seating condition to make trainees comfortable and concentrate on learning (Harris, 1994). The training and development program should be according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process. Program implementation involves: Deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of the trainers.

2.10. Evaluating the Training Program

Evaluation of the training is the final phase of the training program. The evaluation needs to be made by comparing the results with the objective of the program that were set in the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994). Evaluation should be viewed as part of an effective training process and a base to improve organizational decision- making about human performance improvement. This is critically important because it determines if the learner has achieved the objectives of the program and also highlights areas where the program should be revised (Butter, 1998). Thus any one comes from a training program or process needs to be evaluated and judged what has changed as a result of training? Does the person feel different? Does he/she know something new? Has he or she acquired new skills? The criteria used to evaluate training depend on the objective of the program

before it was implemented. Pre post test approaches, post training performance and pre-post training performance are the most common approaches used to determine the effectiveness of training program (Desimone, 1994). Result of training evaluation gives crucial evidence of training effectiveness through linking Training and Development performance evaluation criteria which has set by the organization.

2.11. Challenge of Training and Development

A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomiz-Mija, 1995). It has been increasingly recognized that people's endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (Gomiz, 1995). However, human resource training and development programs might hampered by different factors. Among others the following are the major ones.

Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Gumize, 1995).Managers' at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to

involve in the HRD process which are curial in integrating the training and development activities to the strategic process.

Availability of resources: The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem: financial problem is the major constraints that hamper the implementation of and effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. With regards to this Biramham (1994) states the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. In addition, the implantation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis& Jackson, 1997).

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

The main objective of this study was assessing the practice and problems of training and development given by the selected institution. This research employed both quantitative and qualitative design because using mixed research method could neutralize /cancel the bias of any single quantitative data (Creswell, 2009). Particularly, Descriptive survey design was employed since it is appropriate method which enhances the research to assess the existing practices and problems of Training and Development at VECOD. The researcher felt that the selected method was appropriate.

3.2. Population of the Study

The description of participants should identify the number source and characteristics of the sample. It should also define the population from the sample is being selected. Thus the major sources of primary information for the study were trainees, teachers (trainers), program coordinators and executive director of the institution. So as to perform this study, the first step was getting the total number of target population. The preliminary survey undertaken by the researcher indicates that there are 311 total populations i.e. 280 trainees, 20 trainers and 11 employees found in VECOD as January 2014.

3.3. Sample Size and Sampling Techniques

The researcher was keenly engrossed on getting relevant data concerning the human resources development practices of VECOD. Since obtaining a representative sample was a critical issue in order to draw valid inferences about the population.

Trainees were selected using simple random sampling techniques. Stratified sampling was employed because stratified sampling allows the researcher to obtain a greater of representativeness; it reduces the probable sampling error to ensure that all groups in a population

were adequately represented in the sample, by randomly choosing subjects from each stratum. Thus, the populations were stratified in two homogeneous groups' that is trainees and trainers. To select sample from trainees, the researcher used both stratified and simple random sampling technique. Stratified was use to select participants who are males and females and proportional sampling employed to select sample from males and females. Concerning the determination of the sample size the researcher tried to consider some important factors and theoretical truths such as the larger the sample size, the more precise the estimation will be the variance in the characteristics of the population.

From among different methods, the one which is developed by Carvalho(1984) cited by Kibebie Tilahun Getahun(2011) was used considering and took on the largest sample size which is guarantee for a good sample representative and more precise result .Based on this fact the sample became 80 the maximum sample size of the population 300 but to make the data more representative the researcher took 50% of the total population as respondents that is 163 among which 140 trainees,20 trainers and 3 employees(training coordinators and supervisors) were included from each stratum.

3.4. Source of Data

The sources of data for this research were both primary and secondary sources. Primary data was collected from trainers, trainees, administrative staffs and coordinators of the program through questionnaires and interviews.

Secondary data was gathered from relevant books, thesis and electronic data from confirmed sources. Documents such as annual reports, policies, training manuals, organizational brochures, publications and website information were used as secondary data sources for the study.

3.5. Data Gathering Tools

3.5.1. Questionnaire

Data were obtained through personally administered questionnaires that were prepared based on literature review to address the research questions. The reason why self administered questionnaire used was it helped as a prompt and relatively low cost strategy for obtaining information in the context that was likely to establish a good rapport with respondents and

easier to answer for the respondents. The questionnaires were distributed after the expected participants had been selected and informed about the purpose of the research by researcher. The items were subsequently edited. The questionnaires have two parts. section 1, of the questionnaire contains instruction and respondents' personal information, and section two contains statements designed to assess the human resource training and development practices using five point likert scales ranging from 'strongly agree'(5) through 'strongly disagree'(1). Section three, is reserved for respondents to choose the appropriate answer based on their feeling and write on the space provided. The survey questionnaires were administered to 140 trainees and 20 trainers in the institution from the total 160 distributed questionnaires 152 useable questionnaires were returned with the response rate 95% rate the rest 8 questionnaires were missed.

3.5.2. Interview

In addition to collecting data through questioners; qualitative data collection technique, involving one-to-one interviews with selected respondents was conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the institution who were selected based on purposive sampling. Executive director of the institution and two training coordinators and supervisors were interviewed. Before the interview the researcher briefly explain the purpose of the interview to the participants and confidentiality of information that the information they provided.

3.5.3. Document Analysis

With this data gathering tools, relevant documents were reviewed and gathered from training and development. This data gathering tools was also used to enrich the data obtained through questionnaire and interviews and to capture information that cannot be obtained through questionnaire and interview methods.

3.6. Methods of Data Analysis

The gathered data were analyzed using SPSS version 20. This study was employed both descriptive and inferential statistics for the quantitative data. Regarding descriptive statistics frequency, percent, mean, SD and tabulation. While for inferential statistics independent sample t-test (to see the significance difference between trainees and trainer in their understanding of T&

D practice) and Chi square (to see if there is statistical significant relation between trainees and trainers in their view of understanding about the practice of need assessment. Results of the interview questions were also integrated in interpretation of the questionnaires replies and analyzed accordingly.

3.7. Pilot Test

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main the criterion should be dependability or truth worthiness of the data (Selcaran (1992). Construct internal consistency was checked computing Cronbach alphas (Creswell (2009).Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement scales on a sample of 20 randomly selected trainees and 3 trainers of VECOD and the result was at Alpha value of 0.70.Cronbach alpha resulted 0.70 for a number of items 20, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test the researcher also consult with experienced individuals to the validity and after getting comments the researcher corrected and adjusted the mistakes which were suggested by individuals. Finally, the researcher distributed and administered the questionnaire to the response of the study.

3.8. Procedures of Data Collection

To get full support in administrating and collecting the instruments of data collection, first contact was made with the Executive director of VECOD. Following this, respondents who filled out the questionnaire; trainers, trainees and training coordinators of the institution were indentified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, clarifications for some questions and interpretation were also given to the respondents so as to avoid confusions. Then the questionnaire was distributed to the respondents. Finally the filled out questionnaire were collected and interviews were conducted to executive director and training coordinators and supervisors using interview guides. In addition to this, relevant document like plan and delivery reports of training and development program of the institution was reviewed.

Table 1 Summary of Sample Respondents, Sampling Techniques and Method of Data Collection

Sample/respondents	Sample size	Sampling techniques	Methods of data collection
Quantitative data sources			
Trainees	140	Simple random	Questionnaires
Trainers	20	Availability	Questionnaires
Qualitative data sources	3		
Coordinators and supervisors		Purposive	Interviews
Executive director	1	Purposive	Interviews
Total sample included			

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

In this chapter of the research results from data collected in both quantitative and qualitative techniques are presented. This result section present the major finding beginning with the socio-demographic variables .This is followed a presentation of the issues of practices of trainings and development in VCOD .This chapter has three sections. In the first section of the chapter demographic profile (characteristics) of the respondents are presented. In the second section, quantitative results from close-ended survey items are presented using descriptive and inferential statistics techniques. The last section of this chapter used to present qualitative results from open-ended items; individual interview and document analysis are presented in support of the quantitative results. Presentation of findings in each section is according to the order of basic research questions of the thesis.

As per the sample size of the study, 160 questionnaires were distributed to Trainers and Trainees and the response was 132 trainees (94.2%) and 20 trainers (100%) as shown in table 4.1 below.

4.1. Characteristics of Respondents

The study targeted 140 trainees and 20 Trainers participating in training and development program at head office of Vision Ethiopia Congress for Democracy Training Institution Accordingly, Table 2 below summarizes the respondents ‘background information

Table 2: Description of Respondents by Sex, Age and Educational level

No.	Item		Trainees (N=132)		Trainers (N=20)	
			Freq.	%	Freq.	%
1	Sex	Male	76	57.6	18	90
		Female	56	42.4	2	10
		Total	132	100	20	100
2	Age	18-27	70	53	8	40
		28-37	52	39.4	5	25
		38-47	6	4.6	5	25
		48-57	4	3	2	10
		≥58	-	-	20	100
			132	100		
3	Educational level	Diploma	37	28	-	
		First degree	90	68.2	6	30
		Second degree and above	5	3.8	14	70
		Total	132	100	20	100

As it can be observed from table 2, 57.6% of trainees and 90 percent of the trainers were male respectively. Among the total respondents 42.4% of the trainees were females and there are only two female trainers in the study area. Regarding age of respondents, the majority (70%) of the trainees were between the ages of 18-27 years old who were actively enrolled in order to change their professional career using this training opportunity.

Different educational backgrounds of the respondents were treated .As can be seen from item3, the majority (68.2 percent) of the trainees and 30 percent of the trainers were BA/BSC holders while 28 percent of the trainees are Diploma holders. Having MA/MSc accounted for 3.8percentand 70 percent of the trainers. This may indicate that trainers have the required educational preparation to deliver training effectively.

Table 3: Training Objectives and Contents as perceived by Respondents

No	Item	Level of agreement	Trainees(N=132)			Trainers(N=20)			t-test p-value
			Freq.	%	Mean	Freq.	%	Mean	
1	Training contents are clear and simple	SA	32	24.3	3.81	7	35	3.78	0.383
		A	64	48.5		7	35		
		UD	4	3		2	10		
		SD	27	20.5		1	5		
		SA	5	3.7		1	5		
2	Total		132	100	4.26	20	100	4.22	.735
	Training objectives were stated in understandable way	SA	90	68.2		8	40		
		A	34	25.6		7	35		
		UD	3	2.3		2	10		
		SD	3	2.3		-			
3	Total		132	100	3.23	20	100	3.30	0.057
	The training program has written general objective	SA	19	14.4		4	20		
		A	80	60.6		11	55		
		UD	10	7.6		1	5		
		SD	18	13.6		2	10		
4	Total		132	100	4.12	1	5	4.01	0.296
	The training contents are related to the tasks which individual trainees perform	SA	26	19.7		8	40		
		A	80	60.6		8	40		
		UD	4	3		1	5		
		SD	18	13.4		3	15		
5	Orientation is given to trainees about training goals.	SA	40	30.3	4.3	12	60	4.36	.240
		A	74	61.1		6	30		
		UD	6	4.6		-	-		
		SD	8	6.6		2	2		
		SA	4	3		-	-		
6	Total		132	100	2.39	20	100	2.42	.0624
	The institution has adequate training facilities (rooms, seats, training aids etc...).	SA	2	17.3		1	5		
		A	6	4.9		2	10		
		UD	6	4.9		1	5		
		SD	86	71		11	55		
		SA	32	24.5		5	25		
	Total		132	100		20	100		

N.B. Mean value >3 high, mean=3 moderate and mean <3 low, significance (P<.05), strongly agree (SA), Agree (A), Undecided (UD), strongly disagree (SD), Disagree (DA) significance at 0.05 level of significance (P<.05).

As indicated in the above table 3 items 1, 72.8 percent of the trainees and 70 percents of the trainers agree that the contents are clear and simple while, 24.1 percent of the trainees and 10 percent of the trainers disagree on this issue. The mean values of 3.81 and 3.78 for trainee and trainer respondents respectively showed that there is an agreement of both groups on the stated issue. The t-test result indicated that there is no statistical significant difference between trainer and trainee respondents in terms of their opinions on the issue at alpha 0.05.

Moreover, 93.8 percent of the trainees and 93.8 percent of the trainers agreed that stated objectives were easy to understand. Moreover, at 95 percent confidence interval both the trainees and trainers mean response were greater than the moderate mean value($x=3$). The T-test result also showed that there is no statistical significant difference between trainee and trainer respondents. Therefore, it is possible to conclude that training contents and objectives were clear, simple and understandable. In addition training coordinators and superiors were requested about their opinion whether the training objectives communicate clearly to trainees before the training and development program was started. Consequently, training coordinators and supervisors explained that the training institution has well communicated the objectives of the training to the trainees and given orientation for each content and courses.

Regarding item 4, 80.3 percent of trainees and 80 percent of trainers agreed that training contents were related to the tasks which they perform with a mean value of 4.12 and 4.01 respectively which is greater than the neutral value ($x=3$). However 16.4 percent of the trainees and 20 percent of trainers agreed to this issue. Moreover, the calculated mean values were 4.12 and 4.01 for trainees and trainers respectively revealing that both groups agree that the contents of the training were related with the task what they are performing. Besides, the p-value is greater than 0.05 levels of significance. This confirms that both expressed their agreement to the item stated.

In relation to item 5 of table 3, on the statement whether the institution gives orientation to about the importance and goals of the training to all trainees, 91.4 percent of trainees and 90 percent of trainers agreed with mean value of 4.3 and 4.36 respectively. Only 6.6 percent trainees gave their disagreement to this issue. Moreover, p-value is greater than 0.05 which implies that there is no statically significant difference between the two groups of respondents. In supporting the survey result, interview was conducted with Executive director of the institution. Accordingly, he

explained that objectives of the training program is briefly explained and well communicated at the beginning of the training program. From this one can conclude that trainees have the opportunity of getting the overall mission and vision of the training and development program. This may help trainees aware about the over duties and responsibilities what they are going to do on the process of training and development practice at VECOD.

Concerning the training facilities, as it is indicated in item 6 of table3, majority (95.2%) of the trainee and trainer (80%) respondents disagreed on the statement stated. The calculated mean value for trainees (2.39) and trainers (2.42) indicated that both groups disagreed that the institution has adequate training facilities. This may confirm that both expressed their disagreement to the issue stated. Generally, there are no statistical significant differences between trainees and trainers in all items listed in the above table.

Table 4 Practices of Training and development Need Assessment

No.	Item		Trainees (n=132		Trainers (N=20)		r^2	p- value	Df
1	Has VECOD conducted training need assessment since2004E.C?		Freq.	%	Freq.	%	3.068	.90	1
		Yes	8	6	4	20			
		No	120	90.9	15	75			
		Dk	4	3	1	5			
2	Is there a formally written training and development policy?	Yes	4	3	3	15	1.45	0.85	1
		No	122	92.4	16	80			
		Dk	6	5.6	1	5			

(r^2 = Chi – square), Df = Degree of freedom , significance at 0.05 level of significance , Dk=Don't know

As indicated in item 1 of table 4, 90.9 percent of trainees and 75 percent of trainers' respondents responded that the training and development need assessment was not conducted at VECOD. The calculated chi-square result indicated that there was no statistical significant association between trainees and trainers in their view of item 1 (r^2 =3.068 , df=1 and $p>0.05$) at significant

level of 0.05. Furthermore, as the respondents indicated, the higher level managers decide training and development needs rather than based on need assessment in their institution. From this, it is possible to conclude that the minimum training and development practice observed at VECOD was not supported by training needs analysis. In which case, such a practice may leads to additional costs with non-return value of training and development programs rather than adding efficiency and effectiveness. Regarding the existence written policy, majority of the trainee and trainer respondents revealed that there were no formally written policy for training and development at VECOD. The result of chi-square test also indicated that the responses of trainee and trainer respondents is not significantly different (at χ^2 –value 2.402; $p>0.05$). This means VECOD does not have written policy for its training and development practice. Trainings were not given purposively based on the skills of trainees and with the guide line of the policy.

Table 5. Training Needs Assessment Techniques

No.	Item	Respondents			
		Trainees(n=132)		Trainers (20)	
1	Individual Need assessment techniques of VECOD	Freq.	%	Freq.	%
	A. Questionnaires	-	-	2	10
	B. Interviews	-	-	-	
	C. Observation	10	7.5	1	5
	D. Other	122	92.5	17	85
2	Techniques used for assessing organizational training needs at VECOD	-	-	-	-
	A. Records and reports analysis	50	37.9	13	60
	B. Future trained and opportunities analysis	10	7.5	3	15
	C. Attitude survey	38	28.8	2	10
	D. Performance improvement survey	2	1.5	3	15
	E. Other	32	24.3		

The first item of table 5 refers to the techniques used for assessing training and development needs of trainees. Accordingly, a large number of both trainees(122) and trainers (17(responded that the technique used for assessing training and development needs gave more weight for methods which were not indicated on the choices which is using notice board and leaflets.

The other item of question depicted on item 2 was concerned about the techniques used for assessing training need at organizational level. The respondents have approached the choices differently. The trainees accounting for 37.8 percent responded records and reports analysis and the rest 28.8 percent of them responded that attitude survey was the technique used for assessing organizational training needs. The next majority from trainers' side records and reports analysis were used as a technique by VECOD to assess needs at organizational level. In line with this responses, the interview, results from program coordinator confirmed that there was no appropriate need assessment techniques used by the institution. However using notice board and leaflet techniques were widely applied. He further explained that number of trainees to accept in each shift of training is determined by the selection criteria; intake capacity of the institution and the incoming number of trainees to the institutions. But, not by the results of the need assessment.

As Laird (1985) recommended different kinds of techniques for different level of needs. They asserted that questionnaires, interviews, observation, critical incidence etc. In contrast, the result revealed that there was no such need assessment practiced in VECOD training institution. Factors that affect for lacking appropriate need assessment was also explained by program coordinator during interview session, he pointed out that lack of adequate budget, lack of awareness and shortage of competent manpower were the first three factors constraining the need assessment activities. In line with this view, training coordinators and supervisors emphasized that shortage of financing was the prominent problem that affected the training being involved. Hence one can deduce that lack of adequate budget affects not only the need assessment but also other aspects of the training and development program that could lead in to poor quality training and development. Moreover, if the training need assessment cannot conduct thoroughly, it is likely that the trainings provided by the VECOD institution might not match to the local demand. This in turn can affect the training and development relevance in terms of labor market demand.

Table 6: Contents and Practices of the Training &Development Program perceived by Respondents.

No	Item	Level of agreement	Trainees(N=132)			Trainers (N=20)			t-test
			Freq.	%	Mean	Freq.	%	Mean	p-value
1	The institution evaluates its training & development program	SA	20	15.2	3.73	1	5	3.21	0.054
		A	79	59.85		11	55		
		UD	10	7.6		5	25		
		SD	18	13.6		1	5		
		DA	5	3.03		2	10		
2	The module was sufficiently distributed	SA	8	6	2.94	2	10	3.47	0.058
		A	25	19.9		5	25		
		UD	10	7.6		12	60		
		SD	74	56		1	5		
		DA	15	11.35		-			
3	Trainers used enough teaching aids for the course they taught	SA	20	15.2	3.22	3	15	3.02	.312
		A	75	56.8		10	50		
		UD	5	3.8		1	5		
		SD	22	16.7		3	15		
		DA	10	7.6		2	10		
4	The institute's 'HRD program focuses on individual performance improvement.	SA	35	26.5	3.95	5	25	4.23	0.379
		A	75	56.8		12	60		
		UD	11	8.3		-			
		SD	6	4.5		2	10		
		DA	5	3.8		1	5		
5	The training was supported with practical work	SA	24	18.9	3.97	10	60	3.85	
		A	89	67.4		6	30		
		UD	6	4.5		2	10		
		SD	9	6.8		1	5		
		DA	4	3		1	5		
6	The institution has well trained and experienced trainers	SA	34	25.75	4.13	4	20	3.74	.0.057
		A	83	62.78		11	55		
		UD	5	3.74		1	5		
		SD	6	4.6		2	10		
		DA	4	3		1	5		

N.B. Strongly agree (SA), Agree (A), Undecided (UD), strongly disagree (SD), Disagree (DA) significance at 0.05 level of significance (P<.05)

The evaluation HRD is crucial to assess the existing effort and to get feedback for future actions. In this aspect, respondents were requested wheatear there was an evaluation of training and development item 1 of the above table, majority (75%) of trainee respondents and about 60 percent of the trainer respondents confirmed that there is an evaluation practiced done at the institution. However, 16.6 percent and 15 percent of the trainee and trainer respondents did not agree respectively. Moreover, the t-test shows that mean values of trainee and trainer respondents

at 95 percent confidence interval are 3.73 and 3.21 respectively. This demonstrates that both groups agreed that there is an evaluation done in the institution's training and development program. Besides, the associated p-value of the test is found to be greater than 0.05 levels of significance. It can be concluded that there is no statistically significance difference between the opinions of the two groups of respondents. In addition to all these values, was found out from the document that there had always been a training evaluation the end of each training programs but the means of evaluation criteria's lacks clarity. Data obtained from, interview with training coordinators and supervisors indicated that training and development program has been evaluated by dispatching questionnaires at the end of the program. From this finding one can be concluded that though there is a training and development evaluation practice conducted by the institution, it seems to be unsystematic and disorganized.

In connection item 2 of the same table 6, 67.3% of trainees and 65% of trainers disagreed that the module is sufficiently distributed, while 25.9% of trainees and 35% trainers agreed on the same issue. According to the calculated values are 2.94 and 2.87 for trainees and trainers respectively showed that both respondents disagreed to this issue. This research indicated that there is no statistical significant difference between trainees and trainers in their understanding of module distribution. These implied trainers were more aware about module distribution.

Concerning adequate usage of teaching aids by trainers for the course they taught they taught, 72. % of trainees and 65% of trainer's respondents agreed that trainers used adequate teach aid for the course they taught as indicated in item3 of table 6. Besides, the calculated mean values of both groups at 95% confidence interval of respondents is found to be greater than the moderate agreement level($x=3$). Moreover, the p-value of both respondents are greater than 0.05 level of significance. This confirms both groups expressed their agreement to the statement.

Regarding whether the HRD offered had taken in to consideration of improving the individual's skill, majority trainees (83.3%) and trainers (85%) agreed on the statement indicated item 4 of table 3. However 8.3 % o trainees and 15 percent of trainers disagreed on the same issue. Moreover, at 95 percent confidence interval, the mean values of 3.95 and 4.23for trainees and trainers respondents respectively show that there is an agreement of both groups upon the focus of training. Besides, the associated p-value is greater than 0.05 levels of significance. This confirms both groups expressed their agreement to the statement.

Concerning table 6, item 5, trainees and trainers respondents together confirmed the availability of practical work during the training program. About 86.3percent of trainees and 90 percent of trainers agreed that the training was supported with practical work. The calculated mean value of both respondents greater than the moderate value($x=3$). Moreover, the associated p-value is greater than 0.05 level of significance. It would be then concluded that there is no statistical significance difference between the opinions of the two groups. In supporting the survey, interview conducted with training coordinators and supervisors pointed out that group work, experience sharing, reflection, discussion, case study and other and self evaluation practiced were undertaking on the process of learning-teaching. From these views one can be argued that practical work was undertaken on the program.

Regarding the existence of well trained and experienced trainers, in the above table 4, item 3 88.5 percent of trainees and 75% percent of trainers respondents have shown their agreement that the institution has well trained and experienced trainer. The calculated mean value of both trainee and trainer respondents are greater than moderate value($x=3$).Moreover, the associated p-value is greater than 0.05 level of significance. It would be then concluded that there is no statistical significance difference between the opinions of the two groups. This supported by interviews conducted with Executive director of VECOD who explained that the institution has its own criteria to select qualified trainers and consultants. They do have high knowledge and experience having 70% of master and PHD educational preparation. In this connection, the researcher further asked on the existence of written training policy but the response of him was not adequate in this regard. In this case the researcher also tried assessed training policy during his document analyses but could not find in the institution. From this, one can conclude that having such trained and experienced trainers enables the institution to meet its training and development objectives to the desired level but to be consistent in the selection of trainers and trainees there should be training policy.

Table 7: Adequacy of Training methods and Approaches

No.	Item	Respondents			
		Trainees(n=132)		Trainers(n=20)	
1	Training and development methods	Freq.	%	Freq.	%
	A. Lecture	115	87.1	17	85
	B. Group work	15	11.4	2	10
	C. Individual assignment	2	1.5	1	5
	D. Audiovisual showing	-	-	-	-
	E. Other	-	-	-	-
2	Activities done before the beginning of the training	-	-	-	-
	A. Clarification of objectives	72	54.5	15	75
	B. Introduction of trainer	40	30.3	3	15
	C. Setting ground rules or rooms	10	7.6	1	5
	D. Getting the expectation of trainees	10	7.6	1	5
	E. Making trainees know each other	-	-	-	-
3	Methods used to select trainees	-	-	-	-
	A. Interest	-	-	-	-
	B. Educational level	130	98.5	19	95
	C. Recommendation by coordinators	-	-	-	5
	Registering earlier	2	1.5	-	-

Organizations should determine varieties of training and development methods that are appropriate to deliver training and development programs. As can be observed from table 7, 87.1 percent of trainee and 85 percent of trainer respondents declared that lecture is widely used followed by group work in the institution where as individual assignment and audiovisual showing methods has not yet been adequately practiced. This is also generally supported by interview held with program coordinator that this method has not been in use in the institution so far because of inconvenient rooms and other facilities.

in relation to these activities the data on table 7,item 2 indicated that major activities before training clarification of objectives 54.5%, introduction of trainers 37.3% and getting expectation of trainee 7.6 and setting ground rules and norms 7.6% were executed fairly, and making trainees know each other were not executed as expected before training begins by trainees respondents.

Similarly, 75 percent clarification of objectives and 15 percent introduction of trainers are widely practiced according to trainer's responses.

Regarding to trainee's selection, among the criteria alternatives listed in the above table 5 item 3, educational qualification is crucial for the institution. As can be seen from the table, 98.5 percent of trainees and 95 percent trainers declared that having the required educational level always used as a criteria used by the institution. The interview conducted with training coordinators and Executive director of the institution, supported the survey result. According to them "having a minimum of grade 10 completions in the new Ethiopian Curriculum make the trainee's eligible to be selected". They added that in addition to the above mentioned core criteria, those applicants who were registered before due date of the registration program of the institution have given priority in the selection process. Producing original educational certificates which testify these requirements is also another precondition for the enrollment.

Table 8: perception of trainers on the issue of Training & Development effectiveness

How often the institution evaluates training and development effectiveness? (N=20)		
	Frequency	Percent
Never	2	10
Rarely	6	30
Some times	9	45
Always	3	15
Total	20	100

The researcher has also raise questions related with training effectiveness evaluation so far the respondent said they have observed the importance of training and gave response based on different aspects with a variety training importance. Having in this mind, they were also requested to check whether the institution evaluates training and development. Accordingly, respondents reflected their view; there is no frequent training and development effectiveness evaluation practice. Based on the fact gained from the respondents the majority of them that is 9 (45%) said that the institution evaluates training and development effectiveness some times. Those respondents who were replied always and never accounted 3(15%) and 2(10%) respectively .On the Contrary, the rest of the respondents 2(10%) and 5(20 %) replied the organization did not evaluate the effectiveness training and development program. Based on this fact gained 60 percent of the respondents replied some times and below. This indicates that the

training evaluation history of the institution is not as such appreciable. Hence the institution is expected to change its history and to do a lot in this regard. So as to rectify problems related with training and to keep best practices which bring effective training implementation and practice. According to Lien and others (2007) the systematic collection of descriptive and Judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities. In other words, are we train: the right people; the right way with the right materials; at the right time? Organizations may select different models to measure the effectiveness of organization from the training programs. Even some organizations may have not equipped and smart trainers who are able to evaluate the training results and some may not worry about the training package they are developing and some believe it is costly to measure (Gomez, 1995).

Table 9: Trainees selection and Evaluation Practices

No	Item	Level of agreement	Trainees(N=132)			Trainees(N=20)			p-value
			Freq.	%	Mean	Freq.	%	Mean	
1	Selection of trainees were based on the criteria set by the institution	SA	28	21.2	4.4	12	60	4.1	0.618
		A	83	62.9		4	20		
		UD	6	4.5		1	5		
		SD	10	7.8		2	10		
		DA	5	3.8			-		
2	The trainees had the same understanding to grasp the lesson	SA	3	2.27	2.61	1	5	2.38	0.382
		A	37	28		2	10		
		UD	18	13.6		3	15		
		SD	60	45.6		3	15		
		DA	14	10.6		13	65		
3	Training opportunities were equal to all trainees	SA	77	58.3	4.35	8	40	4.12	0.733
		A	40	30.3		8	40		
		UD	5	3.8		2	10		
		SD	5	3.8		2	10		
		DA	5	3.8					
4	Trainees Skill of work and knowledge have improved after the training	SA	40	30.3	4.32	7	35	4.42	0.582
		A	80	60.6		11	55		
		UD	1	0.75		1	5		
		SD	5	3.8		1	5		
		DA	6	4.6		-			

N.B. Strongly agree (SA), Agree (A), Undecided (UD), strongly disagree (SD), Disagree (DA)
significance at 0.05 level of significance ($P < .05$)

Pertaining to item 1 of table 9, 84.1 percent of the trainees and 80 percent of trainers show their agreement on the statement that the institution was applied selection criteria during trainee's selection with the calculated mean value 4.4 and 4.1 respectively. This shows that both groups of respondents agreed that selections of trainees are based on required criteria set by the institution. Moreover p- value of them is greater than 0.05 level significance which shows that there is no significance statistical difference between opinions of the two groups.

In relation to the above data, interview with executive director and training coordinators disclosed that those individuals having the minimum requirements which is competition of grade ten the new Ethiopian curriculum make them eligible to be selected as a trainee. Producing

original educational certificates which testify these requirements is also another precondition for the enrollment

Concerning the similar understanding ability of trainees in attending the program effectively, 56.2 percent of trainees and 70 percent of trainers did not accept that trainees have equal ability on grasping the lesson. However, 30.3 percent of trainees and 15 percent of trainers agreed on the same issue. The calculated result shows that at 95 percent confidence interval, the mean values are found to be less than the moderate value ($x=3$). This indicated that both groups did not agree on the statement. However, the associated p-value in the same test is greater than 0.05 levels of significance. Data gathered from the interview with training coordinator and executive director, discovered that even though the training contents are clear and understandable for all, there had never been equal understanding of the given courses because of personal and other differences. They further explained that “trainers have different educational status with lowest academic standing was a grade 10 graduate, while the trainee with the highest academic status is a PHD holder”. This implied that their level of understanding in grasping the lesson might be quite different.

As can be seen on item 3, of the table 9, 88.6 percent of trainees 80 percent of trainers agreed that training opportunities are equal for all trainees. The mean values for both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 4.35 and 4.12 for trainees and trainer's responses respectively this shows that both groups strongly agreed that the training opportunities are equal for all trainees. Beside the associated p-value in the same test is found to be greater than 0.05 level of significance. It could be concluded that there is no statistical difference between the views of the two groups. From interview with training coordinator and supervisor explained that everyone has equal chance to learn if the required criteria fulfilled. From this one can conclude that the institution has equally provided training for all interested people.

In relation to the output of the training respondents were requested to reflect their views as stated in item 4 of table 9. Accordingly 90 trainees and agreed on the statement. However 8.4 percent of trainee and 10 percent of trainer respondents disagreed respectively. Furthermore, the calculated mean value at 95 percent confidence interval is 4.32 and 4.42 respectively. This indicated that both groups strongly agreed that work and knowledge has improved after training. Besides, the

p-value is greater than 0.05 level of significance which indicated that there is no statistical significant difference between the mean responses of the two the groups. This shows that trainees were acquired the required skills and knowledge and improve their work performance.

Table 10: Outcomes of the Training as Perceived by Trainees

No.	Items	Responses	Trainees(N=132)	
			No	%
1	Have you got benefits or changes from training you involved?	Yes	110	83.3
		No	12	9
		Not sure	10	7.58
		Total	132	100
2	If your answer in item 1, is 'yes' what are these benefits and changes?			
2.1	Knowledge and skill after training		63	57.8
2.2	Job performance improvement after training		32	29.
2.3	enjoyed and relaxed during training		14	12.72
2.4	Changes were below expectation		1	0.75

Regarding to the benefit or change perceived as a result of training, trainees were asked whether they got benefit or changes perceived from the training they involved. Accordingly, table 10 shows that 84.42 percent of trainees reflected that they got benefits and changes from the program that they were involved. However only 9 percent of the trainees disagreed to the same issue, 7.58 percent of trainees were not sure about the change or benefits of training. This implies that majority of trainees were benefited from training even though the changes or benefits that perceived need investigation. In supporting this, results from interview conducted with training coordinators, they explained that there is a significant change on trainee's skill and perception as we approved and checked their improvement at the end of training in the form of evaluation.

For those who responded positively for item 1, of table 10, one question was forwarded, what were the benefits or changes acquired as a result of training? As indicated, 57.8 percent of trainees replied that their knowledge and skill were enhanced after training while 29 percent of trainees responded that their job performance were improved after training, 12.72 percent of trainees

confirmed that benefit or changes were getting relax. Furthermore, interview was conducted with executive director; he explained that” trainees have got uncounted benefits in addition to their professional improvement”. He explained further “activities in relation to nation, democracy, human rights, peace building, good governance, capacity building, violence against women and children, citizenship are not primarily to be done with money”. We believe that undertaking such training program helps trainees to grab holistic knowledge about the duties of each citizen. In addition, no tuition is paid for training. Nevertheless, trainees are expected to pay only 300 birr for transcripts and certificates, hall rent and identification papers. In supporting the above data training coordinators explained that HRD programs given derived at the institution is highly relevant to the improvement of their performance on their current job and future personal careers. From this it is possible to infer that major benefits or changes are acquired as a result of being involving in the training and development program.

Table 11: Respondents Views on the Problems of HRD Practice in the Institution

No.	Item	Respondents					
		Trainees(N=132)			Trainers(N=20)		
		Mean	Std.Dev.	Mean rank	Mean	Std.Dev	Mean rank
1	Lack of adequate budget	3.81	1.126	2	4.15	1.008	2
2	Lack of attention by top management	3.1	.987	7	3.35	1.093	5
3	Absence of relevant department to coordinate the program effectively	3.12	1.321	6	3.51	1.101	6
4	Inadequate space of training room	3.91	1.131	2	4.15	1.003	2
5	Training institution is not accessible to transport	3.20	1.128	6	2.72	.721	7
6	Poor organization of training content	3.75	1.315	5	3.35	1.093	5
7	Poor quality training delivery methods	3.18	1.252	8	2.69	1.517	8
8	Lack of refreshment and energizers during training	3.79	1.325	4	4.12	1.107	4
9	The training had no brought to me a new knowledge	2.79	1.321	11	2.8	1.526	9
10	time allocated for the training of each course was inadequate	4.01	1.128	1	4.20	1.021	1
11	The training room is not convenient	3.80	1.262	3	4.02	1.201	3

There are many reasons that may confront organizations or institutions to carry out training and development programs. It is found that the most serious impediments are lack of resources, absences of conducive environment, lack of trained manpower in the field of training and development lack of support from the concerned bodies, etc. As many writers have indentified in many literatures. Accordingly, possible reasons were mentioned and provided to trainees and

trainers as options to be marked. Based on the responses provided, mean was calculated, and hence a rank order was made to identify the most serious constraints of training and development. As indicated in table 10, it is found that both trainees and trainers point out and ranked in terms of the degree of constraint. Accordingly, time allocated for training of each courses was inadequate, lack adequate budget, inadequate space of training were found to be the first constrains with mean value of 4.01, 3.81, 3.91 and 4.20, 4.15, and 4.15 by trainees and trainers respectively. Training room is not convents, Lack of refreshment during training, and poor organization of training contents were found to be the second constrains for two groups of respondents. Lack of attention by top management, inaccessibility of transportation and poor quality training delivery methods were ranked third by trainees and trainers. The remaining constrains were indicated in table 11 with corresponding mean value and ranks. As both trainees and trainers agreed that absence of relevant coordinating department has been the obstacle which they put as a fourth factor. As it can be seen from the table 11, other constraints were ranked based on degree of constraint. Therefore, from the finding, the student researcher deducted that lack of adequate time allocated for the program, inadequate budget and inadequate training space were major constrains for trainees and trainers respectively.

In line with this interview was conducted with Executive director of the institution regarding the issue of constraints which was institution faced in this regard. Accordingly, He emphasized that “shortage of financing was the most prominent problem that affected the training and development practiced”. He further explained that “our source of budget is volunteerism which is not sustainable source of fund”. He continued that “the new Ethiopian charities and societies Agency proclamation number 621/2001 has classified nongovernmental organizations in to three. The first ones international organizations which can be engaged in developmental activities if their income sources are fully from abroad. The second ones are what are called Ethiopian Residences Organization. These associations can be engaged in developmental activities by garnering 90 % of their incomes from aboard and the remaining 10% from inland sources. The third ones what is called Ethiopian Charity and Society organizations which are the type that VECOD is registered as. Charities Organizations which are registered under it are expected to collect below 10% of the finances for running their business from abroad and the remaining 90% from inland sources. He further explained that in the current situation, collecting 90% of the money from inland sources, as stipulated in the Proclamation, has been found to be an arduous

task. As a result, we have been registered under organization with the goal of engaging in capacity building, promoting democracy and a culture of Human rights, brining about behavioral change by delivering a awareness – raising lessons regarding violence against women and children, resolving conflict peacefully and building peace. All these basics activities must be done with finance obtained from inland sources. In this regard, almost 95% of our work is carried out on voluntary basis following this financial constraint”.

CHAPTER FIVE

Summary, Conclusions and Recommendations

This final chapter deals with the summary of the findings, conclusions and recommendations forwarded.

5.1 Summary of Major Findings

The major purpose of this study was to assess training and development practices of VECOD and examine the problems they encountered in designing and implementing training and development programs. The study forwards viable recommendations that help to mitigate the problems of the issue under study.

Therefore, in order to address the research problem the study focused on answering the following basic questions

1. How does VECOD identify training and development needs of trainees?
2. To what extent the training and development program of the institution relevant as perceived by trainees?
3. How adequate are the methods by VECOD training and development adopted?
4. What mechanisms are employed to evaluate training and development program?
5. What major factors that affect the training and development programs of the institution?

Descriptive survey design was employed to conduct the research. Stratified random sampling method was used to select sample respondents. From the total target population 300, about 140 trainees and 20 trainers whose educational preparation was diploma and above were included in the study. Questionnaire mainly rating scales, interview and document analysis were used as data gathering tools. Based on this, 160 distributed to respondents of which 152 (95%) questionnaires were filled and returned. Accordingly, 132 trainees, 20 trainers, 2 training coordinators and supervisors and one executive director were used as a data source. Data obtained through questionnaire, mean, frequency and inferential statics (p-value) supported by SPSS software

version 20.00 used. Whereas data obtained using interviews and document analysis were analyzed, interpreted and major findings are summered below

Pertaining to sex composition, the finding of the study revealed that 57.6 percent of trainee and 90 percent of trainer respondents were male where as 42.4 of trainee and 10 percent of trainer respondents were females. The presentation of female trainers found to be less as compared to female trainees. Concerning educational level most of trainees are degree holders where majority of trainers are Mater holders. This indicated that teaching – learning process is effectively undertaking. Regarding to age, most of trainees fall under between 18-27 years old which shows their commitment to change their personal careers and improve their skills.

It was pointed out that VECOD set training and development objectives that mainly focuses on improving skills and performance of trainees. However, the training and development program of the institution lacks written training policy as depicted out through document analysis.

The study indicated that the training and development program was not based on adequate need assessment. Notice board and leaflet were used as technique for need assessment which is not sufficient and appropriate means of need assessment techniques.

Both trainees and trainers clearly express their agreement on training contents more than 75 percent of trainees and trainers agreed that the contents are clear and understandable, training contents are designed relevant to the objective of VECOD training and development and contained practical work during delivering of the program. In addition the institution has well qualified trainers. However, the institution has inadequate training aids for instance; the module was not sufficiently distributed.

Educational qualification and training experience of trainers were more acceptable criteria than other criterion's to be selected as a trainer. In addition, since the budget source of the institution is volunteerism, those trainers who want to participant in volunteer service with good ability of training skill are highly welcomed by the institution.

The study indicated that the training and development opportunities were equal for all trainees. The finding also shows that the main criteria for trainee's selection process were based on educational level. Having minimum grade 10 graduates in the new Ethiopia curriculum and

applying before the due date of registration makes the trainees to be selected by the institution. Producing original educational certificates which testify these requirements is also another precondition for the enrollment. Furthermore, the study indicated that the training and development opportunities were equal for all interested trainees. No tuition fee is paid for training. Nevertheless, trainees are expected to pay only 300 birr for transcripts and certificate.

Regarding to training methods lecture and group work were widely practiced in the institution. In connection to this, clarification of objectives, introduction of trainers and getting the expectation of trainers were done properly before the training session was started.

Evaluation which is the final phase of the training and development program, involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job. It was indicated that VECOD had been doing training and development evaluation at the end of the program. But no significant effort was found for doing training evaluation while the training program was going on. Both trainer and trainee respondents indicated that the method employed to collect data for the training evaluation was only by distributing questionnaires at the end of the training program.

With regards to the outcome and benefits of training more than 84% of trainees explained that knowledge and skilled were acquired from training and development program. Certificate rewards another out come as mentioned by executive director of the institution. On the contrary few respondents disagreed on the benefits of training.

As indicated in the findings of the study, Inadequate time allocated for each course, inadequate training space, lack of adequate budget, insufficient training module provision and absences of appropriate T&D need assessment were the main constraints that hinders the proper provision of training and development program at VECOD .The above mentioned problems were given high emphasis by executive director of VECOD and training Coordinators as data indicated from interview session. These constraints ranked as first constraints by trainers and trainees and other constraints also indicated in table 11 based on their level of constraints rank.

5.2 Conclusion

The following conclusions were can be drawn from the findings of the research.

- It has been agreed up on by many writers and training professionals, training and development need assessment is vital to achieve the desired training and development objectives and to use wisely the scarce resources and minimize wastages. In the contrary VECOD has not been used need assessment techniques.
- As it was indicated in the findings of the study, the institution has well trained trainers, clear and understandable training contents, objectives, methods and trainees and trainers selection criteria. In relation to outcomes of the training, knowledge, skill and work performance of trainees have improved and increased as reflected by the respondents on the findings. However, the selection procedure of trainer of the VECOD is so closed and that only the approached or conducted trainers come and apply to be selected to give voluntary service without any financial rewards.
- Data gathered indicated from interview, lack of adequate budget, training rooms, and inadequate time allocated and insufficient distribution training modules were reflected as the major constraints of the training institution.
- As document reviewing finding indicated that there was no training and development section or unit with qualified staffs, and financial resources to facilitate the training and development functions. As a result, training and development was not managed and administered properly.
- Training and development needs assessment and evaluation was carried out in disorderly manner. This was due to absence of training and development policy and lack of effective coordination in the institution as findings indicated from interview.
- Training and development program is being delivered without tuition fee by trainees and volunteer trainers have delivered the training without financial reward. This practice is encouraging which may be used as a model for other similar organization.

5.3 Recommendation

Based on the findings and conclusions of the study, the following recommendations were forwarded.

- Training needs assessment is the base for any training program. Therefore, VECOD shall use different appropriate techniques such as questionnaires, interviews, observation, to address the individual as well as organizational problems.
- In order to achieve the desired objectives VECOD shall allocate adequate time for each course and preparing manageable class size which helps trainees to grasp the lesson effectively.
- The findings indicated that different levels of education holders have taken the training in a merged way without considering their qualification. Therefore, the institution shall categorize trainees based on their level of education to make the training more effective.
- The evaluation training program shall be done at each level on regular basis instead of assessing the immediate reaction of trainees. Such evaluation shall also include both individual and organizational performance in order to measure the effectiveness and efficiency of training programs.

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Appendices

Appendix-A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Human Resource and Organizational Development Stream

Dear Respondent,

The main purpose of this questionnaire is to collect necessary data for the study on the practice and problems of Human Resource Training and Development at Vision Ethiopia Congress for Democracy Training Institution.

This questionnaire has been designed to solicit information for purely academic purpose; the information collected will be kept confidential. As the outcome of the study will highly depend up on your responsible, sincere and timely response, you are kindly requested to complete the questionnaire genuinely.

Note.

- Please don't write your name
- You can write more than two or answers when you are required to do so.

Part one

Put tick mark (✓) in the box provided against your choice

Demographic Data

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 18-27 ☐ 28-37 ☐ 38-47 ☐ 48-57 ☐ ≥58
3. Marital status: ☐ Single ☐ Married ☐ Divorced ☐ Widowed
4. Educational background: ☐ Certificate ☐ Diploma ☐ First-degree ☐ Second degree ☐ Terminal degree, other (specify) _____

Part Two

Please read each statement carefully and show the extent of your agreement on the statements by putting a tick mark (✓) in the boxes against each rating scale of choice. The rating represents your level of agreement as follows: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

No.	Items	Rating				
		5	4	3	2	1
1	Training contents are clear, simple and understandable					
2	Training contents consider the ability and interest of the trainees					
3	The training had no brought to me a new knowledge					
4	The module was sufficiently distributed					
5	The institution has give orientation trainees about the importance and goal of the training.					
6	Training opportunities were equal to all trainees					
7	Selection of trainees were based on the criteria set by the institution					
8	The institution has well trained and experienced trainers					
9	The HRD program helps the trainees to acquire skills of adopting new working methods and technologies					
10	Trainees Skill of work and knowledge have improved after the training					
11	Training objectives are stated in understandable way					
12	Trainers used enough teaching aids for the course that they taught					

13	The institution evaluate its training and development program					
14	Absence of relevant department to coordinate the program effectively					
15	Inadequate space of training room					
16	Training institution is not accessible to transport					
17	Poor organization of training content					
18	Poor quality training delivery methods					
19	Lack of refreshment and energizers during training					
20	The training was supported with practical work					
21	Time allocated for the training of each course was inadequate					
22	The trainees had equal ability to grasp the lesson					
23	The training room is not convenient					
24	The institute's 'HRD program focuses on individual performance improvement.					
25	Lack of adequate budget					
26	Lack of attention by top management					

After reading the following question items carefully, please write or choose your opinion which you believe as true briefly on the space provided. You can write more than one answers among the given alternatives.

1. Which of the following techniques are used by institution for assessing individual need?

A. Questionnaires

B. Interviews

C. observation

D. other, specify_____

2. Which of the following techniques are used for assessing organizational training and development needs by Vision Ethiopia Congress for Democracy training institution?

A. Records and reports analysis

B. Future trend and opportunities analysis

C. Attitude survey

D. Structured performance improvement program

E. Other, specify_____

1. What are the activities done before the beginning of the training?

A. Clarification of objectives

B. Introduction of trainer

C. Setting ground rules or rooms

D. Getting the expectation of trainees

E. Making trainees know each other

3. What criteria's are used the institution to select trainees?

A. the interest of the trainees

B. Educational level

C. Recommendation by coordinators

D. Registering earlier.

4. Training and development methods or techniques are

A. lecture

B. Group work

C. Individual assignment

D. Audiovisual showing

E. If other ,please specify_____

5. Does the institution conducted training need Assessment since 2004 E.C?

A. Yes

B. No

C. I don't know

6. Is there a formally written training and development policy at VECOD?

A. Yes

B. No

C. I don't know

7. Have you got benefits or changes from training you involved?

a. Yes

b. No

8. If your answer is 'yes' in item 3, what are these benefits or changes?

A. knowledge and skill enhanced after training

B. job performance improvement after training

C. enjoyed and relaxed during training

D. If other specify_____

7. What methods are used by the institution to evaluate the effectiveness of training and development programs?

A. Giving test at the end of the program

B. Distributing questionnaire at the end of the program

C. Interviewing the trainees

E. If any other please, specify_____

8. How often the institution evaluates training and development' effectiveness?

A .Never

B. Rarely

C. Sometimes

E. always

Thank you!

Appendix-B

Interview questions

The following questions require your genuine responses. So after reading the questions carefully write your opinion which you believe to be true on the space provided.

- ❖ In your institution, what are the selection criteria that used to select trainers?

- ❖ If your institute evaluates its training and development programs, what methods are usually used? _____

- ❖ Do you think that the institute has adequate written training documents (e.g. policy, guidelines, manuals etc.) to successfully manage HRD activities? _____

- ❖ Do you think the HRD programs help trainees in their skill upgrading and growth?

- ❖ Does the institute allocate sufficient time to carry HRD program effectively?

- ❖ Does the institute frequently provide Human Resource Development program?

- ❖ Had the institution oriented the trainees well about the importance and goal of the training? _____

Declaration

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

Name: Mengistu Zeleke

Signature: _____

Date: _____

SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as a university advisor.

Name: Ato Melaku Yimam

Signature _____

Submission date _____