



**Assessment of the employee training and
development practice the case of ministry of
culture and tourism**

**By
Mekonnen hailu sima**

**A RESEARCH PAPER SUBMITTED TO ADDIS ABAB
UNIVERSITY SCHOOL OF COMMERCE FOR THE PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTRS IN HUMAN RESOURCE MANAGEMENT**

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**Advisor:
Wubshet Bekalu (Dr.)**

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ADDIS ABAB UNIVERSITY
SCHOOL OF GRAGUATE STUDIES

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Approved by board of examiners

1.	_____	_____	_____
	Advisor	Signature	Date
2.	_____	_____	_____
	Examiner	Signature	Date
3.	_____	_____	_____
	Examiner	Signature	Date

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DECLARATION

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

Declared by

Name: MEKONNEN HAILU SIMA

Date: _____

Signature: _____

Confirmed by Advisor:

Name: WUBSHET BEKALU (Dr.)

Date: _____

Signature: _____

Place and date of Submission _____

Solutions to problem are like keys in locks; they don't work if they don't fit, and if solutions aren't the right ones, the problem doesn't get solved
Meger and pipe (1970)

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First and foremost, I am grateful to God Almighty for giving me grace, wisdom and strength in all my endeavors.

My special thanks and gratitude is extended to Dr. Wubshet Bekalu my thesis advisor, for his unfailing guidance, invaluable comments and assistance in understanding this study.

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LIST OF ACRONIMIES

<i>HRM</i>	<i>Human Resource Management</i>
<i>HRD</i>	<i>Human Resource Development</i>
<i>HRDADD</i>	<i>Human Resource Development and Administration Directorate Director.</i>
<i>MOCT</i>	<i>Ministry of Culture and Tourism</i>
<i>CTTI</i>	<i>Catering and Tourism training Institute</i>
<i>T&D</i>	<i>Training and development</i>
<i>TNA</i>	<i>Training Needs Assessment/ analysis</i>
<i>TDNA</i>	<i>Training and development needs assessment</i>

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Abstract

The major purpose of the study was to assess the practices and problems of training and development factors in the ministry of culture and tourism of Ethiopia. The major findings were the practice of conducting training need assessment was found not made properly. Most of training programs offered were short term off-the-job training. The system of evaluation by which the effectiveness of training program was assessed focused mainly on training evaluation after training by using training evaluation format and questionnaire and the evaluation level focus on trainees' learning outcomes level. Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the organization to achieve its objectives, planning is believed to be imperative. Therefore, it is suggested that the MOCT should incorporate training needs assessment, appropriate employee training program and create a conducive environment for the transfer of learning to work, and evaluation of training outcomes into their operational planning to alleviate the problem of employees training and development practices.

Key words: *Training, development, Human Resource, Ministry of culture and tourism, Public Sector*

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Organizations typically measure their assets in tangible terms – stock, buildings, investments, cash etc. However, in addition to these there are intangible assets that may have a value far in excess of the more tangible assets. Trademarks, brand names and patents are examples of intangible assets. One of the most important intangible assets that an organization possesses is that of human capital – the value of the experience, loyalty, knowledge, and attributes of the employees. (Cartwright, 2003:6).

All organization today faces rapid and often unexpected change. Giving employee the knowledge, skill and attitudes to cope with such change is a prerequisite to survival and success, both personal and business. This is the vital role of training in modern organization. The value of employee lies in the knowledge, skill and motivation that they bring to the job, the more relevant knowledge and skill employee acquire, and the more motivation they have to apply them the more successful the organization will be. One of the key ways of increasing the mix of knowledge and motivation is through training. (Garner, 2012:11)

An organization's employees are precious assets that help the organization to realize and accomplish its corporate strategies and objectives fruitfully. They are the foundation of getting the work done effectively and efficiently and the source of innovation and creativity.

Training and development safeguards such productivity as well as supporting it, by preparing employees for future jobs and insulating firms from skills shortages. When jobs can be filled internally, firms are less dependent on the outside labor market and do not risk appropriate recruits not being available (or not being available at the price the organization wishes to pay) Such security is welcome. (Redman and Wilkinson, 2013:152) . Therefore, much attention should be given to HRD activities, particularly to T&D, which aims to prepare and provide people with the required new skills, knowledge, methods and work strategies to carry out their current and future responsibilities. Training is not luxury; it is necessity if organization is to participate in the global and electronic market places by offering high-quality product and service! Training prepare employees to use new technologies, function in new work system such as virtual teams,

and communicate and cooperate with peers or customer who may be from different cultural backgrounds.

*Although training is often used in conjunction with development, the terms are not synonymous. **Training** typically focuses on providing employees with specific skills or helping them to correct deficiencies in their performance. For example, new equipment may require workers to learn new ways of doing the job or a worker may have a deficient understanding of a work process. In both cases, training can be used to correct the skill deficit. In contrast, **development** is an effort to provide employees with the abilities the organization will need in the future. (Gomez, Balkin & Cardy, 2012:258)*

Human resource development is a strategic investment in the training, development and growth of talent or competency level within the organization. It can be considered as bringing about capacities that go beyond those required by the current job. Human resource development represents efforts to improve employees' ability to handle a variety of assignments. Research works reveal that human resource development leads to greater job satisfaction, employee security, and a substantial amount of professional, technical, and leadership skills to provide a quality service.

Therefore, it is the human resource which should be strongly developed to mobilize the rest of the resources as the human resource has the potential to inhibit or enhance the development of the organization (Truelove, 1996).

Training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skill or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill and behavior emphasized in training program and to apply them to their day to day activities. (Noe,2010:5)

Thereby, training and development is beneficial not just for the organization itself but also to the individual employees. On the one hand, training and development leads to improved profitability and/or more positive attitudes toward profit orientation, improves the job knowledge and skills at all levels of the organization, improves the morale of the workforce and helps the employees identify with organizational goals. On the other, training and development benefits individual employees through helping them make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self-confidence, helping an employee a

person handle stress, tension, frustration, and conflict, increasing job satisfaction and recognition and moving the person toward personal goals while improving interaction skills

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and thereby achieves better performance for their organization (Federal Negarit Gazeta, No. 515/2007). Consequently, every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of employees and preparing the necessary plan and budget for training and development programs. The Ministry of Culture and Tourism (MOCT) is one of the civil service organizations that are regulated by this proclamation. As a consequence, the Ministry of Culture and Tourism has developed 5-years Plan with the intended objective of achieving growth and economic development within the sector. Coupled with this has been the development of a human resource aimed at streamlining and promoting quality of service within the sector.

The issue of training and development has been chosen for investigation as the time when managers could view training and development as an optional extra or even an unnecessary intrusion into the task of managing an organization is over. The research undertaken sheds some light on employee training and development practices in the current Ethiopian public and private organization. In doing so, it will be of benefit not only to managers of the organization but also to managers who are functioning in the Ethiopian public organizations and institutions by giving them better information pertaining to employee training and development practices. Thus, this study will tries to assess the training and development programs provided for employees of Ministry of Cultural and Tourism sector of Ethiopia and come up with plausible recommendations that will help the organization for proper design, effective and efficient implementation of training and development programs.

1.2 - Statement of the Problem

One way that a company can increase its intangible asset, specifically human capital, is by focusing on attracting, developing, and retaining knowledge workers. In addition to this company need to be able to adapt to change. Change refers to the adoption of new idea or behavior by a company (Noe, 2010:16). This indicates that employee training and development is a continuous process with an integration of organizations long term plans, where employee

knowledge and skills are enhanced to perform their job effectively and improve the achievement of organizational goals. Unless employees of the organization are equipped with necessary skills and knowledge through training and development, it is uncertain to achieve its strategic objectives.

Recent studies of training and development practice in Ethiopia public organizations show that they do not give much attention to the training and development of employees and the effectiveness of the program. Rather the practice shows that more attention has been paid to the preparation of documentation and written programs than to the actual management (Bahiru, 2011).

Taking this into attention, the MOCT sector has the following constraints to provide effective and efficient training and development programs. Lack of training and development needs assessment, planning of training program, evaluating training outcomes and aligning training program with organizational strategic objectives are the major drawbacks that prohibit both employee and organizational productivity. Financial constraints and absence of skilled and responsible human resource training and development department are also other limitations which have negative impact on pushing the frontier of ignorance of employees. As a result of these, the training and development of employees has over the years not been enhanced to enable the sector to be on top of what the government expects.

1.3 Research questions

The study is primarily concerned with assessing the training practices conducted by the ministry in the past three years (2012 - 2014) as well as the influencing factor encountered by the sector. By doing this the research tries to answer the following questions.

- 1. How effective is the plan of training and development program?*
- 2. What are the major areas of training and development?*
- 3. How effective is the training and development design?*
- 4. How does the sector evaluate the training and development programs?*
- 5. What are the major problems that inhibit the practices of employees training and development programs?*

1.4 Objectives of the Study

1.4.1 The general objective

The study is to assess the real problems of employees training and development practices and to investigate the major problems that hinder these practices and recommend possible solutions for the identified problems of training and development programs carried out by Federal Democratic Republic of Ethiopia Ministry of culture and tourism and its sectors

1.4.2 Specific objectives

- 1. See how the sector conducts employees training and development needs assessment.*
- 2. To examine the training and development plan in the sector.*
- 3. To identify the training and development design practice.*
- 4. To identify the major challenge in the management of training and development.*
- 5. Examine the practice of evaluating training and development programs. .*
- 6. Recommend the steps to be taken the sector to improve practices.*

1.5 Significance of the Study

The importance of this study comes from the increasing interest in T&D in the world in general, and in Ethiopia in particular, to develop, improve and upgrade the performance of human resource to achieve the required level of effectiveness and to remain successful.

The result of this study will expect to be taken up by the sector to improve its human resource training and development programs. It also used to provide important information for decision makers of the sector. Thus, the findings of the study specifically would be significant for the following reasons:

- 1. The result of the study will provide valuable input and directions to the sector human resource development and administration directors in designing, executing, and evaluating training and development programs.*
- 2. It can help the sector to identify the major problems of human resource training and development endeavors and to take corrective measures.*
- 3. The study may also encourage as initial reference for others who want to conduct in depth further study on the area.*

1.6 CONCEPTUAL FRAMEWORK

This framework highlights the constraints which compel managers to train and develop their employees in this era of competition. Similarly various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee who gets the necessary skills benefits the organization by contributing towards achieving organizational goals. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to governmental effectiveness.

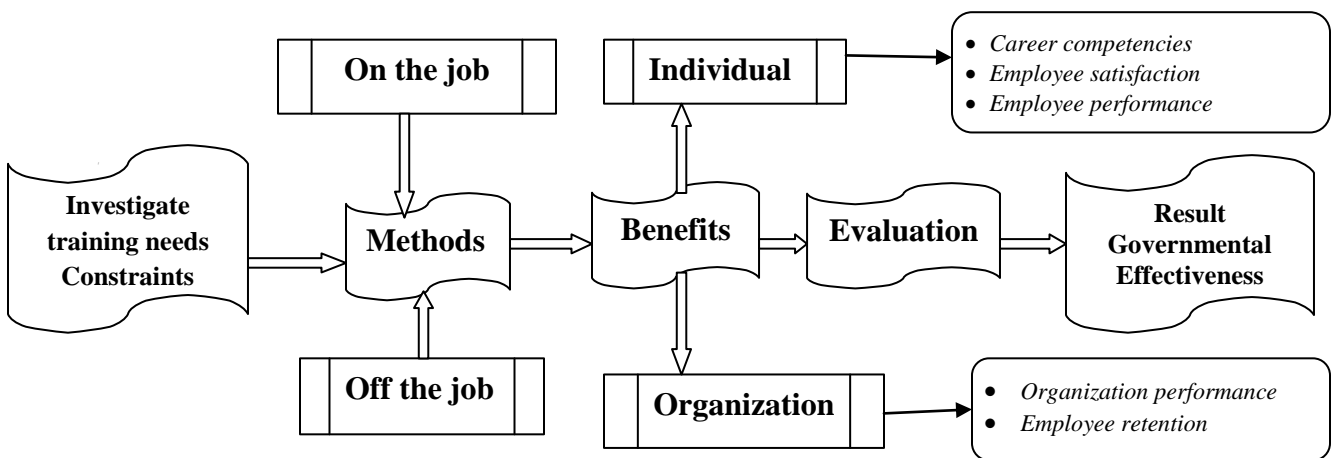


Fig. 1 Conceptual Framework of training and development of employees

Finally by utilizing on the job training and off the job training methods employees are in the position to get the necessary skills/knowledge which will make them to be more effective and efficient in the organization. By so doing organization are better placed to achieve their goals in this era of globalization

1.7 Delimitation of the Study

Even though there are many regional bureaus in the country, the study was bounded to the human resource training and development practices and problems of MOCT sector of Ethiopia at the federal level since it is difficult and unmanageable to include all bureaus of the regions due to time and financial constraints. MOCT sector has seven institutions including the head office. The sector has different kinds of activities within the human resource management. It will have been good if this study focuses only on one of the prominent activities of human resource

management; that is, human resource training and development, which has unfold impact on the achievement of the sector's goals and objectives.

1.8 Operational Definitions

Employee development: - increasing the capacity of civil servants through education, various training methods that introduce knowledge and new skills which strength competencies.

Employee Training: - refers to a training program that facilitates employees to perform the job effectively.

Employees: - refers to civil servants who worked in the Ministry of Culture and Tourism sector on the bases of permanent salary payment.

Expert: - is an individual in the MOCT who has a particular skill in particular field from education, training and experience.

Director: - refers to an individual whose work is to organize and control the work of directorate in the MOCT sector.

1.9 Organization of the study

This study will organize into five chapters. The first chapter will be discussing the background, problem statement, questions and objectives and the significance and limitations and its approaches.

The second chapter shall be discussing the relevance of the study in the existing literature. It shall provide studies on employee training and development and its problem.

The third chapter shall be discussing the methods and procedures used in the study. The chapter shall comprise of the presentation of the utilized techniques for data collection and research methodology. Similarly, it shall also contain a discussion on the used techniques in data analysis as well as the tools used to acquire the said data.

The fourth chapter shall be discussion of the results of the study. Data to be present will be statistically treated in order to uncover the relationship of the variable involved in the study. With the said data, the chapter seeks to address the statement of the problem noted in the first chapter.

The last chapter shall comprise of two sections: the conclusions of the study, and the recommendations. With the three portions, the chapter shall be able to address the problem stated in the initial chapters of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the general concepts and principles of employee training and development programs. The review raises basic (core) issues in training like training need assessment, background of human resource training and development, setting training program objectives, determining contents of training programs, selecting appropriate trainers and trainees, conducting training programs and finally evaluating training program.

2.1 Theoretical review

This study is inspired by human capital theory by Garrick (1999) which states that people are worth investing in as a form of capital. People's performance and the result achieved can then be considered as a return on investment and assessed in terms of costs and benefit (Bratton, 2007:313).it is a theory that can explain work place learning. As Sen (1997:1959) explain human capital concentrates on the agency of human being through skill, knowledge, effort in increasing production, possibilities. Bratton (2007:314) states that training attempts to close the gap by bringing employee up to, but not beyond, the desired standard or competence.

The theory is relevant to the study since employee work performance is expected to be determined through training, which requires funding as an investment. As employee upgrade their skills, they maintain the mastery of their subject area likely to bear fruit. Employee's value is determined from their forwarding arguments or choosing a more informed way and respect by other on their ideas hence making their organization gain a competitive advantage over others because human capital gained through training can be source of competitive advantage.

2.2 Brief Overview of Training and Development

Organization as a system uses different types of resources, including material and human resources. Among these resources, human resources are the engine that helps the organization to meet its goal. Therefore the survival and to cope up with the fast changes any organization depends on the quality of human resource it possesses. In order to cope up with the fast changes in requirement of skill and knowledge, the need for systematic training is now felt in almost all organizations. Camp (1986) cited by Mehereteab,(2004:32) expressed this idea In consistency with the above because today's fast growing world, people's education is no longer adequate to carry out their jobs because jobs are growing faster than the people who hold them.

*Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. But now the scenario seems to be changing. The **modern approach** of training and development is that Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system has been changed to create a smarter workforce and yield the best results.*

Hence training is an activity that takes place continually within an organization. It could be informal process, such as on the job i.e., showing an employee how to do his/her job or it may be formal such as designing to address knowledge or skill or attitudinal gap of employees so that human resource development would be achieved through learning.

Training is concerned with the meeting of two inputs to organizational effectiveness: people and technology. Since organizations can rarely find people who are, at the time of employment, total masters of the unique requirements for specific jobs, organizations need a subsystem called "training" to help new employees master the technology of their tasks. Training changes uninformed employees into informed employees; training changes unskilled or semiskilled workers into employees who can perform their assigned tasks in the way the organization wants them done; employees become workers who do things "the right way." This "right way" is called a standard and one major function of training is to produce people who do their work "at standard"(Laird, 2003:8).

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods (Cowling and Mailer, 1998:61; Graham and Bennet, 1998: 283; Pont, 1991:1). Hence training programs have a lot of importance for employees as well as for the organization if it carried out in a planned and systematic way.

Training and Development is responsible for building skilled, qualified and capable people and responsible for creating a learning culture, which helps organizations to improve their performance and adapt to any new change. This is why some successful organizations spend a great deal on the T&D function. It follows therefore that the employees in an organization to be

able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (Namara, 2008).

The principal objective of training and development is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives – *help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.*

Organizational Objectives – *assist the organization with its primary objective by bringing individual effectiveness.*

Functional Objectives – *maintain the department's contribution at a level suitable to the organization's needs.*

Societal Objectives – *ensure that an organization is ethically and socially responsible to the needs and challenges of the society.*

Although training has more positive advantage also has negative impact. Training can have a negative connotation. The result is that people might appreciate an opportunity for development but resent being scheduled for training. Why? Training often implies that a person has a skill deficit, so employees may view their selection for training as a negative and embarrassing message rather than an improvement opportunity. Changing this perception can be difficult. To help make the change, a company can focus on the improvement potential offered through training rather than correction of skill deficit. (Cardy, 2012:258).

Thus, most organizations understand inherently that a significant investment in employee training and development process is crucial not only to make sure that employees are competent and comfortable (and safe) in the performance of their specific job tasks, but also as key employee attraction and retention mechanisms.

2.2.1 Defining Training and Development

Some authors use the terms Training and development as synonyms. But both training and development have similarities and differences. According to Kumar (2011) training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs whereas development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. Therefore training is job or

task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career orientated rather than job-oriented. It aims at preparing people for higher responsibilities in the future. This clearly implies that training is planned program designed to enhance performance at individual level, group, and /or organizational level and development is a process to make the employee efficient enough to handle critical situations in the future.

Moreover, Mathis and Jackson (1997:314) explained that development is different from training in that development is often the result of experience and the maturity that comes with it and focuses on less tangible aspects of performance such as attitudes and values whereas, training focuses on learning specific behavior and actions, demonstrate techniques and processes. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification. Development on the other hand, focuses on understanding information, concepts and context; develop judgment, and long term in duration.

According to Cartwright (2003:8) Development is a process in which learning occurs through experience and where the results of the learning enhance not only the task skills of the individual but also his or her attitudes. Development provides the individual with skills and attributes that can be changed to fit new circumstances. Whereas training can be measured objectively before the training the person could not do X, after the training they can do X – development is much more subjective. Development not only provides skills, but also changes the way the individual thinks and reasons. Training is mechanical; development is humanistic (Lessem, 1990). Training may be accomplished in a relatively short time frame. Development, linked as it is to intellectual growth, takes much longer. The importance of organizationally based development is that the individual's development can occur in an environment where the development processes and activities can be linked to the culture and aims of the organization.

To sum up the above-mentioned ideas, training provides employees with specific, identifiable knowledge and skills for use on their present jobs whereas development being broad in scope focuses on less tangible aspects of performance useful for both present and future jobs.

In addition to their deference some author shows their similarity Werther and Davis (1996) argue that the distinction between training (now) and development (future) is often blurred and primarily one of intent. In other words, the “training” is portrayed as development. Although this tactic muddies the distinction between training and development, the two terms are often

used interchangeably in practice. Training and development focus on changing and improving the knowledge, skill, and attitude of individual and both are began when employee enter the organization. Therefore, in this study training and development are treated as being one activity.

2.2.2 Issues in Training and Development

2.2.2.1 Purpose of Training and Development:-

T&D Improving quality of work force:-Training and development help companies to improve the quality of work done by their employees. Training programs concentrate on specific areas. There by improving the quality of work in that area.

T&D can enhance employee growth:-Every employee who takes development program becomes better at his job. Training provides perfection and required practice, therefore employee's area able to develop them professionally.

T&D Prevents obsolescence: - Through training and development the employee is up to date with new technology and the fear of being thrown out of the job is reduced.

T&D can Assisting new comer:-Training and development programs greatly help new employees to get accustomed to new methods of working, new technology, the work culture of the company etc. and also **T&D Bridging the gap between planning and implementation: -** Plans made by companies expect people to achieve certain targets within certain time limit with certain quality for this employee performance has to be accurate and perfect. Training helps in achieving accuracy and perfection.

T&D can also Health and safety measures:-Training and development program clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company (<http://www.assignmentpoint.com/human-resource-management/.html>)

2.2.2.2 Principles:

Training is a learning experience and requires a balanced and broad spectrum of skill sets. There are 10 principles of training that are critical to your success, remaining mindful of these principles will not only enhance your success, they will have a good impact on the training experience in which you have created with your participants

Training should be effective to make employees productive. Keep these 10 principles behind effective employees training to make training more effective for your employees (Becker and Gerhart, 1996). They also suggest that you cannot really say for sure that your company would not need to hold any training session for your employees. This is because there will always come a time when you would need to hold supplemental training. At the fast pace that businesses move these days, you really need to prepare yourself for whatever changes you would have to incorporate in your company, to make your training sessions all the more productive and effective. Thus, there is a need to incorporate certain strategies to make employees training more effective. Here they are 10 principles behind effective employees training.

- 1. **Make use of stories when discussing key points during training.** Really, who does not enjoy a good story? Of course, to make your story even better, you need to choose and share one that incorporates that particular lesson you want to impart to your trainees. Make sure your story is catchy so that your trainees can retain the lesson as well as apply it easily.*
- 2. **Know the difference between facilitating and teaching.** You may not think this is the case, but there is actually a subtle difference between the two. When you are teaching, you merely impart the lesson to your trainees. However, when you are facilitating, you become more participative in the process. You go the extra mile than just preparing and distributing materials to your trainees. You actually facilitate the learning experience for them.*
- 3. **Involve your trainees.** This is very important because this catches the attention of your trainees. Thus, make sure to involve your trainees every step of the way. Create opportunities for your trainees to share their experiences and the knowledge they have acquired over the years as well.*
- 4. **Role-playing with real life roles is a must.** Any lesson learned during training will not be effective unless applied in real life. What better way to prepare your trainees for the application process than by incorporating role-playing in your training sessions right from the start?*
- 5. **Conduct demos as well.** It always pays to have someone demonstrate just what trainees are supposed to learn. By demonstrating the new skill to be learned, trainees are then given the chance to debrief themselves about what they just saw from the demo.*

- 6. Employ humor.** *Humor is definitely a must in training. Nothing good can come out of training that is way too serious in terms of atmosphere. Jokes, funny stories, cartoons, all of these facilitate a more creative atmosphere for your trainees.*
- 7. Use metaphors and analogies.** *This can give more variety to your training sessions. Also, by incorporating analogies, you actually test just how much your trainees understand your lessons.*
- 8. Pop culture should be utilized as well.** *Pop culture is pretty much popular these days, so why not incorporate this in your training sessions? Use popular movies TV shows, comics, and the like for your sessions.*
- 9. Foster games and friendly competition.** *Games and friendly competition create a very energetic ambience in your training. What better way to make your sessions fun for everyone?*
- 10. Use music to soothe the rigors of training.** *Incorporate music into your program, like in your exercises and such. It is better to go with popular music here to foster better atmosphere. Keep these 10 principles behind effective employees training in mind, and you are sure to make training more efficient and fun for everyone, even for yourself as the trainer.*

2.2.2.3 T&D Policies:

Training and Development policy is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. The training and development programs should be designed as part of training policy. A company's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standards and scope of training in the organization. Training policies are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allowed to priority requirements, to provide equal opportunities for training throughout the company, and to inform employees training and development opportunities (Kenney and Others, 1979).

In framing their policies for training, directors have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This shows that where a system of management by objectives is in operation, the training policy is completely

integrated with corporate strategy. Though the type of policy vary from one organization to another, factors such as the objectives of the business, the directors' personal views on training, the information available about the organizational training needs, the size of the company, labor market situations, the company's former and current policies and practices, the caliber of training staff, and the resources allocated to training could determine the type of training policy the organization will have.

Therefore it is important to review and assess the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organizations objectives or not. This is because, making the training of the organization known in the company's community has the advantages like communicating the directors' intentions, helping those who are responsible for training, it clarifies the roles and functions of training specialists, it indicates training opportunities available for employees and enhance employee-employer relations.

2.2.2.4 T&D Strategies:

Strategic T&D initiatives are learning related action that a company should take to help it achieve its business strategy. The strategic training and development initiatives vary by company depending on a company's industry, goals, resource, and capabilities.

Armstrong (2006:29) Strategy is about deciding where you want to go and how you mean to get there. A strategy is a declaration of intent: 'This is what we want to do and this is how we intend to do it.' Strategies define longer-term goals but they are more concerned with how those goals should be achieved. Strategy is the means to create value. A good strategy is one that works, one that guides purposeful action to deliver the required result.' Using the Johnson and Schools definition applied to training and development, we can say that a training and development strategy is:

The direction and scope of the training and development opportunities developed and provided by the organization for its employees and other concerned partners: ideally which matches the training and development provided to both the needs of the organization and the individual in order to ensure that the organization can respond to changes in its external environment.

The training and development strategy should form part of the overall strategy of the organization it is nested within the overall strategy (Cartwright ,2003:10)

As described by Harrison (2000), strategic HRD is 'development that arises from a clear vision about people's abilities and potential and operates within the overall strategic framework of the businesses. Strategic HRD takes a broad and long-term view about how HRD policies and practices can support the achievement of business strategies. It is business led, and the learning and development strategies that are established as part of the overall SHRD approach flow from business strategies, although they have a positive role in helping to ensure that the business attains its goals (Armstrong, 2008:17).

Continuous technological changes and the radical shift in the global economy have necessitated an important proactive role for HRD in organizations, rather than a reactive role, in response to the organizations' current challenges. McCracken and Wallace (2000) argue that, in order to play a proactive role, HRD should be derived from, and linked to, the organization's corporate strategy, missions and objectives; moving from traditional HRD to SHRD. Otherwise, T&D expenses will be just a waste of time and money. Recently, more attention and emphasis have been given to SHRD. In order to be influential activities in the organization, in terms of helping the organization to gain a superior performance and achieve its strategies or objectives, HRD should be strategic by integrating and deriving HRD activities' strategies, policies and plans with, and from, the overall organizational strategy, policies and plans.

2.3. Training and Development process

*Training program are costly affair, and a time consuming process. Therefore, this need to be drafted very carefully. Kaila (2006) described that planning employee training is important to ensure that the best use is made of resources, people, facilities, time and money. The planning for training consists of four steps: **first**, identifying what training is needed. **Second**, planning appropriate training programs to meet their needs. **Third**, implementing the training and ensuring that employees are assisted to acquire the skills and knowledge they need in the most efficient manner. **Lastly**, having implemented the required training, it is important to evaluate the results of the training program.*

2.3.1 Training and Development Needs Assessment

*Effective training practice involves the use of a training design process. The design process begins with a need assessment. Different writers in the area of training have defined training need assessment (TNA) differently but more or less with similar context. **Training need assessment** is a process of collecting data that allows the organization to identify and compare*

its actual level of performance with the desired level of performance. (Bernardin, 2003:168; Cole ,1997:279). Hence, it is after the assessment of the information gathered that the organization can then start thinking about:

- *Objectives/goal: what do we hope to achieve?*
- *Content: what needs to be covered in the training?*
- *Facilitator/ Trainer: who can help conduct the training?*
- *Methodology: how should the training is conducted?*
- *Time frame: how long should the training be?*
- *Resources: how much it will cost? (In terms of money, time and materials)*
- *Trainees: who is suitable to receive the training?*

Training needs can be categorized as current and future needs. Current or present training needs, results from gaps between standards and performance of an organization. On the other hand future training needs arises as a result of changes that are going on with in or out of the environment that the organization performs. The training need analysis is a critical activity for the training and development function. Nadler (1990), training needs should not only be assessed at the first step, since the T&D process is affected by a variety of environmental factors that could affect the whole T&D outcomes and results. Thus, the T&D approach should be flexible enough to reassess T&D needs during all the stages in order to take any urgent T&D needs into account. Training needs assessment (TNA) is considered the critical stage by which T&D needs are identified. This stage determines the whole direction and purpose of T&D processes. Thus, it should be analyzed and conducted well to build other stages effectively. TNA aims to determine the gap between the actual level of performance and the desired one. It involves identification of T&D needs through making a series of assessments inside and outside the organization and then establishes T&D objectives to meet these needs.

On the other hand, before embarking upon employee training program, organizations sometimes should conduct a survey to determine if training is needed. If findings are affirmative, an analysis will be conducted to determine which type of training will do the job. Managers and supervisors provide useful input into the analysis of training needs (Dubria, 1989). Among the more common indicators that training is needed are when absenteeism and turnover increases, quality of product or service falls, production drops and accident or error increases (Dubria, 1989). Thus it is essential to analyze any training provided is based on a systematic analysis of

its contribution to the effectiveness of the organizational goals, objectives and should be in line with management priority areas.

Therefore more attention should be given to TNA which determine the gap between what happening and what is supposed to happen, in order to maximize organizational performance.

But if it is not properly conducted, any one or more of the following situations would could

- ✚ Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance which expectations.*
- ✚ Training programs may have the wrong content, objectives, or methods.*
- ✚ Trainees may be sent to training programs for which they don't have the basic skills, prerequisite skills, or confidence needed to be learning.*
- ✚ Training will not deliver the expected learning behavioral change or financial results that the company expects.*
- ✚ Money will be sent on training program that are unnecessary because they are unrelated to the company's business strategy (Noe, 2010).*

To summarize, conducting training needs assessment has an important purpose of sorting out those problems that could be solved only through training. Since it serves as the back line of training actions, it has to be conducted in a regular basis.

Training needs are identified and analyzed using three approaches. These are organizational, Task /job and person/ individual analysis (Bernardin 2003: 167; Cowling and Mailer, 1998:66; Harris and DeSimone, 1994: 94; Mathis and Jackson, 1997: 291; Pont, 1991:3; Robert L. Cardy, 2012). Each of these levels is discussed here under.

Organizational Analysis:

An organization can be effective if it pays attention to clearly identify its weaknesses and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Analysis of organization which in turn facilitates the remedial measures to be taken for the weak points identified.

Organizational analysis is the process of identifying job related knowledge and skills that are needed to support the organization's short range and long range goals (Scarpello and Ledvinka, 1988). According to Harris and Desimone (1994) organizational analysis is used to better understand the characteristics of the organization to determine where training and development

efforts are needed and the conditions within which they will be conducted. It involves a detailed analysis of organizational structure, objectives, human resources and future plan and an understanding of its work environment. This analysis begins with an understanding of short and long term goals of the organizations, as a whole, and for each department specifically. This analysis would also help to identify what capacities are needed to fulfill these goals. In short organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what condition will be conducted.

Organizational analysis can be undertaken using a variety of sources of information. Human resource data can show points like department or areas with high turnover, high absenteeism, low performance or other deficiencies. Specific source of information for organizational level needs analysis may include grievances, accident records, observations, exit interviews, customer complaints, waste or scrap quality control data, etc (Cowling and Mailer, 1998).

To conclude, organizational training needs analysis contribute an important role for the reminder of the training process. Organizational need analysis is an examination of the entire organizational activities. It has the capacity to identify and direct where training programs should be emphasized. It also plays vital role to identify the knowledge, skills and abilities that will be needed by employees in the future.

Task /job analysis/ The second way to diagnose training need is through analysis of the tasks performed in the organization. Task analysis involves the thorough reviewing of the job description and specifications to identify the activities performed in a particular job and the knowledge, skill and attitudes needed to perform them (Brown, 2002:573). Similarly Specter, (2000:153) states that it includes analysis of different factors and types of job as well as identification of knowledge, skills and attitudes needed to perform the jobs.

Job (task) analysis is important because as Rothwell and Kazanas, (1998:118) mentioned, it identifies what people do or should do and there by provide information for selecting, appraising, compensating, training and disciplining employees. To perform the task analysis, it is necessary to know the job requirements of the organization. Job description and job specification provide information on the performance expected and skills necessary for employee to accomplish the required work. By comparing the requirements and jobs with the knowledge, skills and abilities of employees, training needs can be identified.

Regarding the steps in conducting task need analysis, Wexley and Lathan, (1991:44) defined some five steps. According to these writers, the five steps are:

- 1. Obtaining a copy of the company's job description.*
- 2. Identify the task included in performing the job for which the training program is being designed.*
- 3. Identify the knowledge, skills, and abilities needed for performing these tasks.*
- 4. Develop course objectives and*
- 5. Design the training program.*

Generally, since task is the employee's work activity in a specific job, task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training (Neo, 2008:110).

Thus information from task analysis i.e. operational standards of performance, how task should be performed to meet the standard and the knowledge, skill, abilities and other characteristics the employee need to possess in order to meet the standards give a clear picture of the organization and the jobs are performed within it, and together form a sound foundation for planning and developing training efforts.

Personal /Individual Analysis/: *Personal analysis is the third component in identifying training needs. It is important to identify employees who need training (Noe, 2002). Personal analysis involves examining the employee performance ratings routinely collected by the organization, then identifying individual employees who are weak in certain skills, which needs to be trained to bridge the competency gap and what kind of training is needed (Mejia, 1995). Thus the focus of individual/person analysis is on how well each employee is performing the job and who needs to be trained and what kind of training is needed. At this level, the organization is seeking to identify any shortfall in the individual's knowledge, skill and attitudes required to perform his or her job. The difference between the desired level of performance and the current performance is the training gap.*

To summarize, the need assessment is the first step in the establishment of a training and development program. Organizational, task and individual analysis are essential if training is to be related to job performance. Training is an investment. Therefore, checking the validity of training needs and relating them to overall performance improvement is crucial. All the three

levels of need analysis are interrelated and the data collected from each level is critical to a thorough and effective need assessment.

2.3.2 Developing Training and Development Programs

Developing and designing T&D program is another important stage developing an effective employee training program is vital to the long-term success of any business. Training programs are carefully planned and properly implemented can provide multiple benefits for employees and the company. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for your business. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of your training program will assist in creating a clearly defined and effective program (<http://smallbusiness.chron.com/developing-effective-employee-training-program.html>)

Training program should be designed based on principles. That means general principles have to be taken in to consideration while designing training programs. Tracy (1984:6-7) listed out the following principles of designing training programs:

- 1. Training requires the full commitment and support of top management, supervisory personnel and collective bargaining unit.*
- 2. Training programs and activities must focus on problems that can be solved by training. Remediation of deficiencies in knowledge, skill and attitude; not on management problems, performance deficiency attributable to inappropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.*
- 3. Training programs must meet both organization and employees needs, and they must encompass all types and levels of employees and cut across all divisions and unit of the organization.*
- 4. The pattern and arrangement of training opportunities must compliment and implement the philosophy of the organization.*
- 5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement. And the material used must be structured to provide integrated skills building.*
- 6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.*

7. *Training programs must be validated to insure effectiveness prior to full scale implementation.*
8. *Training programs include evaluation and feedback channels and mechanisms to permit refinement, updating and continuing effectiveness*
9. *Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge.*

Thus, there are steps and principle in training and development program that follow the same pattern in any organization i.e. identifying trainees, selecting trainers, determining the type of training method or technique appropriate for the intended purpose, defining the extent or level of training, describing which principles of training should be followed, and deciding where should the training be conducted.

Type of training program

According to Josh (2013) there are 3 type of training programmers designed by the organizations can be of any one of the types stated below.

1. ***Job training:*** - *the purpose of job training is to increase the knowledge of workers about the job with which they are concerned so that their efficiency and skill of performance are improved. In job training workers learn correct methods of handling machines and equipment, avoiding accidents, removing bottlenecks etc...*
2. ***Refresher training:*** - *at the time of initial appointment, employees are formally trained for their jobs , but with the passage of time , they may forget some of the methods which were taught to them or some of the methods or all of them may have become out dated because of technological development. Hence refresher training is arranged for existing employee in order to enable them to refresh and improve their knowledge.*
3. ***Promotional training:*** - *many organization have adopted a policy of filling some of the vacancies at higher levels by promoting existing employees. When existing employees are promoted in an organization. They are required to shoulder new responsibilities of the new position to which they have been promoted.*

To sum up, organizations should include their training plan into their short term, midterm and long term plan in line with the organizations strategic plan to train and develop their employees systematically and continuously to make them more competent to respond to the dynamic environment in achieving organizational goals.

2.3.3 Employees Training and Development Methods

Employees training and development methods are ways of attaining the desired objectives in a learning situation. Even though, there are several different methods by which the objectives of training and development may be met are available, it is important to review the most suitable methods applied to training program (Harris and Desimone, 1994).The use of particular method, however, depends upon the objectives of the particular training, the abilities and potentialities of the individuals to be trained, the competence of the instructors, appropriateness of facilities, cost effectiveness and learning principles (Monappa and Saiyadain, 1999). Similarly, Whether and Davis (1993:315) mentioned that, the selection of the appropriate technique depends on cost effectiveness, designed program content, appropriateness of training aids, trainer and trainees' performance and capabilities and learning principles. But depending on the nature of the content and the program more than one method can be applied in a particular training program.

Each training method has its own advantages and disadvantages. However, it is important to note that no one method is inherently superior to others, but the different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000:193.)

Different authors classified these methods in to two broad categories. The most popular categories used by organizations are on-the-job and off-the job training methods. (Cardy,Balkin,Mejía, 2012:264, DeCenzo, 2010:192; Graham and Bennet, 1998: 286).Which will be described briefly below.

On the Job Training and Development:

When an employee learns the job in actual working site in real life situation, and not simulated environment, it is called OJT. In this method, the training and development program is conducted at the trainee's regular work station (desk, machine, and so on), employee learns while working. On the job training is the most common form of training. However, much of this training is conducted informally, without advance planning or careful thought (Harris and DeSimone, 1994). On the job training (OJT) approach, the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor, or trainer. The guided on the job training approach helps build relationships between the experienced and new employee, which can develop loyalty in the new employees. On the job training has two distinct advantages over classroom (off the job) training. First, it facilitates the transfer of learning to do

the job. Since the learning environment is the same as performance environment in on the job training, it provides the trainee an immediate opportunity to practice the work tasks on the job. Second, on the job training does not need training facilities other than facilities in the work situation and hence it reduces training costs (Harris, et al., 1994).

Although on the job training has the above stated advantages, there are several limitations associated with it. These are distractions that could inhibit learning, expensive equipment damage and disruption of the production schedule, customer inconvenience, and temporary reduction in service. Therefore, individuals who design training and development programs and choose methods for the programs should be aware of these disadvantages. Besides, an effort should be made to combine this method with off the job method in order to minimize these disadvantage (Cardy, 2012) in short training and development advantage and disadvantage are as follows.

Advantages of On-the-Job Training:	Disadvantages of On-the-Job Training:
<i>It is directly in the context of job</i>	<i>Trainer may not be experienced enough to train or he may not be so inclined.</i>
<i>It is often informal</i>	<i>It is not systematically organized</i>
<i>It is most effective because it is learning by experience</i>	<i>Poorly conducted programs may create safety hazards</i>
<i>It is least expensive</i>	
<i>Trainees are highly motivated</i>	
<i>It is free from artificial classroom situations</i>	

Table 1. Advantage and disadvantage of on-the-job training

There are a number of identifiable techniques which are widely used in on the job training According to (Decenzo, 2010) on the job training can classifies in to three part which are job rotation , Apprenticeships and Internships.

Job rotation It is the process of training employee by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

Job rotation has long been considered a valuable tool to increase employee motivation. Job rotation involves lateral transfers that allow employees to work at different jobs and provides exposure to a variety of tasks. As with any training, HRM should take care to make sure the trainers not only know the job, but how to train others as well. Employers often move new hires

through a rotation of different roles in the organization such as marketing, finance, and operations before they settle into a permanent position.

Apprenticeships are frequently used to combine classroom instruction in combination with working alongside a seasoned veteran, coach, or mentor. The combination of hands on and classroom learning complement each other. Apprenticeships are frequently used in skilled trade or craft jobs such as building trades. The experienced worker provides support and encouragement in addition to training.

The object of such training is to make the trainees all-round craftsman. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

Internships Just as apprenticeships are a route to certain skilled blue-collar jobs, internships are a route to white-collar or managerial jobs in a variety of fields. Internships are opportunities for students to gain real-world job experience, often during summer vacations from school. Although most internships offer very low or no pay, student interns can often gain college credits and, possibly, the offer of a full-time job after graduation.

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

Off-the-Job Training and development Methods

Off the Job Training: Unlike on the job training, off the job training is a kind of training and development which places the employees outside the actual work situation (Decenzo, 1988). Off the job training programs are offered in the form of classroom lectures, demonstrations, case studies, seminars, workshops, etc to the employees, supervisors and managers with the objective to avoid the interruptions and distractions that commonly occur in an on the job training (Mejia, et.al., 1995).

According to Mejía, Balkin, Cardy, (2012:266) Off-the-job training is an effective alternative to OJT. Common examples of off-the-job training are formal courses, simulations, and role-playing exercises in a classroom setting. One advantage of off-the-job training is that it gives employees extended periods of uninterrupted study. Another is that a classroom setting may be more conducive to learning and retention because it avoids the distractions and interruptions that commonly occur in an OJT environment. The big disadvantage of off-the-job training is that what is learned may not transfer back to the job. After all, a classroom is not the workplace, and the situations simulated in the training may not closely match those encountered on the job. Also, if employees view off-the-job training as an opportunity to enjoy some time away from work, not much learning is likely to take place.

According to Landane (2004) there are three types of off the job training techniques, namely, Information presentation, Information processing, and Simulation.

Information Presentation techniques: - *These techniques are designed primarily to impart information with a minimum amount of activity by the learner. The most common presentation techniques are slides and videotapes, tale training, lectures, and programmed or computer based instruction. Generally, information presentation techniques are preferred when instructional objectives focus on knowledge, the content is not too complex, participants are relatively capable and self motivated, large numbers are to be trained, and the budget is limited (except in the case of programmed or computer-based instruction, where developmental costs may be quite high).*

Information processing Techniques:- *These techniques are designed to involve groups of learners in the generation and discussion of material to be learned. The most common information processing techniques are conference or discussion group and T (training) group.*

Simulation Techniques: -*These techniques are designed to represent the work environment to a greater or lesser degree and to actually involve the learner. A simulator is any kind of equipment or techniques that duplicates as nearly as possible the actual conditions encountered on the job. Simulation then, is an attempt to create a realistic decision making environment for the trainee. Simulations present likely problem situations and decision alternatives to the trainee. Organizations often use simulations when the information to be mastered is complex, the equipment used on the job is expensive, and/or the cost of a wrong decision is high.*

2.3.4 Implementing Employees Training and Development Programs

Implementing T&D program is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program.

The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288). Besides to this as described by Cowling and Mailer (1998), consideration with regard to the timing of the training should be made. It is also important to find a venue away from the normal place of work so as to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it. Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.3.5 Evaluating Employees Training and Development

Any training or development implemented in an organization effort must be cost effective. The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? To answer this we must evaluate training and development which already given to employee (DeCenzo,

Robbins, Verhulst 2010:199). Evaluation aims to collect all necessary information as a feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle.

Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement (Burrow and Berardinelli, 2003). It identifies where a T&D department could prove that it adds valuable service or adds value to the organization's performance. In other words, training evaluation helps in interpreting the training costs and measures the benefits of T&D program against the employees' total performance. From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work. Bee and Bee (1994) state that it is necessary to evaluate T&D programs, since the evaluation process improves the efficiency and effectiveness of training programs, displaying the organization's impression about trainers' performance in the program and helps them to improve their training skills and justify the expenditure on the programs. Therefore, it could be argued that, as long as an organization pays attention and emphasizes training evaluation to identify training contributions, training is viewed by this organization as an important organizational function that improves or helps to improve the organizational performance.

Thus, an effective and ongoing planning and evaluation system for training is essential for ensuring adequate return on investment for the resources spent, in achieving its objectives, in improving the training program and in providing evidences of the techniques, in improving the training program and in providing evidences of the techniques used to document training quality.

According to Noe (2002) training evaluation involves both formative and summative evaluation.

Formative evaluation:- *refers to evaluation conducted to improve the training process through provision of information during its implementation (Noe, 2002). This methodology is performed to assure that the training program is well organized and runs smoothly and trainees' learned are satisfied with the program. Furthermore Basarb and Root (1993) noted that the basic purpose for formative evaluation is to measure progress, to use and provide information for designers and developers to ensure that the program meets or go beyond defined quality*

standard during the life of a program, to meet stakeholders' requirements and to provide a positive learning environment for trainees.

Summative evaluation: - refers to evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program (Noe, 2002). This includes whether the trainees have acquired knowledge, skills, attitudes, behavior or other outcomes identified in the training objectives. In general, the basic purpose for summative evaluation is to provide a summary report of the training results (Basarb and Root, 1993).

There are many training evaluation approaches and techniques. However, Kirkpatrick's evaluation model is the one most commonly used by many organizations (Hale, 2003). According to Kirkpatrick (1996), there are four stages to be considered when evaluating training effectiveness: reaction, learning, behavior and results level.

Kirkpatrick's Model: - is the most widely model in evaluating corporate training and development program (Basarb and Root, 1993). This model works well in determining the value of managerial training and any training that is difficult to assess in terms of ROI (Return on investment). Kirkpatrick argues that effectiveness of training efforts can be evaluated according to the following four important criteria:

The Reaction Level: - This level of measurement answers whether people are happy with the training inputs (Hale, 2003). Thus, it evaluates participants' reactions, opinions, impressions and attitudes toward the program, such as, to what extent the participants liked T&D program, its contents, the trainer, the methods and the environment surrounding the program. This is commonly obtained at the end of the program through questionnaires or group discussion.

The Learning Level: - This level answers, what do people remember from the training session? (Hale, 2003). To what extent have the participants learned the material and the particular skills or know-how contained in the program? Kirkpatrick (1979) defines this measurement as, the extent to which participants change, improve knowledge and/or increase skill as a result of attending the program. This measurement is made through special standardized tests at the end of the program, such as pre-post, paper-and-pencil tests, skill practice, workshops and job simulation.

The Behavioral Level: - This level answers, whether people use what they know at work? (Hale, 2003). The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants

have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal

The Result Level: - *This level of measurement finds out what are the outcomes of applications on the job over a period of time? (Hale, 2003). This level of measurement reflects the efficiency of achieving the T&D program and the organization's objectives. This level of evaluation focuses on the impact of behavior change on the organization's performance. Because changing employees behavior and attitudes is not the final objective of T&D, the end results should include things, such as: improved productivity, better quality, lower costs, more speed, fewer accidents, improved morale, lower turnover and, ultimately, more profit and better service. To determine the cost efficiency of training, recent return on investment (ROI) is used to find out whether the monetary values of the results exceed the cost of the program.*

Therefore, the final phase in the training and development program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment, training objectives, design, implementation and evaluation process is a continual process for the organization.

2.4. Factors that inhibit the Proper Practices of Employees Training and Development

T&D faces different problems and obstacles in organizations. Atiyyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, unparticipative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience.

Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations. According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

Organization's Strategic Goal: - one of the important purposes of organization's strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives. Similarly, both internal and external forces are that will influence the training of workers which needs to be considered (Noe, 2002).

Training Policy: - is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. Monappa and Salyadain (1999) briefly explained that, an organization's training policy should represents the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization.

Support of Managers for Training Activities:- the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness to provide information to trainees about how they can use knowledge, skill or behaviors learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training in to their jobs. In addition to this, as affirmed by Sah (1992) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goals of the organization.

Training Budget: - it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials (Monappa and Saidayain, 1999). In contrast to the above statement, many organizations are reluctant to allocate sufficient budget for training because they assumed that the result of training on organization's achievement is not immediate (Kaila, 2006). However, it will be readily essential

that if managers, supervisors and departments are closely work with training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if training budget is planned in a proper manner an organization can be free from misuse of resources.

In summary, it could be said that T&D should play a strategic, proactive and influencing role, rather than just simply an implementing and reactive role. Top management support and leadership and line managers' participation are very important requirements for successful strategic T&D. Unfortunately, SHRD does not exist in many organizations for many reasons, such as the organization's lack of or ill-defined strategic objectives and the cost of T&D is often considered high in many organizations. Some organizations do not analyze T&D needs properly and evaluating the training programme outcomes stage is ignored or just focused on employee satisfaction and reaction (Stone, 2002).

2.5. Challenges in Training

The training process brings with it a number of questions that managers must answer. These are:

- ✚ Is training the solution to the problem?*
- ✚ Are the goals of training clear and realistic?*
- ✚ Is training a good investment?*
- ✚ Will the training work?*

Is Training the Solution?

A fundamental objective of training is the elimination or improvement of performance problems. However, not all performance problems call for training. Performance deficits can have several causes, many of which are beyond the worker's control and would, therefore, not be affected by training.

Are the Goals Clear and Realistic?

To be successful, a training program must have clearly stated and realistic goals. These goals will guide the program's content and determine the criteria by which its effectiveness will be judged.

Is Training a Good Investment?

Training can be expensive the economic climate has been challenging and organizational budgets can be strained. Nonetheless, many organizations fervently believe in the importance of

training. However, economic conditions can be unstable and budgets limited, making it difficult to deliver needed training. The Manager's Notebook, "Cutting Training Costs but Maintaining Training Effectiveness," offers ways to reduce training costs that don't sacrifice the quality of the training.

Therefore Before embarking on a training program, managers must answer several important questions: (1) Is training the solution to the problem? (2) Are the goals of training clear and realistic? (3) Is training a good investment? (4) Will the training work?

Will Training Work?

Designing effective training remains as much an art as a science, because no single type of training has proved most effective overall. Finally, training will not work unless it is related to organizational goals. A well-designed training program flows from the company's strategic goals; a poorly designed one has no relationship to or even worse, is at cross-purposes with those goals. It is the manager's responsibility to ensure that training is linked with organizational goals.

2.6. Summary of literature review

In Any organization there are two general objective which are individual and organizational objective but this objective can be classified in to four group they are Individual Objectives, Organizational Objectives, Functional Objectives and Societal Objectives. To accomplished this objective the organization must focus on its employee training and development for the purpose of to Improving quality of work force, to enhance employee growth, to Prevents obsolescence, to assisting new comer and also to Health and safety measures.

training and development has its Owen principle which explained in this research these are, Make use of stories when discussing key points during training, Know the difference between facilitating and teaching, Involve your trainees, Role-playing with real life roles is a must, Conduct demos as well, Employ humor, Use metaphors and analogies, Pop culture should be utilized as well, Foster games and friendly competition and finally Use music to soothe the rigors of training. These are training and development principle.

Training and Development process start with Training and Development Needs Assessment it refers to the process used to determine whether training is necessary. Need assessment typically involve Organizational Analysis, Task/job analysis and Personal /Individual Analysis. Organizational Analysis involves determining the appropriateness of training. Task /job analysis is identifying the important task and knowledge, skill and behavior that need to be emphasized in training for employee to complete their task. Personal /Individual Analysis involves determining whether performance deficiency result from lack of knowledge, skill, or a motivational problem. After making need assessment the next process is Developing Training and Development Programs. There are three type of training program they are Job training, Refresher training and Promotional training. The next process is selecting Employees Training and Development Methods which are on the job and off the job training.

Other process after selecting training method is Implementing Employees Training and Development Programs then finally Evaluating Employees Training and Development. When evaluating training effectiveness there are four stages to be considered these are reaction, learning, behavior and results level.

Finally we discussed about Factors that inhibit the Proper Practices of Employees Training and development and Challenges in Training.

2.7. CONCLUSION OF LETRATUR REVIW

The researcher has studied in detail the various concepts in relation to training and development. The concepts such as training, development, training need analysis, T&D method, implementation of T&D program, training evaluation method and level, resistance to the training etc. have been understood thoroughly through various sources. This work has helped the researcher to understand the concept of the present research and through which, the present work has been made done as complete one. And to support the concepts reviewed above, the investigator has gone through number of reviews in books, journals, and websites to validate his study.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Design

In this study both quantitative and qualitative methods (triangulation) were applied for data collection. The triangulation concept is built on the assumption that it would reduce biases inherent in particular data collection sources and methods, through using more than one data collection method. The adopted approach provides useful quantitative and qualitative data which generate a rich wealth of data for the study. A descriptive survey method was also used to obtain pertinent and reliable information with regard to the current situation of employees training and development in MOCT sector. i.e. descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about , living condition of a community, or describes attitudes towards an issue.

3.2 Source of Data

To obtain data with regarding to the practice of employees training and development in MOCT sector, both primary and secondary sources of data are used.

The primary data collected through questionnaires and unstructured interviews. The questionnaires were distributed to employees of the sector who are going to be selected by simple random sampling and taken training in the organization from years 2012-2014 E.C.

Unstructured interview was conducted to some employee of the sector who participates in the questioner, top and middle level managers of the sector, human resource development experts and directors in order to grasp reliable information that may not be fully gathered through questionnaire.

Secondary data were taken from various documents, directives, proclamations, journals, books and internet sources relate to the research title.

3.3 Sample, Population and Sampling Techniques

There are regional and federal offices under the MOCT sector of Ethiopia. Among these bureaus the researcher selects the federal one's which includes: Head Office, National Theatre, National Archives and Library Agency, the Ethiopian national cultural center, authority for research and conservation of cultural heritage, Catering and Tourism training Institute and Ethiopian wild

life conservation by using purposeful sampling technique as to make the sample is manageable and sources of pertinent, adequate and reliable information for the research.

In order to determine the sample size of the study, the researcher applied the following. If there are a lot of independent variables which are studied with more than two groups of which they are part of the study, the sample size for each group could be from 20-50 (McMillan and Schumacher, 1997). Thus the sample size will determine by the following table. In order to get members of the sample, simple random technique will be employ.

Sample of the Study

No.	Name of the institutions/head office	Total no. of employees			Employee who take training in the year of 2012-2014			Sample employees from who taking training
		Female	Male	Total	Female	Male	Total	
1	Ethiopian wildlife conservation	114	708	822	35	87	122	19
2	Authority for research and conservation of cultural heritage	142	156	288	43	74	117	18
3	Ethiopian National Theatre	95	147	242	23	54	77	12
4	Ethiopian national cultural center	42	29	71	24	18	42	6
5	Catering and Tourism training Institute	49	77	126	15	51	66	10
6	National archives and library agency	153	119	272	67	72	139	21
7	Head office	139	148	287	87	110	197	30
	Total	734	1384	2118	294	466	760	116

Source: MOCT HRDA Directorate

Table 2. Sector employee who taking training in the year of 2012-2014

In order to get members of the sample, purposive sampling was the most appropriate sampling technique since the research questions and objectives required selecting particular respondents who are considered to be informed and who have the required information needed to answer the research questions. This research was therefore conducted in the MOCT sector with employee who taken T&D, HRM, and top and middle level managers. These people were chosen to be the respondents of this study as they are the only people who have the required information about T&D issues, management, problems and its importance for organizational success. They do have also critical roles in their organization.

3.4 Data Gathering Tools

For data collection purposes, three basic instruments namely; questionnaire, interview and document analysis were be used.

Questionnaire:

Questionnaires are a means to collect relevant data from the group under study. This study would be making by the help of structured questionnaires that contain questions related to the topic. It was embrace questions regarding practice of training and development and its problem in the ministry and its sector. Questionnaire help the researcher get direct responses of the employees who are associated with the training and development activities of the ministry. The questionnaires were closed-ended supplement with few open-ended items to get more opinions.

Interview:

The various drawbacks of questionnaires can be overcome using the interview method as it provides an opportunity for researcher to have a face to face interaction with the employees. Interview method is relevant as the interviewer can include more interactive and open ended questions. This can help to obtain more specific information related to the topic. Interview method can be used in cases where the sample size is low. In this study the researcher was interview the employees who participate in the questionnaires, top and middle level managers of the sector, human resource development experts and directors to get their personal opinions and suggestions on training and development procedure in the ministry.

The semi-structured interview is a non-standardized interview; the researcher has a list of themes or questions to cover during the interview. These themes and questions may vary from one interview to another depending on specific organizational context and on the interview conditions. In addition, the order of the questions may vary depending on the flow of the conversation. Data collected by the interviewer were recorded by note taking.

Document Analysis:

The author needs different types of data and resources to carry out the study effectively. The data were collect by primary and secondary means. In this study the author was obtained primary data by way of questionnaires which were distribute among the respondents give relevant responses which can be used in the study. Data concerning the human resource training and development were gathered from detailed review of various documents such as books, journals, internet, strategic planning documents, and reports prepared by the sector. This data gathering

tool was also used to enrich the data obtained through questionnaire and un-structured interviews, and to capture information that cannot be obtained through questionnaire and interview methods.

3.5 Procedures of Data Collection

To carry out the study the following procedural steps were followed. To reach all the target respondents, good rapport was established by contacting the human resource development and administration directorate directors through whom all others were asked for cooperation to fill the questionnaire. In addition, interview was held with the sector's T&D experts, directors and top level managers in their respective offices. Finally, document analysis was made to add up more information important for the study. All these activities were carried out by the researcher.

3.6 Methods of Data Analysis

After collecting the data through different techniques, the researcher has organized and prepared the various data depending on the sources of information. Moreover, in order to ensure logical competence and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing has done, data were analyzed qualitatively and quantitatively. The quantitative data analysis was done by the use of version 13-SPSS software. The techniques for quantitative data analysis were the frequency distribution and percentages. This used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research question and objectives. The results that were obtained from the interviews are used for the purpose of strengthening the analysis made based on the questionnaires. Tables were also used to ensure easily understanding of the analysis. To acknowledge author which refer for the study used reference method in this research were the Harvard method.

3.7. Piloting

To test validity of instrument a pilot study using some employee at the ministry has been done. This employee have enough experience and skill as target group, they were able to discuss and suggest some modification to the instrument and were able to convince that the suggestions should be adopted.

3.8. Reliability and validity test

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula 20 (KR-20), which is an equivalent measure for dichotomous items (http://en.wikipedia.org/wiki/Cronbach's_alpha). Hence, according to Lombard (2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore, as shown in table below the reliability of the whole items is 0.954 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.9 or greater are nearly always acceptable. And from the response on piloting and discussion with the director of HRDA. Therefore the research instrument was found valid for the study.

Reliability test

Cronbach's Alpha	Number of items
0.954	92

3.9. Ethical considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base of this research. a) Fairness. b) Openness of intent. c) Disclosure of methods. d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research.

CHAPTER FOUR

4. Data Analysis, Presentation and Interpretation

This section of the paper focuses on analysis, presentation, and interpretation of data collected from randomly selected employee who taken training in the minisetry and its sector as mentioned in the methodology part of this paper.

The data collected mainly through questionnaire and structured interview especially with employ ee were presented, analyzed and interpreted. In addition to the respondents general back ground, core issues of training programs like training need assessment, objective formulation, training contents, training delivery methods, and finally evaluation of training programs were examined. The qualitative data collected were processed by using percentage and expressed in words.

In view of that, the following discussions were made to indicate the results

4.1. Analysis of the result releted to participant personal data .

Table 3. General characteristics of the study population.

Tabel 3.1 Sex of the respondant

NO.	Respondents Characteristics	Number(N)	Percentage(%)	Missing	
1	Sex	Male	61	59.2	1
		Female	42	40.8	
		Total	103	100	

The above table 3.1 , item no. 1 reveals that from the total respondents 59.2% were males and the rest 40.8% were females. These data shows that the representation of female employees was found to be less when compared to male employees. Thus the majority of the people who were in charge of T&D in the sector were males.

Table 3.2 Age of the respondent

No	Respondents Characteristics	Age interval	Sex	Number (N)	Percentage (%)	Missing
2	Age:(in years)	20-30	Male	13	12.8	3
			Female	14	13.8	
			Total	27	26.6	
		31-40	Male	36	35.6	
			Female	20	19.8	
			Total	56	55.4	
		41-50	Male	7	7	
			Female	5	5	
			Total	12	12	
		51 and above	Male	4	4	
			Female	2	2	
			Total	6	6	
	Grand total	101	100			

The second item in the above table 3.2 illustrates respondents' age composition. The majority of respondents, 55.4% were found to be the second group 31-40 and about 26.6% of respondents were found to be in the first group of 20-30 years of age. This shows that the majority of respondents were found to be under the age range of 20-40. Thus the people who were in charge for T&D in the sector were the active work force.

Table 3.3 Educational background of the respondent

No	Respondents Characteristics	School	Sex	Number(N)	Percentage(%)	Missing
3	Educational background	Elementary	Male	1	1	2
			Female	-	-	
			Total	1	1	
		High school	Male	2	2	
			Female	1	1	
			Total	3	3	
		Certificate	Male	1	1	
			Female	2	2	
			Total	3	3	
		Diploma	Male	7	6.8	
			Female	10	9.8	
			Total	17	16.6	
		Degree and above	Male	49	48	
			Female	29	28.4	
			Total	78	76.4	
	Grand total	102	100			

The above table 3.3 represents respondents' educational background. It shows that the majorities of the respondents holds bachelor's degrees and above are 76.4%. 16.6% of the participants hold diploma and 3% hold certificate. The table show that the majority of the participants in the sector categories hold a university bachelor's degree and above in various area of specialization.

Table 3.4 Total work experience of the respondent

No	Respondents Characteristics	Interval	Sex	Number(N)	Percentage(%)	Missing
4	Work experience in years	Below 10 years	Male	22	22.8	7
			Female	18	18.6	
			Total	40	41.4	
		11-20 years	Male	19	19.7	
			Female	11	11.3	
			Total	30	31	
		21-30 years	Male	13	13.4	
			Female	6	6.2	
			Total	19	19.6	
		31-40	Male	3	3	
			Female	3	3	
			Total	6	6	
		Above 40	Male	1	1	
			Female	1	1	
			Total	2	2	
			Grand total	97	100	

Regarding the respondents work experience as shown in the above table 3.4 , the majority 70 (72.4) percent of the respondents were 1-20 years. While the remaining 27(27.6) percent of them had total experience of above 20 years in the ministry and other organization. This information suggests that most of the respondents were well experienced and hence they can provide vital information regarding the practice and problems of training.

Table 3.5 Work experience in this organization

No	Respondents Characteristics	Interval	Sex	Number(N)	Percentage(%)	Missing
5	Work experience in the organization	Below 1 year	Male	1	1.2	19
			Female	1	1.2	
			Total	2	2.4	
		1-3 years	Male	22	25.9	
			Female	8	9.4	
			Total	30	35.3	
		4-7 years	Male	13	15.3	
			Female	13	15.3	
			Total	26	30.6	
		8-10 years	Male	7	8.2	
			Female	3	3.5	
			Total	10	11.7	
		Above 10 years	Male	8	9.4	
Female	9		10.6			
Total	17		20			
		Grand total	85	100		

The above table represents respondents' work experience in this organization; 77.6% of the participants had work experience in this organization between 1 and 10 years. 20% had above 10 years in addition to this 2.4% respondent had below one year experience in the organization. Generally, respondents profile can show a considerable issue for the study to provide valuable information for the study.

4.2 General opinion

Table 4:- Respondents' general Information about employee training

No	Item	Response	No	%	Missing
1	Did you get the training	On the job	59	61.5	8
		Off the job	37	38.5	
		Total	96	100	
2	Does your organization a separate training center	Yes	29	30.2	8
		No	67	69.8	
		Total	96	100	
3	Does your organization provide employee the opportunity to get training in other training institution?	Yes	85	84.2	3
		No	16	15.8	
		Total	101	100	

Question pertaining to general information about employee training and development in the ministry and its sector are presented in table 4. Item no.1 of table 4 reveals the fact that the organization is currently providing employees training. As it is indicated in table 4, 61.5% of the participant participates on the job training and the rest 38.5% are on off the job training.

As indicated on item no.2 the respondent organization have not any training center except CTTI (Catering and Tourism training Institute) which is indicated from the response. The majority of the respondent 69.8% say there is no any training center. The reason may be most of the educational field which they need are given by different university and institutions because of this they do not need special area training center. But 30.2% of the respondent say there is separate training center in their organization which is CTTI as I approved by respondent interview.

According to item no.3 in table 4 the ministry and its sector organization provides employee the opportunity to get training in other training institute. These are confirmed by 84.2% respondent. But the rest 15.8% are indicated they don't get any training opportunity in other training institution. They may get training opportunity in CTTI or in their organization.

Table 5: the training program in your organization is designed to

4. do you agree that the training program in your organization is designed to												Missing
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	Improving employee productivity	34	33.3	51	50.9	9	8.8	8	7.8	-	-	2
B	Improving client handling	31	29.8	56	53.8	12	11.5	3	2.9	2	1.9	-
C	Providing fast and reliable service	29	28.4	54	52.9	11	10.8	6	5.9	2	2	3
D	Developing team spirit and cooperation	33	31.7	44	42.3	17	16.3	9	8.7	1	1	-
E	Developing employee loyalty and commitment	24	24	52	52	15	15	9	9	-	-	4
F	Developing employee initiatives	24	23.5	51	50	20	19.6	7	6.9	-	-	2
G	Creating healthy supervisor and employee relationship	19	18.6	49	48	23	22.5	10	9.8	1	1	2
H	Improving employee moral	22	21.2	43	41.3	28	26.9	10	9.6	1	1	-
I	Meeting government regulation	29	28.4	48	47.1	16	15.7	7	6.9	2	2	2

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the

knowledge, skills and abilities needed to cope up with new processes and production techniques (Suliman and Al-Sabri, 2009). However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training in MOCT. According to human resource development and administration directorate directors, the training given to employees at MOCT is help to improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. The concern therefore is about how MOCT carries through its training and what impact the training has had on its employees in terms of improved performance. This general purpose of training can be tightening by the responses from the respondents.

Table 5 item number 4A reveals that the different objectives and importance for which training is really designed. As we can infer from this table 53.8% ,52.9% 52%,50.9%, and 50%, of the respondent have said 'agree' that employee training program are designed to meet objectives such as Improving client handling, Providing fast and reliable service, Developing employee loyalty and commitment, Improving employee productivity, and Developing employee initiatives respectively. .

Table 6: The training program in your organization .

5. Do you agree that the training program in your organization is ?												mis sed
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	Timely and updated	22	21.2	37	35.6	34	32.7	11	10.6	-	-	-
B	Based on identified performance problem	20	19.6	36	35.3	32	31.4	10	9.8	4	3.9	2
C	Based on complete need analysis at organizational performance and individual level	12	11.7	48	46.6	31	30.1	10	9.7	2	1.9	1
D	Sufficiently planned and structured to meet training objectives	15	14.4	47	45.2	29	27.9	8	7.7	5	4.8	-

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Furthermore, the researcher asked respondents to indicate the training program in their organization to be timely and updated. Hence, as shown in table 6, majority of the respondents respectively were strongly agree and agree that representing 21.2% and 35.6% out of the total respondents. On the other hand, 10.6% respondents disagreed, on the training program are timely and updated. From this it can conclude that, the extent to which the culture of the

organization is good enough to provide training on time and ultimately helps to employees in giving and delivering better services for clients. from the total respondents 35.3% and 19.6% are agree and strongly agree on the training program of the organization are based on identified performance problem. This shows that the training program are focused on identified organizational problem. We can infer from the result that, the culture of the organization is good in providing training on time and based on identified problem.

Table 7 : asked to fill questionnaires on matters concerning training?

No	Item	Very often		Often		Sometimes		Not at all		Missed
		No	%	No	%	No	%	No	%	
6	Are you interviewed or asked to fill questionnaires on matters concerning training?	16	16	30	30	42	42	12	12	4

Table 7 item no.6 above reveals that, majority of respondents representing 42% are not always but sometimes they fill questioner on matter of concerning training. In addition to this 16% of the respondent responds they fill questioner very often. Here, it can be recognized that, MOCT and its sector organization to make training need assessment and to evaluate the training program they interview employee sometimes not all times this shows that the ministry and its sector organization not adders employee it may focus on other issue .

Table 8: aware of your performance weakens and the required standard by your boss

No	Item	Always		mostly		Sometimes		Not at all		Missed
		No	%	No	%	No	%	No	%	
7	Are you made aware of your performance weakens and the required standard by your boss	14	14.3	32	32.7	38	38.8	14	14.3	6

The above table shows that 38.8% of participants have pointed out sometimes they made aware of performance weakens and the required standard by their boss and 32.7% of the respondent mostly have the knowledge about their weakens will remind by their immediate supervisor. This show that most of the ministry immediate supervisors evaluate their employee performance weakens sometimes not always and mostly.

Table 9: how often the organizations provide training to employee?

8. Under which condition and how often the organizations provide training to employee?										
No	Item	Always		mostly		Sometimes		Not at all		missed
		No	%	No	%	No	%	No	%	
A	<i>If employee are promoted to supervisory level</i>	11	11.1	26	26.3	48	48.5	14	14.1	5
B	<i>Whenever employees performance is below the standard</i>	14	14.4	30	30.9	35	36.1	18	18.6	7
C	<i>When organizational change is introduced</i>	15	15	49	49	29	29	7	7	4
D	<i>When undesirable organizational climate observed</i>	10	10.6	33	35.1	40	42.6	11	11.7	10
E	<i>If persistent failure in meeting planned work schedules is observed</i>	12	12.4	35	36.1	39	40.2	11	11.3	7
F	<i>If service quality flaws</i>	19	19.4	28	28.6	38	38.8	13	13.3	6

The training delivered for employees in any organization helped to receive the necessary knowledge and skills. It also make them perform their work with greater accuracy and precisely. Besides to this the organization provides training to its employee when employee is promoted and performance below the standard etc. From the above table we can understand that the majority of respondents 49%,35.1% and 36.1% are respectively agree on the organization provide training mostly when organizational change is introduced ,undesirable organizational climate observed and failed on planned work schedule is observed. This shows that the organization does not have training strategy and properly implemented training program because the organization doesn't have training program they give training for employee when undesirable organizational climate observed.

Table 10: Participants' attitudes towards HRD practices in their institution/organization

No	Item	5		4		3		2		1		miss ed
		No	%	No	%	No	%	No	%	No	%	
9	<i>The extent to which HRD practices matter in the operation of the organization</i>	28	28.6	47	48	13	13.3	7	7.1	3	3.1	6
10	<i>Relation of staff turnover and less productivity (under performance to ill suited HRD to the operation of the organization according to experiences faced).</i>	19	19	43	43	25	25	11	11	2	2	4
11	<i>Belief of the HRD practice affects trainees' working mood.</i>	19	19.4	45	45.9	24	24.5	9	9.2	1	1	6

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

As shown on table 10 item no.9 Participants have pointed out that HRD practices significantly matter in the operation of the organization; for which 28.6% of the respondents have a notion that it matters extremely; on the other hand 48% of respondents agree on their attitude that HRD matters very well. This result shows that HRD has a tangible role to play in the operation of the organization according to the respondents' opinion. The respondent describing the reason why HRD matters, many commented that the success or failure of the organization is at the understanding of the HRD practices. Further, it is stated that HRD makes things get done in the desirable fashion to achieve the objective of the organization by ways of equipping with the necessary skills and competencies and harmonizing the working relationships.

As shown on table 10 item no.10 , 43% of the respondents should have their consensus that the interrelationship between the attributes to be "agree" and 19% of the respondents stated that there exists "strongly agree" interrelationships. The results above may clue that HRD can take part in retaining talented employees of the organization. Therefore, HRD should be designed for possibilities with which staff turnover can mitigate and employees would be more productive.

As shown on table 10 item no.11 , 45.9% of the respondents "agree" for those who spotted HRD practice is affecting their working mood. 19.4% of the respondents tied to "strongly agree". This sends a message that HRD would bring an impact on the employees' interest towards the work, being devoted for the work, in turn, drives them to be helpful for people and intensify their efficiency on the work.

4.3 Analysis of the Data Related to the Current T&D Practices in the sector.

This section, are presents and analyses the collected data regarding how T&D is conducted in the ministry of culture and tourism and its sector organization. Three parts are included: training needs assessment (TNA), training delivery methods and training evaluation and follow up stage.

4.3.1 The Practice of Conducting Training Needs Assessment

In order to know whether the MOCT has conducted training and development need assessment, different data were collected and presented as follows.

Table 11: conducting training and development need assessment

12. conducting training and development need assessment												
No	Item	5		4		3		2		1		Mis sed
		No	%	No	%	No	%	No	%	No	%	
A	To what extent your organization has a system of conducting formal training and development needs assessment	24	24.5	49	50	15	15.3	10	10.2	-	-	6

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

The above table represents conducting TNA; 50% of respondents agreed that training and development needs assessment had been carried out by the organization and 24.5% viewed to be strongly agree. However, 10.2% of respondents reflected their disagreement on the same issue. Thus, the majority of the respondents pointed out that, training needs assessment in the organization were conducted. But the researcher approve by the interview training and development need assessment not conducted properly as permitted by literature. Here it is clear that conducting training program without proper training need assessment causes a great loss economically it may not be the right solution for the ministry performance problem and more importantly the training program may not achieve its objectives. This sends a message that the MOCT is not in good condition conducting training need assessment.

4.3.2. Response related to identification of techniques employed for training needs assessment.

Table 12 : Identification of techniques employed for training needs assessment

13. Identification of techniques employed for training needs assessment												mis sed
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	To what extent is the training and development related to the MOCT strategy.	16	15.8	58	57.4	20	19.8	5	5	2	2	3
B	To what extent the training and development activity derived from lack of knowledge, skill or ability or motivational aspect of the person.	17	16.5	24	23.3	24	23.1	11	10.7	2	1.9	1
C	To what extent the tasks and skills are related to employees' job.	18	18	49	49	22	22	10	10	1	1	4

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

As shown from above table item no 13A agree rating dominates with 57.4% coverage in connection with the training and development in providing linkage with the long term strategy of the organization. Furthermore 15.8% of respondents are determined to behave towards strongly agree. This shows that the TDNA of the MOCT should develop successors of the current position holders whom we may lose because of controllable or uncontrollable reasons.

As shown from above table item no 13B is determined that 39.8% assigned agree on training and development activity derived from lack of knowledge, skill or ability or motivational aspect of the person. This is a signal for which the MOCT's needs assessment does not correctly identify whether the problem is solved by training and development or by motivational aspect or/and organizational restructure.

Neo (2010) explained that if employees lack the knowledge and skill to perform the job and other factors are satisfactory, training is needed and if employees have the knowledge and skill to perform but input, output, and consequences or feedback is inadequate, training may not be the best solution.[emphasis is added]

As shown from above table item no 13C it is interesting to learn from the survey that most of the respondents which is 49% of the respondents respond to agree. 18% of the respondents strongly agree and the least percent 1% are given to undecided. This shows that the majority of the respondents' task and skill are more related to their job. This sends a message that TDNA does support for the growth and development of the trainees.

4.3.3. Response related to reasons for not conducting training and development needs assessment.

Table 13: Reasons for not conducting training and development needs assessment.

14. Reason for not conducting training and development need assessment												
No	Item	5		4		3		2		1		mis sed
		No	%	No	%	No	%	No	%	No	%	
A	Lack of experts for conducting needs assessment	17	17.3	23	23.5	36	36.7	16	16.3	6	6.1	6
B	Shortage of budget	14	13.9	29	28.7	35	34.7	23	22.8	-	-	3
C	Lack of managements support	9	9.2	30	30.6	23	23.5	23	23.5	4	4.1	6
D	Lack of awareness about the importance of needs assessment	9	9.1	33	33.3	32	32.3	21	21.2	4	4	5
E	Inadequate materials and facilities	15	15.3	32	32.7	25	25.5	23	23.5	3	3.1	6

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Organizations may fail to undertake training and development needs assessment because of various reasons. With regard to this, respondents were asked to rate the reasons as to why organizations failed to conduct training and development needs assessment.

As can be seen from the above table, 17.3% and 13.9% strongly agree, 23.5% and 28.7% agree, 16.3% and 22.8% of respondents disagreed on the reason of not conducting needs assessment are Lack of experts and Shortage of budget respectively. Therefore, from the finding of the table above the student researcher deducted that there was no due attention in prioritizing the issue of training needs assessment.

Training may be incorrectly used as a solution to a performance problem (when the solution should deal with employee motivation, job design, or a better communication of performance which expectations. Trainees may be sent to training programs for which they don't have the basic skills, prerequisite skills, or confidence needed to be learning. Money will be sent on training programs that are unnecessary because they are unrelated to the company's business strategy (Noe, 2010).[emphasis is added]

4.3.4. Response related to training and development plan

Table 14

15. About training and development plan of the organization												mis sed
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	The organization has strategic plan.	47	45.6	40	38.8	9	8.7	4	3.9	3	2.9	1
B	The organization's training and development plan has been developed in accordance with the strategic plan	25	24.5	44	43.1	23	22.5	7	6.9	3	2.9	2
C	Training and development plans of the organization are well communicated to all employees.	19	18.3	42	40.4	27	26	15	13	3	2.9	-

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Organizations were established with the objectives of achieving some specific purposes. In order to serve their purpose, they are expected to have strategic plan that comprises strategies in training and development of their employees. In relation to this, attempts were made to assess whether or not organizations have strategic plan and training and development programs were incorporated in to the strategic plans of the organizations.

As can be observed from item no.15A of table 14, 84.4% of respondents agreed that their organization had strategic plan. Moreover, the response of interviewees and analysis of strategic plan document revealed that all institutions of the sector have developed five years strategic plans for their organizations.

In item no. 15B of table 14, 24.5% strongly agree and 43.1% agree of to revealed that the T&D plan is integrated to the organization's strategic plan and 6.9% respondents not agreed that their organization' training and development plan has been developed in accordance with the strategic plan. But the researcher also approved by the interview most participant agree negatively that is T&D plan has not been developed in accordance of strategic plan of the organization. This implies the existence of training and development plan in the organizations are not consistent with the idea of Harris and DeSimone (1994) state

Training and development plans should be integrated to long term plans and strategies of the organization.

Training and development programs and strategies have to be communicated to all employees of the organization to obtain consensus and commitment for effective and efficient implementation

of the program. In this regard, respondents were asked to rate their opinions as to what extent training and development plans were communicated to employees. Accordingly, 58.7% of the respondents agreed that training and development programs were communicated to all employees. The results of the interview and analysis performance reports also revealed that employees were sometimes informed or discussed on how to design and implement the training and development plans of the organization. and most interviewed employee agrees that they do not know about the training outcome before they come to training.

... HRD should be derived from, and linked to, the organization's corporate strategy, missions and objectives; moving from traditional HRD to SHRD. Otherwise, T&D expenses will be just a waste of time and money (McCracken and Wallace 2000).
[Emphasis is added]

4.3.5. Response related to setting training and development objectives

Table 15

16. Training and development objectives												Missed
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	Does your organization set objectives for training and development?	28	27.2	48	46.6	21	20.4	5	4.9	1	1	1
B	T&D objectives were set and in consideration of the organization's goal.	21	20.6	47	46.1	28	27.5	5	4.9	1	1	2
C	T&D program you have taken with clear objectives provide you greater job satisfaction	25	24.5	36	35.3	30	29.4	9	8.8	2	2	2
D	Help employees to do their job	24	23.1	47	45.2	24	23.1	8	7.7	1	1	-
E	Enhancing employees skills	17	16.8	52	51.5	22	21.8	8	7.7	2	2	3
F	Keeping employees informed of technical change	25	24.5	37	36.3	30	29.4	8	7.7	2	2	2

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Once the training needs are assessed and identified, the next task should be developing training and development objectives. For successful outcome, objectives must be stated in behavioral terms that are measurable before the design/implementation of training and development programs. Table 15 above item no. 16A show that the above mentioned point in mind, respondents were asked whether their respective institutions set training and development

objectives in their organization. Accordingly, the majority 73.8% of respondents confirmed that objectives had been set.

Table 15 item 16B illustrates 66.7% of respondents agreed that the training and development objectives were set by taking the organization goals into consideration. From this one can infer that the sector set T&D objectives by considering the organization's missions and goals. On the other hand, the perception of employees whether the training and development program they have taken with clear objectives brought job satisfaction to them or not; most of the respondent 59.8% response training and development program provide greeter job satisfaction. 8.8% of respondents show their disagreement about job satisfaction.

There are many objectives for T&D that organizations can assign: importantly, to develop employees' skills and abilities to improve their performance; to improve organizations' performance through increasing productivity, reducing the cost; to increase customer satisfaction and improve quality of products and services. The participants were asked about the most important training objectives in their organizations. The majority 67.3% of the participants agreed that training and development objectives set by the sector were are enhancing employees' skills and knowledge; 68.3% and 60.3% of the respondent agree that training and development objectives are helping employees to do their jobs; and keeping employees informed of technical changes respectively.

4.3.6. Response related to training and development areas conducted.

Table 16

17. Which of the following training and development areas are conducted by your organization?													Mis sed
No	Item	5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%		
A	Tourism development and marketing.	36	37.1	37	37.1	12	12.4	8	8.2	5	4.2	7	
B	Quality assurance for hotels, loges and restaurants	22	22.9	25	26	29	30.2	10	10.4	10	10.4	8	
C	Cultural industry development	23	24.2	25	26.3	27	28.4	12	12.6	8	8.4	9	
D	Research and Conservation of Cultural Heritage	29	30.5	24	25.3	22	23.2	13	13.7	7	7.4	9	
E	Language development	26	27.7	28	29.8	20	21.3	12	12.8	8	8.5	10	
F	Wild life conservation	22	22.9	30	28.6	25	23.8	16	15.2	11	10.5	8	
G	Documentation	32	31.4	38	29.2	22	22.9	14	14.6	10	10.4	11	

❖ Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided

The tourism and culture expert must be capable of interpreting the cultural and natural heritage of an area and possess a specific qualification. Unless the MOCT attempts to equip its employees with the necessary skills, it doesn't grasp the benefits of tourism such as tourism as a source of invisible foreign currency. Tourism and culture does not only affect the MOCT community but also the local people who are dwellers around tourists destination sites such as the source of mankind-afar, Gonder- lalibela, Axum etc. In general MOCT should advance the awareness of its employees and local people as culture and tourism is a double edged sword; there are challenges and benefits.

The above table shows that the majority 74.2%, 60.6%, 51.5%, 55.8% and 57.5% of respondents were trained in tourism development, documentation, wild life conservation, research and conservation of cultural heritage and language development respectively. From the interview part, the majority of respondents said that they were taking varieties of trainings which were related to the actual job or performance problems. With regard to wild life conservation, trainees were taking training and development areas such as conserving the national parks, protecting wild life and how to hunt the wild life. On the other hand the national archives and library agency has given training and development on archives section, Ethiopian study section, Ethiopian language section and microfilm library section. Thus, the MOCT serves as a bridge between the public and the agency and take the initiative to ensure the public's interest met. Therefore, it is possible to infer that the MOCT was nice in planning training and development programs in line with other regular activities. Accordingly, the training provided for employees was embracing all employees according to their interest and their respective department.

[Its] training content should focus on real issues and problems that managers and Employees have to deal with on organization's corporate objectives and strategies (Mumford, 1991) [Emphasis is added]

On the other hand, 48.9% and 50.5% of the respondent are agree on the ministry are provided quality assurance for hotels, loges and restaurants and cultural industry development training respectively. This sends a message that the community of MOCT should purse this and better experiences to collect the advantages of cultural industry development and quality assurance for hotels, loges and restaurants of the country.

"Training and development plans should be integrated to long term plans and strategies of the organization" Harris and DeSimone (1994). [Emphasis is added]

4.3.7. Response related to training delivery methods

Organizations should determine varieties training and development methods that are appropriate to deliver the training and development programs. The two major training and development methods are on the job and off the job training methods. To know the methods in use, the following data were gathered and presented as follows.

Table 17: training methods or techniques are used by your organization

18. Which of the following training methods or techniques are used by your organization and/or by external training providers?												misse d
No	Item	5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
A	Job rotation	8	8.2	35	35.7	28	28.6	17	17.3	10	10.2	6
B	Coaching	12	12	37	37	24	24	16	16	11	11	4
C	Mentoring	13	13.1	43	43.4	26	26.3	10	10.1	7	7.1	5
D	Orientation	21	20.6	46	45.1	18	17.6	10	9.8	7	6.9	2
E	Lectures	31	31.6	32	32.7	18	18.4	8	8.2	9	9.2	6
F	Seminars, / Conference/workshops...	22	21.8	45	44.6	19	18.8	7	6.9	8	7.9	3
G	Scholarship (abroad, local)	19	19.4	33	33.7	26	26.5	15	15.3	5	5.1	6
H	Demonstration	16	17	31	33	22	23.4	16	17	9	9.6	10

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Training and development activities should start when new comers join an organization regardless of their past experience. As each organization has its own unique internal environment, newcomers have to be formally oriented. Orientation programs shall, therefore, be arranged in such a way that all important issues are properly addressed with active participation and involvement of concerned bodies. Generally, taking into account the importance of orientation in enhancing effective and efficient performance of individuals, attempt was made to assess the degree to which orientation programs had been arranged to newly employed staffs of the sector. Accordingly, 65.7% respondents agreed that their institution formally arranged orientation programs; this shows that mostly there was a practice of arranging orientation programs to newly employed staffs in the sector. The practice of utilizing on-the-job and off-the-job training and development methods by the sector was assessed as indicated the above table. Therefore, 49% of respondents indicated as sharing ideas among the staff were relatively applied from coaching. Mentoring method as the result of the assessment shows that 56.5% respondent agreed it practiced in the sector. 43.9% of respondents agreed that

job rotation method has been practiced. This is also generally supported by the interview held with the HRDADD's that the method has been in use in the sector so far. Therefore, as shown on the table item no.18E 64.3% respondent agreed and we can conclude that the ministry and its sectors more used training method is lecture method. .

from above information Pertaining to item 18F and 18G of the above table, respondents' views on workshop, seminars and scholarships have been used as off the job training method, 66.4% and 53.1% of respondents agreed that workshops, seminars and scholarships are used as a method of off the job training for the sector. With regard to the scholarship, interview conducted with the higher officials disclosed that scholarship abroad has been given for employees but it is very limited as compared to local scholarship opportunities.

[since] the choice between T&D methods and techniques depends on different issues that need to be considered when deciding the appropriateness of any T&D method: T&D content; the results or objectives to be achieved; T&D needs; number of trainees; trainees' background; trainees' level of understanding; the available equipment; the time and budget allocated to the T&D program (Acton and Golden, 2003).[Emphasis is added]

To have positive results from T&D programs, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms (Acton and Golden, 2003).[Emphasis is added]

4.4 Evaluation and Follow up Stage

Evaluation is the final phase of the training and development program. It is concerned with determining the accomplishment of program objectives, identifying the strengths and weakness of the program, and the value or worth of those changes that takes place through the process of training and development. Thus, organizations need to have a system by which their training and development programs can be evaluated. Regarding this issue, respondents of the sector that attended training and development programs while their stay in the sector were requested to rate the evaluation practice of their sector as indicated in table 18 ,19 ,20 and 21 below.

4.4.1. Conducting Training and Development Evaluation and follow up

Table 18

19. about evaluation and follow up of training and development													
No	Item	5		4		3		2		1		miss ed	
		No	%	No	%	No	%	No	%	No	%		
A	TO what extent does your organization evaluate training and development programs?	26	27.4	36	37.9	27	28.4	4	4.2	2	2.1	9	

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Table 18 item 19A shows that 65.3% of the participants agreed that their organizations were evaluating training and development programs. From this result it is possible to infer that the sector has practiced in evaluating the training and development program. These opinions and views of respondents were supported by the in-depth interview conducted with selected managers. The interview disclosed that the sector has conducted training and development evaluation. Two respondent on the open ended question said, “Trainings were given for the sack of fulfillment of organizational objectives”. Therefore, the survey and the interview result shows that the sector was attempting to evaluate the training and development program. Without evaluating the program the sector couldn’t identify the factors that hindered the effectiveness of the program and its outcome at every stage of the program. In general, the data in table 16 revealed that the practice of evaluating of training outcomes by the MOCT was found to be existing.

Table 19 the time and term of The training program is evaluated ?

20. The training program is evaluated ?							Missed
No	Item	Yes		No			
		No	%	No	%		
A	During the training program	65	68.4	30	31.6	9	
B	After the training program	62	64.6	34	35.4	8	
C	In terms of performance effectiveness	57	60	38	40	9	
D	In terms of cost effectiveness	49	51.6	46	48.4	9	
E	In light of training policy and objectives	67	71.3	27	28.7	10	
F	In terms of the degree of management attention and support provided	63	67.7	30	32.3	11	

Table 19 above shows that 71.3% ,68.4%, 67.7% and 64.6% of the participants respectively agreed that training program is evaluated In light of training policy and objectives ,During the

training program, In terms of the degree of management attention and support provided and After the training program in addition to this 60% and 51.6% of the respondent agreed on training program is evaluated In terms of performance effectiveness and In terms of cost effectiveness.

4.4.2. Response related to Evaluation Methods or Techniques

Table 20

21. What methods are usually used by your organization to evaluate its training and development programs?												
No	Item	5		4		3		2		1		mis sed
		No	%	No	%	No	%	No	%	No	%	
A	Asking employees to fill a questionnaire at the end of the program.	32	31.7	43	42.6	13	12.9	11	10.9	2	2	3
B	Interviewing the trainees at the end of each training program.	17	17.3	30	30.6	38	38.8	11	11.2	2	2	6
C	Testing the trainees before and after the training programs	8	8.2	34	34.7	31	31.6	20	20.4	5	5.1	6
D	Asking the trainees' managers or supervisors for their assessment of the trainees' learning	9	9.2	45	45.9	28	28.6	13	13.3	3	3.1	6
E	Performance appraisal reports	9	9.8	41	44.6	18	19.6	18	19.6	6	6.5	12

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

Table 20 item number 21A above shows that 76.3% of the participants agreed that fill in a questionnaire at the end of any training programs this is the most common frequently used evaluation method in the ministry. These opinions and views of respondents were supported by the in-depth interview conducted with selected managers. The interview disclosed that though questionnaire is the most commonly used evaluation method, the data collected through it were not analyzed and gave feedback for future activities. Besides to this interviewing the trainees at the end of each training program, testing the trainees before and after the training programs, asking trainees' managers or supervisors about the trainees' performance progress as a result of attending training programs and tracking the employees' performance records were used mostly, represented, respectively, by 47.9%, 42.9%, 55.1% and 54.4%.

4.4.3. Evaluation Levels or Criteria

Table 21

22. To what extent the organization evaluate the following <i>levels of outcomes</i> ?												
No	Item	To a very small extent		To a small extent		To a considerable extent		To a great extent		To a very great extent)		miss ed
		No	%	No	%	No	%	No	%	No	%	
A	Trainees' reactions: Feeling and opinion of the trainees about the programs' material, facilities, methods, contents, trainers, durations and relevance of the program.	11	11.8	25	26.9	36	38.7	15	16.1	6	6.5	11
B	Learning outcomes: The skills, knowledge and attitudes acquired during the program.	12	12.9	23	24.7	30	32.3	22	23.7	6	6.5	11
C	Behavior change: The change in on-the-job performance, which can be attached to the program.	10	10.9	26	28.3	35	38	16	17.4	5	5.4	12
D	Results: The effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction, etc.	11	11.8	26	28	36	38.7	17	18.3	3	3.2	11

Table 21 shows that 62.5% of the participants stated that, when evaluating the effectiveness of T&D programs, firstly and greatly on trainees' **learning outcome level**. On the other hand, 61.3% and 60.2% of them agree that they depend on evaluating trainees' reaction and result levels, while 60.8% of them said that they depend in the behavioral change level when evaluating T&D effectiveness.

...evaluation process improves the efficiency and effectiveness of training programs, displaying the organization's impression about trainers' performance in the program and helps them to improve their training skills and justify the expenditure on the programs.(Bee and Bee, 1994).[emphasis is added]

4.5. Factors that hinder Training and Development Programs

There are a number of factors that impede the smooth running of the training and development programs. In relation to this respondents were asked to indicate the factors that restrain the effectiveness of the training and development programs of the organization and the data obtained has been presented as follows.

4.5.1. The possible factors that might hinder training and development programs

Table 22

22. To what extent do you agree or disagree with the following possible factors that might hinder training and development programs in your organization?												
No	Item	5		4		3		2		1		mis sed
		No	%	No	%	No	%	No	%	No	%	
A	Shortage of budget	20	20.4	33	33.7	21	21.4	23	23.5	1	1	6
B	Poor training planning in terms of training content and methods	12	12	45	45	22	22	20	20	1	1	4
C	Managements lack of support for training	10	10.4	32	33.3	35	36.5	17	17.7	2	2.1	8
D	Low priority given to training in organization	10	10.3	35	36.1	29	29.9	23	23.7	-	-	7
E	Lack of adequate facilities for training and development	13	13.4	34	35.1	29	29.9	17	17.5	4	4.1	7
F	Inaccurate training need analysis	15	15.3	31	31.6	36	36.7	16	16.3	-	-	6
G	Lack of motivation among employees	13	14	29	31.2	29	31.2	20	21.5	2	2.2	11
H	Employees turnover (employees who get adequate training have left the college for better pay)	30	30.9	33	34	17	17.5	16	16.5	1	1	7
I	Absence of training and development department which coordinate the training and development program	15	15.3	16	16.3	29	29.6	35	35.7	3	3.1	6
J	Lack of professionals in the training and development department.	11	11	25	25	36	36	24	24	4	4	4
K	Employees cannot implement their new skills and knowledge	12	12.1	21	21.2	38	38.4	25	25.3	3	3	5

❖ **Key: 5-strongly agree, 4-Agree, 3- Less agree , 2-Disagree, 1- undecided**

As Table 22 Item 23A of the above table, about 54.1% of the respondent agrees the budget constraint can be the hinder to training program but about 45.9% of respondents show their disagreement in relation to the statement lack of adequate budget can be hinder for training and development programs of the sector. The former one is supported by interview conducted with selected higher officials. It has shown that budget constraint can be challenging for training and development success.

As Table 22 item 23G shows that, 54.9% of the participants believed that lack of motivation among employees was not the most important factor that contributes to T&D program failure. Another important T&D program problem was the inaccurate TNA process, this are agreed by 47% of the participants, and 57% of the participants agreed poor training planning in terms of contents and methods can be hinder for training program, 56.3% of the respondent are not agree on management's lack of support for training programs was not one of the most important factors that contribute to the T&D failure. But this is not confirmed by interview conducted with all interviewees who disclosed that the management has not strong support and commitment on the training program. From this it is possible to deduce that the top management has not given serious attention to the agenda of training and development of its human resource. 64.9% of the participants believed that employee's turnover was one of T&D problems but some of the participant who fill questionnaire (35%) are not agree on turnover can be hinder , in addition to this the low priority given to training in organization, represented by 53.6% of the participants show their disagreement and 46.4% of the respondents agree on this issue . Therefore, if training is not supported with adequate pay, it cannot increase employee's motivation as well as their commitment to the organization; it cannot strengthen their perceptions that the organization as a good place to work and consequently creates less commitment. Less commitment in turn results in high turnover. However, they also agreed that employees cannot implement their new skills and knowledge, lack of adequate facilities for training and development and lack of professionals in the training and development department were some other T&D program problems, represented, respectively, by 71.7%, 78.4% and 72%. Additionally, item 23 I of the above table, absence of training department which coordinates training and development programs, about 61.2% of respondents indicate their agreement on this statement. But in ministry and its sector there is a directorate called human resource development and administration directorate which is responsible to administer and coordinate the organization's internal staff training and development activities.

Generally, most of the information obtained qualitatively confirmed that the training and development programs of the sector were undertaken without thorough planning and in unsystematic way.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This final chapter deals with the summary of the findings, conclusion drawn and recommendations forwarded as per the findings of the study.

5.1 Summary of findings

The major purpose of this study is to assess the training and development practices of the ministry of culture and tourism sector of Ethiopia and examine the problems they have encountered in designing and implementing training and development programs. The study forwarded viable recommendations that help to mitigate the problems of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and development practices in the current Ethiopian public and private organizations. In doing so, it will be of benefit not only to managers of the sector but also to managers in the Ethiopian public organizations and institutions by giving them better information pertaining to employee training and development practices. Therefore, in order to address the research problem the study focused on answering the following basic questions:

- ✚ In what areas where training and development is offered and how often?*
- ✚ To what extent does the sector planned and managed employees training and development programs?*
- ✚ To what extent does the sector apply the different training methods to realize employees training and development programs?*
- ✚ How does the sector evaluate the training and development programs?*
- ✚ What are the major problems that inhibit the practices of employees training and development programs?*

Descriptive survey method was employed to conduct the research. Purposive sampling method was used to select sample respondents. From the total target population of 2118 employees, a sample size of 116 respondents was selected. Questionnaires, interviews, document analysis and observation were used as data gathering tools. Based on this, 114 questionnaires were distributed to respondents, of which 104 usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics was used. Whereas, the data obtained via interviews and document analysis has been analyzed qualitatively. Finally, the data collected from the

respondents were analyzed; interpreted and major findings are summarized and presented below.

5.1.1 The practice of training and development

1. Training and development needs assessment

- ✚ It was found that the 74.5% of respondents agreed that training and development needs assessment had been carried out by the organization. However, 10.2% of respondents reflected their disagreement on the same issue. Thus, the majority of the respondents pointed out that, training needs assessment in the organization were conducted. But the researcher approved by interview training and development need assessment is conducted by the ministry but it is not properly conducted as permitted by the theory.
- ✚ Agree rating dominates with 73.2% coverage in connection with the training and development in providing linkage with the long term strategy of the organization.
- ✚ 39.8% of respondents agree that TDNA is derived from lack of knowledge, skill or ability aspect of the person. This is the signal for Needs assessment does not correctly identify whether the problem is solved by training and development or by motivational aspect or/and organizational restructure.
- ✚ Most of the respondents (57%) characterized that TDNA does support for the growth and development of the trainees that means employee job are related to their task and skill.

2. Findings related to reasons for not conducting training and development needs assessment.

- ✚ The majority of respondents agreed that lack of management support, lack of awareness about the importance of needs assessment, inadequate materials and facilities, lack of specialists or experts and shortage of budget were the reasons for not conducting training and development needs assessment.

3. Findings related to training and development plan

- ✚ 84.4% of respondents agreed that their organization had strategic plan. Moreover, the response of interviewees and analysis of strategic plan document revealed that all institutions of the sector have developed five years strategic plans for their organizations.
- ✚ The majority of respondents (67.6%) agreed that their organization' training and development plan has been developed in accordance with the strategic plan. But the researcher approved by the interview most participant agree negatively that is training

and development plan has not been developed in accordance of strategic plan of the organization.

- ✚ The majority (58.7%) of respondents revealed that training and development programs were communicated to all employees. But the results of the interview and analysis performance reports revealed that employees were sometimes informed or discussed on how to design and implement the training and development plans of the organization. And most interviewed employee agrees that they do not know about the training outcome before they come to training.*

4. Findings related to setting training and development objectives

- ✚ The majority (73.8%) of respondents confirmed that organization had been set objectives for training and development.*
- ✚ The majority (66.7%) of respondents agreed that the training and development objectives were set by taking the organization goals into consideration. From this one can infer that the sector was set T&D objectives by considering the organization's missions and goals. Due to these factors the training and development they have taken can bring job satisfaction to them.*
- ✚ The majority (67.3%,68.3% and 60.3%) of the participants agreed that training and development objectives set by the sector were; enhancing employees' skills and knowledge; helping employees to do their jobs and keeping employees informed of technical changes.*

5. Findings related to training and development areas conducted.

- ✚ The majority 74.2%, 60.6%, 51.5%, 55.8% and 57.5% of respondents were trained in tourism development, documentation, wild life conservation, research and conservation of cultural heritage and language development respectively. Therefore, it is possible to infer that the MOCT is very good condition in planning training and development programs in line with other regular activities. Accordingly, the training provided for employees was embracing all employees according to their interest and their respective department.*
- ✚ 48.9% and 50.5% of trainees provided quality assurance for hotels, loges and restaurants, and cultural industry development respectively. This sends a message that the community of MOCT should purse this and better experiences to collect the*

advantages of quality assurance for hotels, loges and restaurants, and cultural industry development of the country.

6. Findings related to training delivery methods

- + 65.7% respondents agreed that their institution formally arranged orientation programs while 64.3% respondent agreed and we can conclude that the ministry and its sectors more used training method is lecture method.*
- + The majority (49%) of respondents indicated as sharing ideas among the staff were relatively applied from coaching.*
- + 43.9% of respondents agreed that job rotation method has been practiced. This is also generally supported by the interview held with the HRDADD's that the method has been in use in the sector so far. Therefore, as job rotation is one of the very important components of the employee development, the sector has to utilize it in its future endeavors.*
- + The majority (66.4% and 53.1%) of respondents agreed that workshops, seminars and scholarships are used as a method of off the job training for the sector. With regard to the scholarship, interview conducted with the higher officials disclosed that scholarship abroad has been given for employees but it is very limited as compared to local scholarship opportunities.*

7. Findings related to training and development evaluation

- + 65.3% of the participants agreed that their organizations were evaluating training and development programs. From this result it is possible to infer that the sector has practiced in evaluating the training and development program. These opinions and views of respondents were supported by the in-depth interview conducted with selected managers. The interview disclosed that the sector has conducted training and development evaluation.*

8. Findings related to time and terms of training program evaluation

- + Training program of the ministry is evaluated during the training program and after training program. Besides to this it also evaluated in terms of performance effectiveness.*

9. Findings related to Evaluation Methods or Techniques

- + 76.3% of the participants agreed that fill in a questionnaire at the end of any training programs was the most common frequently used evaluation method. Interviewing the*

trainees at the end of each training program, testing the trainees before and after the training programs, asking trainees' managers or supervisors about the trainees' performance progress as a result of attending training programs and tracking the employees' performance records were used mostly, represented, respectively, by 47.9%, 42.9%, 55.1% and 54.4%.

10. Findings related to Evaluation Levels or Criteria

✚ 62.5% of the participants stated that, when evaluating the effectiveness of T&D programs, they depend firstly and greatly on trainees' learning outcomes level. On the other hand, 61.3% and 60.2% of them agree that they depend on evaluating reaction level and result levels, while 60.8% of them agreed that they depend in the behavioral change level when evaluating T&D effectiveness.

11. Findings related to Training and Development Problems

✚ 54.1% of respondents show their agreement in relation to the statement lack of adequate budget for training and development programs of the sector can hinder the process. This is supported by interview conducted with selected higher officials. It has shown that there is budget constraint and it can be challenging for training and development so far.

✚ 54.9% of the participants believed that lack of motivation among employees was not the most important factor that contributes to T&D failure. Another important T&D problem was the inaccurate TNA process, agreed by 47% of the participants, followed by poor training planning in terms of contents and methods, represented by 43% of the participants' agreement.

✚ 56.3% of the participants agreed that management's lack of support for training programs was not one of the most important factors that contribute to the T&D failure. This is not confirmed by interview, conducted with all interviewees who disclosed that the management has not strong support and commitment on the training program. From this it is possible to deduce that the top management has not given serious attention to the agenda of training and development of its human resource.

✚ 64.9% of the participants believed that employee's turnover was one of T&D problems, in addition to the low priority given to training in organization, represented by 53.6% of the participants show their disagreement. Therefore, if training is not supported with adequate pay, it cannot increase employee's motivation as well as their commitment to

the organization; it cannot strengthen their perceptions that the organization as a good place to work and consequently creates less commitment. Less commitment in turn results in high turnover.

- + However, they also agreed that employees cannot implement their new skills and knowledge, lack of adequate facilities for training and development and lack of professionals in the training and development department were some other T&D problems, represented, respectively, by 77.7%, 78.4% and 72%.*
- + Absence of training department which coordinates training and development programs, about 61.2% of respondents indicate their agreement on this statement. But in ministry and its sector there is a directorate called human resource development and administration directorate which is responsible to administer and coordinate the organization's internal staff development activities.*
- + Generally, most of the information obtained qualitatively confirmed that the training and development programs of the sector were undertaken thorough planning and in systematic way.*

5.2 Conclusion

Based on the above findings, the study had finally forwarded the following conclusions:

- ✚ *Human resource training and development is an essential program for any organization. It was revealed in the findings of this study that the practice of conducting needs assessment in respective institutions of the sector was in it satisfactory level. But as indicated in the study training and development needs assessment practice in all the institutions of the sector was not made properly. The major reasons for the poor practice of training needs assessment were lack of management support and awareness about the importance of needs assessment. Furthermore, the purpose of training needs assessment conducted in the sector was not clear. This caused employees to be unwilling and careless to give pertinent information for those who conduct training needs assessment.*
- ✚ *Although there had been clearly defined strategic plan in the sector, it didn't have clearly defined human resource training and development plans at directorate level that were incorporated into its strategic plan. This might hinder the accomplishment of training and development plan objectives.*
- ✚ *It is observed in the study that the training objectives set by the sector were not relevant and clearly indicate the expected outcome of the program. However, as indicated by the study, these objectives are not understood by all members of the sector. Trainees do not know what they are supposed to learn before the training session. Thus, these have caused lack of motivation to learn which reduce training effectiveness. It was concluded that the most notable T&D objectives for the sector were not: improving or enhancing employees' skills, helping employees to do their jobs, orienting new employees and keeping employees informed of technical changes.*
- ✚ *MOCT attempts to equip its employees with the necessary skill, knowledge and attitude on wild life conservation and documentation. However, the majority of trainees were trained in tourism development and marketing, quality assurance for hotels, loges and restaurants, cultural industry development, research and conservation of cultural heritage and language development.*
- ✚ *While imparting trainings, various training techniques may be applied. Many training and development method can be determined through various aspects. The most commonly used T&D delivery approaches in all organizations were off-the-job training and on-the-*

job training approach. Most of the institutions prefer sending employees to particular external providers and institutions. The reasons for sending employees to external providers were the lack of well-equipped training rooms and internal professional T&D staff and trainers. Thus, the most commonly used T&D delivery methods by the sector were mainly lectures; while, the less frequently used T&D methods were job rotation, demonstration, and mentoring. Based on these findings it was concluded that classroom methods were the dominant T&D methods, off-the-job methods rather than on-the-job T&D methods, which implies that T&D in most institutions is considered as education for individuals' development and for the life rather than training for the current jobs. Also, it implies that difficulties arise in transferring the learned skills and knowledge into work places. This has been shown that the trainings given were not as much meaningful and helpful to employees and managers in order to realize the objectives of the organization.

- + Questionnaires were the main method used when evaluating T&D programs. However, most respondents declared that they test their trainees' knowledge and skills after T&D programs. Nevertheless, they depend to a very large extent on the learning outcomes level, thus, evaluation is mainly based on subjective ways: individuals' perception, opinions and attitudes toward T&D outcomes, rather than focusing on behavior changes and result improvement. Therefore, the accomplishment of program objectives and the value or worth of the programs was not properly checked.*
- + Human resource training and development programs are not merely the responsibility of the single individual or department rather it needs cooperation and mutual understanding within all members of the organization. The majority of respondents revealed that, top-level managers must give attention for human resource training and development programs; training and development programs must be well planned and organized; training and development needs must identify and assessed first, in order to alleviate the problems. Therefore, it is possible to conclude that the training and development activities of the sector had failed to satisfy the needs of the employees and to help in attaining the objectives of the sector.*
- + The majority of those who were not satisfied with T&D said that T&D does not work at all in their organizations. The reasons for dissatisfaction with the T&D function and programs, which led the conclusion to the T&D current problems are now summarized.*

- *Poor training needs analysis (TNA) techniques. Some top managers believed that employees decide their training needs through filling in a particular questionnaire or form. Thus, employees decide whether to attend T&D programs, depending on whether or not they like it. The other criticized TNA technique was depending on the employees' direct managers to determine the employees' training needs, who do not depend on objective systemic ways in determining employees' training needs, thus, sometimes, they nominate those who do not need training.*
- *The lack of clear strategies for T&D or poor planning for T&D.*
- *Some top managers believed that people in their sector were not aware of the importance of T&D, or they were not convinced of the importance of T&D for the organization's success. So, some managers think that some training programs are not important or worth sending employees to attend them. In addition, some top managers criticized the ways by which T&D staff study offers from the external training centers, since they were mainly concerned with the location of T&D programs, what the refreshments will be, rather than concentrating on the content of the T&D course. Thus, T&D staff was concerned more about the details.*
- *Some top managers were dissatisfied because of the lack of on-the-job T&D and rely mainly on the external T&D programs that were designed and conducted by private T&D centers. In short, lack of motivation among employees to attend T&D programs; poor training planning in terms of contents and methods; lack of long-term plans for developing human resources in the organizations; Managements lack of support for training; Low priority given to training in organization; Lack of adequate facilities for training and development and employees turnover were problems of employees training and development programs*

5.3 RECOMMENDATIONS

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

- + Human resource training and development activity is essential for the success of any organization. Training must meet both organization and employees need. Training and development activities are expected to bring improvement both on the organization and employees not only on limited aspects of the working environment. Training programs must focus on problems that can be solved by training-remediation (Tracey, 1984). Training and development programs bring improvement on the competency and capability of employees, employees performance, greater versatility and adaptability to new technology, higher job satisfaction and motivation, higher customer satisfaction, improved decision making, quality service, etc. Thus, we strongly suggested that the sector has to give due attention on planning, designing, implementing and evaluating training and development programs.*
- + When properly done, training needs assessment is a wise investment for the organization. It saves time, money and effort by working on the right problems. Therefore, training and development needs assessment has to be carried out thoroughly by involving all stakeholders (trainees, trainers, consultants, HRM department, higher officials etc) in the sector in order to avoid ineffective and inefficient use of resources. In this regard, the MOCT should develop a means for conducting training needs assessment by employing the three levels of needs assessment: organizational, task and person analysis.*
- + Top managers and middle level managers need to be committed to, and supportive of, T&D activities through being involved in formulating T&D strategies, plans and objectives.*
- + T&D needs to be considered seriously, T&D needs to be integrated and derived from organizational strategies, plans and policies; T&D should be linked to promotion and reward systems; T&D problems and challenges need to be solved and employees need to be encouraged to attend T&D programs.*
- + In terms of T&D delivery methods, more emphasis given to off-the-job training. When giving more attention to external training provider organizations need to consider the*

quality of external T&D centers and, when studying the external training offers, the quality and appropriateness need to be taken into account. Coordination and cooperation between these organizations and the external providers is required rather than over dependency on them to manage T&D especially the evaluation process.

- + Training and development can be very wasteful if it not carefully planned and supervised. The sector has strategic but not have well articulated training and development plan. The training and development plan should integrate into the strategic plans of the sector. Thus, such practice must be applied because a strategically focused human resource training and development approach helps the sector to achieve the predetermined objectives. However, the training and development plan should be communicated in detail rather than informing its availability in general sense to all employees through available means such as in the form of booklets, posting on the sector's websites and workshops.*
- + Objectives are the starting point for training design, giving a rational for selecting methods and content. From the learner's point of view, if they are aware of the objectives they have greater ownership of the learning process and can organize and direct their activities effectively. As observed in the study, in the sector, however, these objectives were not set in consideration of the organization's goal and not understood by all members of the organization equally. Thus, it is suggested that the sector should exert efforts to let the trainees know the objectives of the training before the session by using different communication methods such as e-mails, notice board, or face to face approaches if possible. Moreover, in setting and developing the objectives, it should be in consideration of the strategic plan and involve trainees and external consultants. This enhances employees' skills, help employees to do their job and keeping employees informed of technical change.*
- + MOCT should equip its employees with the necessary skill, knowledge and attitude on tourism development, quality assurance for hotels, loges and restaurants, cultural industry development, research and conservation of cultural heritage and language development. MOCT should also advance the awareness of its employees and local people as culture and tourism is a double edged sword.*

- ✚ *Employee satisfaction and commitment is an important issue; thus, the sector should pay more attention to how to satisfy those employees and increase their commitment.*
- ✚ *Training and development program evaluation provides feedback that enables the sector, the trainers and the trainees to determine what was more and less effective in practice in order to assist in determining the value of training activities on subsequent personnel performances. In order to achieve this, the sector should:*
 - *Evaluate the training and development program given to employees before, during and after the training programs through participatory evaluation process. The evaluation should be made based on the objectives of the planned training and development program.*
 - *Formulate clear training evaluation criteria in order to effectively measure the results obtained from the training program delivered to employees for all levels of evaluation, namely, the reaction, learning, behavior change, and results.*
 - *Employ appropriate training and development evaluation methods such as: formats, questionnaires, requesting trainees' supervisors about their observation and assessment of trainees learning, assessment of the worth, impact, result and effectiveness of the programs.*
 - *Build further effort to make the training and development programs to be pleasant to the participants so as to enable them actively participate in the training program. Besides, the sector has to work hard on the changing of trainees' attitude and behavior through rigorous interventions and assessment.*
- ✚ *The effectiveness of employees training and development on the other side heavily depends on the availability of adequate budget. Thus, MOCT should allocate adequate budget for employees training and development activities. Moreover, MOCT should take responsibility and initiative to find donor partner to alleviate the shortage of budget for employees training and development practices.*

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APPENDICES

6. Are you interviewed or asked to fill questionnaires on matters concerning training ?	Very often	Often	Sometimes	Not at all
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7. Are you made aware of your performance weakness and the required standard by your boss?	Always	mostly	Sometimes	Not at all
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8. Under which condition and how often the organizations provide training to employee?					
No.	Item	Always	mostly	Sometimes	Not at all
A	If employee are promoted to supervisory level				
B	Whenever employees performance is below the standard				
C	When organizational change is introduced				
D	When undesirable organizational climate observed				
E	If persistent failure in meeting planned work schedules is observed				
F	If service quality flaws				
G	If any other state _____ _____				

No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
9	The extent to which HRD practices matter in the operation of the organization					
10	Relation of staff turnover and less productivity (under performance to ill suited HRD to the operation of the organization according to experiences faced).					
11	Belief of the HRD practice affects trainees' working mood.					
Please specify if you have any other reason _____ _____ _____						

SECTION 3: (Current Practices of Management Training and Development).

The Purpose of this section is to obtain information about how training and development is conducted in your organization.

TRAINING NEEDS ASSESSMENT

Show your degree of agreement for the following statements by putting "X" in each table provided for each item:

12. conducting training and development need assessment						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	To what extent your organization has a system of conducting formal training and development needs assessment					

13. Identification of techniques employed for training needs assessment						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	To what extent is the training and development related to the MOCT strategy.					
B	To what extent the training and development activity derived from lack of knowledge, skill or ability or motivational aspect of the person.					
C	To what extent the tasks and skills are related to employees' job.					

14. Reason for not conducting training and development need assessment						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	Lack of experts for conducting needs assessment					
B	Shortage of budget					
C	Lack of managements support					
D	Lack of awareness about the importance of needs assessment					
E	Inadequate materials and facilities					

Please specify if you have any other reason _____

SECTION 4: TRAINING AND DEVELOPMENT PLAN

15. About training and development plan of the organization						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	The organization has strategic plan.					
B	The organization's training and development plan has been developed in accordance with the strategic plan					
C	Training and development plans of the organization are well communicated to all employees.					
Please specify if you have any other reason_____						

SECTION 5 : SETTING TRAINING AND DEVELOPMENT OBJECTIVES

16. Training and development objectives						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	Does your organization set objectives for training and development?					
B	T&D objectives were set and in consideration of the organization's goal.					
C	T&D program you have taken with clear objectives provide you greater job satisfaction					
D	Help employees to do their job					
E	Enhancing employees skills					
F	Keeping employees informed of technical change					
Please specify if you have any other reason_____						

SECTION 6 : TRAINING AND DEVELOPMENT AREAS CONDUCTED.

17. Which of the following **training and development areas** are **conducted** by your organization? *Reflect your degree of agreement:*

No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	Tourism development and marketing.					
B	Quality assurance for hotels, loges and restaurants					
C	Cultural industry development					
D	Research and Conservation of Cultural Heritage					
E	Language development					
F	Wild life conservation					
G	Documentation					
If any other, specify _____						

SECTION 7: TRAINING DELIVERY METHODS

18. Which of the following **training methods or techniques** are used by your organization and/or by external training providers, please put “X” in the box that best reflects your answer where:

No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	Job rotation					
B	Coaching					
C	Mentoring					
D	Orientation					
E	Lectures					
F	Seminars, / Conference/workshops...					
G	Scholarship (abroad, local)					
H	Demonstration					
If any other, specify _____						

SECTION 8 : Evaluation and follow up.

19. about evaluation and follow up of training and development						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	TO what extent does your organization evaluate training and development programs?					

20. The training program is evaluated ?			
No.	Item	Yes	No
A	During the training program		
B	After the training program		
C	In terms of performance effectiveness		
D	In terms of cost effectiveness		
E	In light of training policy and objectives		
F	In terms of the degree of management attention and support provided		
G	If any other, specify _____ _____		

SECTION 9 : Evaluation Methods or Techniques

21. What methods are usually used by your organization to evaluate its training and development programs? Please put "X" in the box that best reflects your answer where:						
No.	Item	Strongly agree	Agree	Less agree	Disagree	Undecided
A	Asking employees to fill a questionnaire at the end of the program.					
B	Interviewing the trainees at the end of each training program.					
C	Testing the trainees before and after the training programs					
D	Asking the trainees' managers or supervisors for their assessment of the trainees' learning					
E	Performance appraisal reports					
If any other, specify _____						

SECTION 10: Evaluation Levels or Criteria

22. To what extent the organization evaluate the following **levels of outcomes**? Please put "x" in the box that best reflects your answer where;

No.	Item	<i>To a very small extent</i>	<i>To a small extent</i>	<i>To a considerable extent</i>	<i>To a great extent</i>	To a very great extent)
A	Trainees' reactions: Feeling and opinion of the trainees about the programs' material, facilities, methods, contents, trainers, durations and relevance of the program.					
B	Learning outcomes: The skills, knowledge and attitudes acquired during the program.					
C	Behavior change: The change in on-the-job performance, which can be attached to the program.					
D	Results: The effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction, etc.					

SECTION 11: Training and development problems

23. To what extent do you agree or disagree with the following possible factors that might hinder training and development programs in your organization? Please tick “X” in the box that best reflects your answer where:

No.	Item	Strongly agree	Agree	Less agree	Disagree	<i>Undecided</i>
A	Shortage of budget					
B	Poor training planning in terms of training content and methods					
C	Managements lack of support for training					
D	Low priority given to training in organization					
E	Lack of adequate facilities for training and development					
F	Inaccurate training need analysis					
G	Lack of motivation among employees					
H	Employees turnover (employees who get adequate training have left the college for better pay)					
I	Absence of training and development department which coordinate the training and development program					
J	Lack of professionals in the training and development department.					
K	Employees cannot implement their new skills and knowledge					
If any other, specify _____						

THANK YOU.

APPENDIX-B

AN INTERVIEW GUIDE

This interview guide is prepared to conduct the interview with the training and development experts, human resource administration and development directors, and top and middle level managers in the sector. The purpose of the guide is to gather additional data which may not be obtained through the questionnaires to be filled by respondents. Therefore, the researcher kindly request you in advance your invaluable cooperation.

1. *Does the sector have a training policy in place? Is the policy documented and communicated to employees?*
2. *Does the organization have training and development plan? If so, how is the training plan developed?*
3. *Does the organization have strategic plan?*
4. *To what extent your organization integrates its training and development plan with the organization's strategic plan?*
5. *Does the organization set objectives for training and development before delivering training? If so, what is your base?*
6. *The training process:*
 - A. *Does your organization conduct training need assessment? If so, how?*
 - B. *Who is responsible to identify training and development needs in your organizations?*
 - C. *How are staffs selected for training?*
 - D. *Does the organization have clear selection criteria? Can you mention some?*
 - E. *Does the organization set training objectives after needs are identified? How are training objectives determined?*
7. *In what areas does your organization conduct training and development?*
8. *In presenting the training, what methods of training are used and why?*
9. *Do you conduct training and development evaluation? When (during or after training and development)? How is training evaluated?*
10. *Does the organization allocate adequate resources and facilities used in training and development?*
11. *What are the main problems your organization has faced in conducting training and development? What measures have you been taken?*

THANK YOU.

APPENDEX-C

SAMPLE OFFICES OF THE STUDY

1. Ethiopian wildlife conservation
2. Authority for research and conservation of cultural heritage
3. Ethiopian National Theatre
4. Ethiopian Assembly Hall
5. Catering and Tourism Management Institute
6. National archives and library agency
7. Head office