



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

GENERAL MBA PROGRAM

**AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICES AND
CHALLENGES: THE CASE OF WEST ADDIS ABABA DISTRICT OF COMMERCIAL
BANK OF ETHIOPIA.**

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SCHOOL OF GRADUATE STUDIES
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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL OF
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FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION.**

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STATEMENT OF DECLARATION

I, Esmayel Gashu, Declare that this Research, titled —Assessment of Training and Development Practices and Challenges: A Case of WAAD of CBE is done with my own effort. I have produced it independently except for the Guidance and Suggestions of My Research Advisor. I assure that this Study has not been Submitted For any Scholarly award in this or any other University.

Esmayel Gashu

Signature _____ Date _____

CERTIFICATION

Here with I State that Esmayel Gashu has carried out this Research Work On the topic entitled Assessment of Training and Development Practices and Challenges: A Case of WAAD of CBE under My Supervision. It Is Sufficient for Submission for the Partial Fulfillment for The award Of General MBA.

GOITOM ABREHAM (ASST.PROFESSOR)

Signature _____ Date_____

Table of Contents

Contents	Page
Table Of Contents	i
Acknowledgments.....	iv
List Of Abbrivations	v
List Of Tables And Figures.....	vi
Abstract	vii
Chapter One: Introduction	1
1.1 Background Of The Study.....	1
1.2 Background Of The Organization	2
1.3 Statement Of The Problems	3
1.4 Basic Research Questions	4
1.5 Objectives Of The Study	4
1.6 Definition Of Terms	5
1.7 Significances Of The Study.....	5
1.8 Scope Of The Study	6
1.9 Limitation Of The Study	6
1.10 Organization Of The Study	6
Chapter Two: Review Of Related Literatures.....	8
Introduction.....	8
2.1 Overview Of Training And Development.....	8
2.2 Training And Development Defined.....	9
2.3 Benefits Of Training And Development	10
2.4 Employee Development	12
2.5 Steps In Training Process	13
2.5.1 Assessment Of Training Needs	13
2.5.1.1 Analysis Of Training Needs	14

2.5.1.2 Training Objectives And Priorities	15
2.5.2 Training And Development Design.....	16
2.5.2.1 Learner Characteristics	16
2.5.2.2 Instructional Strategies	16
2.5.2.3 Transfer Of Training.....	16
2.5.3 Training And Development Delivery	17
2.4.3.1 Methods Of Training And Development	18
2.5.3.1.1 On-The-Job Training Methods:	18
2.5.3.1.2 Off-The-Job Training Methods:	19
2.5.4 Training Evaluations	20
2.5.4.1 Training Evaluations Metrics	22
2.5.4.2 Cost-Benefit Analysis.....	22
2.5.4.3 Return-On-Investment Analysis And Benchmarking.....	22
2.5.4.4 Performance-Based Training Evaluation Measures	22
2.6 On Time Training And Development	24
2.7 Challenges Of Training And Development	24
2.8 Empirical Literatures	25
2.9 Conceptual Framework	27
Chapter Three: Research Design And Methology	29
3.1 Research Design.....	29
3.2 Source Of Data And Data Collection Tools Used.....	29
3.2.1 Source Of Data Collected	29
3.2.2 Data Collection Tools Used.....	30
3.3 Population And Sampling Techniques	31
3.3.1 Target Population	31
3.3.2 Sampling Method	31
3.3.3 Sample Size	31
3.4 Methods Of Data Analysis	32
3.5 Reliability And Validity Of The Instrument	32

3.6 Ethical Issues.....	33
Chapter Four: Data Analysis And Interpretation	34
Introduction.....	34
4.1 Demographic Characteristics Of The Respondents	34
4.2 Training And Development Related Questions	36
4.2.1 General Information On Training And Development	36
4.2.2 Employees Response On Training And Development Practices.....	38
4.2.2.1 Training And Development Need Assessment.....	38
4.2.2.2 Training And Development Design.....	42
4.2.2.3 Training And Development Delivery Methods	44
4.2.2.4 Training And Development Evaluation Methods.....	46
4.2.3 Employees’ Responses On Training And Development Challenges	49
Chapter Five: Summary, Conclusion And Recommendation.....	51
5.1 Summary Of Major Findings.....	51
5.2 Conclusions	53
5.3 Recommendations	56
5.4 Suggestion For Future Research	58
References.....	59
Appendices A	63
Appendices B.....	68

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LIST OF ABBRIVATIONS

CBE – Commercial Bank of Ethiopia

HR-Human Resource

HRM-Human Resource Management

JIT- Job Instructional Technique

HRD- Human Resource Development

KSA- Knowledge, Skill, Ability

SMU-St. Mary's University

SPSS – Statistical Package for Social Science

TD – Training Design

TDY – Training Delivery (Implementation)

TE – Training Evaluation

TNA – Training Need Assessment

WAAD-West Addis Ababa District

LIST OF TABLES AND FIGURES

Figure 1: Conceptual Framework	27
Table 1: Reliability analysis of variables	33
Table 2: Demographic Characteristics of the Respondents	34
Table 3: General Information on training and development.....	36
Table 4: Employees response on methods of training and development needs assessment.....	38
Table 5: Employees Response on Training and Development Needs Assessment	40
Table 6: Employees Response on Training and development Design.....	42
Table 7: Employees Response on Training and Development Delivery Method.....	45
Table 8: Employees Response on proper Evaluation of Training and Development	47
Table 9: Employees Response on Training and Development Evaluations	48
Table 10: Employees Response on Challenges and Problems of training and development	49

ABSTRACT

Training and development helped people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance. In particular, this study assesses the training and development practice and challenges in the West Addis Ababa district (WAAD) of Commercial Bank of Ethiopia (CBE). It used questionnaire, interviews and document review as instrument of data collection. Convenience sampling method was used to select samples frame from the target population. The study employed quantitative survey research design to gather data from a total of 283 employees of the WAAD of CBE. Semi structured interview was also scheduled to gather the qualitative information from the team leaders of learning and development department of the WAAD of CBE. In order to assess the existing training and development practice and challenges of the WAAD of CBE, the study emphasized on the four process of training and development and its challenges. These are training and development needs assessment, training and development design, training and development delivery method, and training and development evaluation. After the required data are collected descriptive (i.e. frequency, percentage and mean) analysis were used to analyze the data using SPSS. The results of this study revealed that each of the training and development processes of the WAAD of CBE are not conducted properly. Moreover, the overall training and development practice of the WAAD of CBE are not effective as they should be. And this is due to the gaps that are seen in each training and development process and these in return decrease the effectiveness of the training and development program of the WAAD of CBE. Furthermore, it provided practical suggestions to overcome the problems that were seen in the training and development process of the WAAD of CBE. In order to have an effective training practice the WAAD should have to conduct each and every process properly. The existence of training and development programs in place by itself doesn't assure the effectiveness of the training and development program unless it is supported by systematic training process and with alleviating its challenges. Therefore, since each processes are interrelated they need to be conducted with due care and on- time delivery of the training and development should also be given the necessary attention to have an effective practice in place and in order for it to make impact on employee performance improvement.

Key words: *Training, Development, West Addis Ababa District, Commercial Bank of Ethiopia.*

CHAPTER ONE

INTRODUCTION

In this section of the study the researcher was include background of the study, background of the company, statement of the problem, basic research questions, general and specific objectives of the study, definition of terms, significance of the study, scope of the study and organization of the study.

1.1 Background of the Study

Organizations operate in a rapidly changing and competitive environment. This changing and dynamic environment forced organizations to cope up the ever changing technological development and customer demands for their survival and prosperity. For this, organizations need to be highly concerned about their resources. Human resources are the most decisive for organizations for the achievement of their intended goals. This is because human resources with the inclusion of knowledge, skill and talents used to create useful products and services (French, 1990).

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

Training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job (Ivancevich, 2010).

Training and development of employees' is an issue of that has to be faced by every organization. However the amount, quality and quantity of training carries out vary enormously from organization to organization.

According to Cole (2002) factors influencing the quality and quantity of training and development activities include :- The degree of change the external environment, the degree of change the internal environment, the availability of suitable skill within the existing work force and the extent to which management see training as a motivating factors in the work.

In today competitive business environment organizations cannot be successful unless they are supported by people possessing requisite skill, equipment, technology, capital, etc. But among these elements skill manpower is valuable resource for the organization success. So, organization must give a well organized training to the employees to enrich them in the area of changing technical skill and knowledge (Usman, 2014).

Thus, by considering the above importance of training and development it is crucial to give effective training and development to their employees. Therefore, the purpose of this study is to assess training and development practice and challenges of WAAD of CBE and to provide suggestions as how they can make best use of training and development programs by alleviating its challenges.

1.2 Background of the Organization

Commercial Bank of Ethiopia (CBE) was established in 1942. It has 1100 branches as of September 30, 2016. Among which four of them are located outside of Ethiopia at Juba the capital of Southern Sudan. The bank has been playing a catalytic role in the economic progress and development of the country. Currently it has more than 11 million account holders and the number of Mobile and Internet Banking users also reached more than 460,000, as of September 30, 2016 and a total asset of 311 billion birr (www.cbe.com.et).

As the success of the Bank highly depends on the quality of its human resources, the Bank has been giving large emphasis in recruiting qualified professionals and training the existing staff. In doing so, the Bank is committing to ensuring that its workforce is equipped with the necessary knowledge and technical skills (Source: CBE HR manuals).

1.3 Statement of the Problems

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

The importance of training and development is usually to reduce errors and to improve productivity and safety. So, properly planned and executed training benefits both the employer and the employees (Marinescu & Toma, 2013). The absence of well-established training and development policy, lack of adequate budget, inadequate need assessment, inappropriate training objective, outdated training method, lack of close supervision and follow up are some of the major problems related to training in most organization in developing Countries (Zheng, C., Hyland, P., & Soosay, C, 2007).

Currently many organizations' in Ethiopia understand this essence of training and development and they make the condition favorable for their workers both within the country and abroad. Like the other organizations, WAAD of CBE is engaged with investing considerable amount of resource to train its employees. As mentioned above, the WAAD of CBE has emphasized the importance of training and development for its success. However, giving emphasis by itself doesn't assure the effectiveness of the training and development program unless it is supported by systematic training and development process.

From the preliminary study conducted, the researcher has found some indicators of problems related to training and development. such as training and development are given for few individuals repeatedly without identifying gaps between employees actual performance and desired level of performance (inadequate needs assessment), not giving timely training and

development meaning not giving the training and development on time, assigning trainers' without identifying the good quality of the trainer, not evaluating the outcomes of the training delivered, insufficient time and budgets allocation and the like.

Therefore, this research was assess the training and development practices and challenges of WAAD of CBE to identify real problems and recommend solutions that could make effective implementation of HRD program in the WAAD of CBE.

1.4 Basic Research Questions

This research was tried to answer the following questions;

1. How training and development needs assessment is being conducted in WAAD of CBE?
2. How training and development program is designed in WAAD of CBE?
3. How training and development is delivered in WAAD of CBE?
4. How training and development practice is evaluated in WAAD of CBE?
5. What are the major challenges to WAAD of CBE in managing training and development programs?

1.5 Objectives of the Study

The overall objective of this research was to assess the current training and development practices and its challenges of WAAD of CBE and show its gap in relation with the contemporary approaches and recommend some point that helps to optimize the effectiveness of training and development programs in WAAD of CBE.

More specifically the study is aimed to:-

1. To assess how the training and development need assessment is conducted in WAAD of CBE.
2. To assess how training and development is designed in WAAD of CBE.

3. To assess how training and development is delivered in WAAD of CBE.
4. To identify how training and development is evaluated in WAAD of CBE.
5. To identify major challenges that counter of WAAD of CBE in managing training and development programs, so as to suggest possible strategies to overcome them.

1.6 Definition of Terms

Training – is the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2009).

Development - is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).

Training Need Assessment (TNA) –TNA- is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary (Noe, R. A., HollenBeck, J. R., Gerhart, B., & wright, P. M., 2008).

Training Evaluation – is a way to evaluate the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes (Noe *et al*, 2008).

Challenges: For this study challenges are obstacles or impediments that hinder effectiveness of training development practices in WAAD of CBE.

Learning: is the process by which a person acquires and develops new knowledge, skills, capabilities and attitudes (Armstrong, 2009).

1.7 Significances of the Study

Even if training and development is most directly related to employee, its ultimate effect goes to organization because the end user is the organization itself. This study will help WAAD of CBE to understand the challenges of training and development as well possible solution in order to improve the training and development quality. And it will also help to understand which factors are important to keep in mind while conducting the training to the trainees. Additionally it is

important to employees, customer, stakeholder, government and other financial institution and furthermore it helps for management of the organizations by providing input for decision on policy setting regarding training and development.

In addition the research aims to increase the researcher's level of understanding in the area of training and development. It will also serves as a source document for those who want to pursue further study in the area of this study.

1.8 Scope of the Study

As it can be seen from the objectives of the study, this research was limited to the human resource training and development activity undertaken in WAAD of CBE and may not be generalized to some other sectors and organizations. The study focused only on training and development aspects of human resource management functions covering needs assessment, selection of individuals, evaluation and their major challenges.

This research was done on employees of WAAD of CBE .Since there are a lot of branches under the WAAD of CBE and it's difficult to address its employees, this study would be more important, if all private and government Commercial Banks included. However, it would be practically unattainable to conduct due to time and cost constraints. This research was focused only on those selected samples branches of WAAD of CBE. And also this study delimited to contemporary practices of training and development of WAAD of CBE.

1.9 Limitation of the study

Lack of awareness among the respondents to fill out questionnaires with due care and return them on time and lack of willingness to fill questionnaires were some of the limitations that the study faced while collecting the data from the respondents.

1.10 Organization of the Study

The organization of the study was followed the guideline developed by the SMU. Accordingly, the first chapter was introduction part that discuss about background of the study and organizations, statement of the problem, research question, objective of the study, definition of terms, significance of the study, scope of the study, and organization of the study.

The second chapter review literatures related to this particular research. The third chapters concentrate on the research design and the methodology. The fourth chapter presents data and analysis based on the gathered data. The last chapter deals with the major summary of findings, conclusion and recommendation part of the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

INTRODUCTION

This chapter mainly emphasize on the theoretical and empirical review part of the study undertaken. On the first part of the chapter it will be tried to see the theoretical base for training and development practice (process) and challenges. Under these definition, benefit, process, methods, challenges etc of training and development will discuss. On the later part of this chapter related researches done by different scholars and their results was seen.

2.1 Overview of Training and Development

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including "human resource development", and "learning and development (Raheja, 2015).

The aim of any training and development programmes is to provide instruction and experience to new employees to help them reach the required level of performance in their jobs quickly and economically. For the existing staff, training will help develop capabilities to improve their performance in their present jobs, to learn new technologies or procedures, and to prepare them to take on increased and higher responsibilities in the future (Rani and Garg, 2014).

The purpose of this chapter is to obtain idea about what has been written by different writers pertaining training and development. The main focus of the review is to establish theoretical and empirical basis for training and development practices and challenges at WAAD of CBE. Thus an attempt will be made to discuss such issues as concepts, definition, benefits, method, evaluation, challenges etc of training and development practices.

2.2 Training and Development Defined

Many writers have tried to define the term training and development in different wording but most of the concepts behind the definitions are found to be similar. For this paper, we will see only some of the major definition of training and development written by different writers.

Training is the process of obtaining knowledge, skills, and/or abilities needed to carry out a specific activity or task (Gilley, A., Gilley, J. W., Quatro, S. A., & Dixon, P.,2009). It is about knowing where you stand (no matter how good or bad the current situation looks) at present, and where you will be after some point of time. Training is about the acquisition of knowledge, skills, and abilities (KSA) through professional development. Development is all those activities and programmes when recognized and controlled have substantial influence in changing the capacity of the individual to perform his assignment better and in going so all likely to increase his potential for future assignments. Thus, management development is a combination of various training programme, though some kind of training is necessary, it is the overall development of the competency of managerial personal in the light of the present requirement as well as the future requirement.

Development an activity designed to improve the performance of existing managers and to provide for a planned growth of managers to meet future organizational requirements is management development (Nischithaa & Narasimha, 2014).

Training and development is one of the crucial activities that organizations should give emphasis to improve the skill capability of their employees. Although the term training and development are linked, they address slightly different needs. Training focus on learning the necessary skill and acquiring the knowledge required to perform a job. Development focus on the preparations needed for the future jobs. It should be considered as an investment in the workforce since its benefits are long term (Buler, 2002).

Training helps to make the employees of a company to be more effective and efficient in the present role and responsibilities of the job i.e. fulfill short term needs of any company but development helps to improve the overall personality dimensions of an employee to take up any

future assignments if any and better equipped to handle any critical situations might occur i.e. fulfill long term needs of any company and also as a continuous learning process in which the employees will acquire knowledge, enhance professional skills and improve attitudes and behaviors to excel well on the job (Raman, 2009).

2.3 Benefits of Training and Development

Training and development has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development (Itika, 2011). The main purpose of training and development is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations (Nassazi, 2013).

According to Dale (1980), as cited in Usman (2014), the relevance of employee training and development cannot be regarded as recent innovation. In general, training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills, or behavior that are critical for successful job performance. The goals of training are for employee to master the skills, knowledge and behaviors emphasized in the training programme and to apply them to their day to day activities. Training helps employees develop skills that enable them to succeed in the current job and develop for the future. Training and development helps the organizations create a workforce that is able to cope with change, meet the increasing demand and challenge posed by the ever changing environment and prepare the future leadership of the company . Because activities in the industry and organization is becoming complex success will require smart, motivated employees who have the emotional strength to deal with change and adapt to innovations. There are so many benefits associated with training and development.

Raheja, (2015) summarize these benefits as below:-

- I. **Help in addressing employee weaknesses:** Most workers have certain weaknesses in their workplace, which hinder them from giving the best services. Training assists in eliminating these weaknesses, by strengthening workers skills. A well organized development program helps employees gain similar skills and knowledge, thus bringing them all to a higher uniform level. This simply means that the whole workforce is reliable, so the company or organization doesn't have to rely only on specific employees.
- II. **Improvement in workers performance-**A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is also boosted by training and development. This confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities. It helps the worker carry out the duties in better way and even find new ideas to incorporate in the daily execution of duty.
- III. **Consistency in duty performance** well organized training and development program gives the workers constant knowledge and experience. Consistency is very vital when it comes to an organization or company's procedures and policies. This mostly includes administrative procedures and ethics during execution of duty.
- IV. **Ensuring worker satisfaction-**Training and development makes the employee also feel satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.
- V. **Increased productivity-**Through training and development the employee acquires all the knowledge and skills needed in their day to day tasks. Workers can perform at a faster rate and with efficiency thus increasing overall productivity of the company. They also gain new tactics of overcoming challenges when they face them.

- VI. Improved quality of services and products**-Employees gain standard methods to use in their tasks. They are also able to maintain uniformity in the output they give. This results with a company that gives satisfying services or goods.
- VII. Reduced cost**-Training and development results with optimal utilization of resources in a company or organization. There is no wastage of resources, which may cause extra expenses. Accidents are also reduced during working. All the machines and resources are used economically, reducing expenditure.
- VIII. Reduction in supervision**-The moment they gain the necessary skills and knowledge, employees will become more confident. They will become self reliant and require only little guidance as they perform their tasks. The supervisor can depend on the employee's decision to give quality output. This relieves supervisors the burden of constantly having to give directives on what should be done.

2.4 Employee Development

Employee development, as mentioned earlier, is future oriented and more concerned with education than employee job-specific training. By education we mean that employee development activities attempt to instill sound reasoning processes—to enhance one's ability to understand and interpret knowledge—rather than imparting a body of facts or teaching a specific set of motor skills. Development, therefore, focuses more on the employee's personal growth. Successful employees who are prepared for positions of greater responsibility have developed analytical, human relations, conceptual, and specialized skills. Training cannot overcome an individual's inability to understand cause-and-effect relationships, to synthesize from experience, to visualize relationships, or to think logically. As a result, we suggest that employee development be predominantly an education process rather than a training process. (Decenzo & Robbins, 2010).

2.5 Steps in Training Process

Training is continuous and cyclical activity. In training programs, there should be a number of processes involved to make the training and development program more effective to raise performance, improve morale and increase organizational potentials.

According to Kulkarni (2013) the training and development process involves four stages, namely:-

1. Assessment of training needs.
2. Designing the training programs.
3. Implementation of the training program.
4. Evaluation of the training program.

2.5.1 Assessment of Training Needs

Need assessment refers to the process used to determine if training is necessary (Noe *et al*, 2008). Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, and if it will help, what kind is needed (Mathis & Jackson, 2011).

Training needs are those aspects in which employee is lacking attitude, aptitude, knowledge and skills. Training must be provided not only for doing the present job but also for acquiring the desirable extra skill or knowledge for filling higher jobs Davis, (2002).as cited by Mathis & Jackson (2011).

Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help.

Who initiates the process that identifies a training need? The usual sources are:

- **Managers**—who recognize possible training needs due to department performance results, individual employee performance reviews, future plans, and new equipment and systems.
- **Employees**—who recognize possible training needs to improve their current performance or prepare for other jobs.
- **Staff departments**—who recognize possible training needs based on activities such as employee opinion surveys, external consultant evaluations, succession planning, budget reports, and exit interviews.
- **Training employees**—who recognize possible training needs through conducting existing training courses and regular training performance surveys.
- **External consultants** are consultants who recognize possible training requirements as part of other projects.

2.5.1.1 Analysis of Training Needs

The first step in training needs assessment is analyzing what training might be necessary (Mathis & Jackson, 2011). Needs assessment typically involves organizational analysis, person analysis and task analysis.

Organizational Analysis – Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. A part of planning for training is the identification of the KSAs that will be needed now and in the future as both jobs and the organization change. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies can be pinpointed.

Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus groups of managers can be used to evaluate changes and performance that might require training (Mathis & Jackson, 2011).

Task/ job analysis – is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks (Noe *et al*,2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

Person analysis- is a process for determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs (Noe *et al.*, 2008).

Person analysis involves

1. Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or work design problem
2. Identify who needs training
3. Determining employees' readiness for training

2.5.1.2 Training Objectives and Priorities

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and where it needs to be (Mathis & Jackson, 2011).

Training objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- *Attitude*: Creating interest in and awareness of the importance of something
- *Knowledge*: Imparting cognitive information and details to trainees.
- *Skill*: Developing behavioral changes in how jobs and various task requirements are performed.

It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable,

timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

2.5.2 Training and Development Design

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe *et al.*, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives (Mathis & Jackson, 2011). Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce teach (Mathis & Jackson, 2011).

2.5.2.1 Learner Characteristics

For training to be successful, learners must be ready and able to learn. Learner readiness means that individuals have the ability to learn, which many people certainly have. However, individuals also must have the motivation to learn, have self-efficacy, see value in learning, and have a learning style that fits the training.

2.5.2.2 Instructional Strategies

An important part of designing training is to select the right mix of strategies to fit the learners' characteristics. Practice/feedback, over-learning, behavioral modeling, error-based examples, and reinforcement/immediate confirmation are some of the prominent strategies available in designing the training experience.

2.5.2.3 Transfer of Training

Trainers should design training for the highest possible transfer from the class to the job. Transfer occurs when trainees actually use on the job what knowledge and information they

learned in training. The amount of training that effectively gets transferred to the job is estimated to be relatively low, given all the time and money spent on training. Effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. A number of things can increase the transfer of training. Offering trainees an overview of the training content and how it links to the strategy of the organization seems to help with both short-term and longer-term training transfer (Mathis & Jackson, 2011).

Every training and development program must address certain vital issue who participates in the program?

- Who are the trainers?
- What methods and techniques are to be used for training?
- What should be the level of training?
- What learning principles are needed?
- Where is the program conducted?

Trainers should be selected on the basis of self-nomination, recommendations of supervisors or by the HR department audience.

It is very necessary for the organization to design the training very carefully (Armstrong, 2009). The design of the training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Raja, K. A., Furqan, K. A., & Muhammed, K. A.,2011).

2.5.3 Training and Development Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource

development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills. Regardless of the method used, ensuring that training is effective is the primary goal (Gilley *et al.* 2009).

HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010)

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective method depends on the learner and the skill being learned. Different practices are followed in different industries and in different organizations too. So, the need of training and development programs is depending up on the requirements of the job profile.

2.4.3.1 Methods of Training and Development

The method of training and development programs are as follows:-

2.5.3.1.1 On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning (Raheja, 2015). Some of the commonly used methods are:

Coaching- an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert

show the new employee the ropes, step- by step (Dessler & Varkkey, 2010).Every employee, from the clerk to CEO, gets on-the-job training when he or she joins a firm.

Mentoring- the focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching (Raheja, 2015).

Job rotation- in which an employee moves from Job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Dessler & Varkkey, 2010).

Apprenticeship- is a process by which people become skilled workers, usually through a combination of formal leaning and long term on the job training (Dessler & Varkkey, 2010).

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 (Decenzo & Robbins, 2010).

Apprenticeship- it is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters (Raheja, 2015).

2.5.3.1.2 Off-the-Job Training Methods:

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period (Noe, HollenBeck, Gerhart, & wright, 2008). Some of the commonly used methods are:-

Lectures and Conferences - are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training (Raheja, 2015).

Simulated training (vestibule training) - is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job (Dessler & Varkkey, 2010).

Multimedia Learning can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online (Decenzo & Robbins, 2010).

The case study method- presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees (Dessler & Varkkey, 2010).

Role playing- is to create a realistic situation and then have the trainees assume the parts (roles) of specific person in that situation (Dessler & Varkkey, 2010).

Behavior modeling- involves showing trainees the right (model) way of doing something, letting trainees practice the way, and then giving feedback on the trainees' performance.

BM is one of the most widely used, well researched and highly regarded psychologically based training interventions (Dessler & Varkkey, 2010).

Transactional Analysis - It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction (Raheja, 2015).

2.5.4 Training Evaluations

Evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Because training is both time consuming and costly, it should be evaluated (Mathis & Jackson, 2011).

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training programs was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

- **Level 1 – Reaction:** - measures the reactions of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training (Decenzo & Robbins, 2010).
- **Level 2 – Learning:** - measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained (Decenzo & Robbins, 2010).
- **Level 3 – Behavior:** - measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants, supervisors, or trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance.
- **Level 4 – Results:** - measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark (Decenzo & Robbins, 2010).

Katharine & Barbara, 2007 as cited in (Mathis & Jackson, 2011) stated that the evaluation of training becomes successively more difficult to do as it moves from measuring reaction to measuring learning to measuring behavior and then to measuring results. But the training that affects behavior and results versus reaction and learning provides greater value in viewing training as a strategic performance contributor.

2.5.4.1 Training Evaluations Metrics

Training is expensive, and it is an HR function that requires measurement and monitoring. Cost–benefit analysis and return-on-investment (ROI) analysis are commonly used to measure training results, as are various benchmarking approaches.

2.5.4.2 Cost-benefit analysis

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? (Decenzo & Robbins, 2010). Training results can be examined through cost– benefit analysis, which is comparison of costs and benefits associated with training.

2.5.4.3 Return-on-Investment Analysis and Benchmarking

In organizations, training is often expected to produce an ROI. This is easier if some output can be measured such as an increase or decrease in costs, sales, production, employee turnover, or revenue. In these cases, HR can calculate a return on the investment (ROI) by determining the benefit of the training and dividing it by the training expense (Decenzo & Robbins, 2010).

In addition to evaluating training internally, some organizations use benchmark measures to compare it with training done in other organizations. To do benchmarking, HR professionals gather data on training in their organization and compare them with data on training at other organizations in the same industry and in companies of a similar size (Mathis & Jackson, 2011).

2.5.4.4 Performance-Based Training Evaluation Measures

According to Decenzo and Robbins, (2010), with or without benchmarking data, internal evaluations of training programs can be designed in a number of ways. These are the post-training performance method, the pre–post-training performance method, and the pre–post-training performance with control group method.

- i. **Post-Training Performance Method:** - is evaluating training programs based on how well employees can perform their jobs after training. Participants' performance is measured after attending a training program to determine if behavioral changes have been made. The post-training performance method may overstate training benefits.
- ii. **Pre-Post-Training Performance Method:** - is evaluating training programs based on the difference in performance before and after training. In the **pre-post-training performance method**, each participant is evaluated prior to training and rated on actual job performance. After instruction—of which the evaluator has been kept unaware—is completed, the employee is reevaluated. As with the post-training performance method, the increase is assumed to be attributable to the instruction. However, in contrast to the post-training performance method, the pre-post-training performance method deals directly with job behavior. People often perform better when they know their efforts are being evaluated.
- iii. **Pre-Post-Training Performance with Control Group Method:** - is evaluating training by comparing pre- and post-training results with individuals. The most sophisticated evaluative approach is the **pre-post-training performance with control group method**. Two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction; the experimental group does receive instruction. At the conclusion of training, the two groups are reevaluated. If the training is really effective, the experimental group's performance will not only have improved but will be substantially better than the control group. This approach attempts to correct for factors other than the instruction program that influence job performance.

Of the numerous methods for evaluating training and development programs, these three appear to be the most widely recognized. Furthermore, the latter two methods are preferred because they provide a stronger measure of behavioral change directly attributable to the training effort.

2.6 On Time Training and development

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in a proper way, if it is not given on time it would be a waste of time. So organization should consider in delivering the training on time.

2.7 Challenges of Training and Development

Human resource training and development programs may be hampered by different factors. Among the factors according to Gomiz, (1995) cited by Mengistu (2014):-

Management capacity and attitude: The attitude of top management affects training and development effectiveness in the organization. Top level management commitment to support training and development programs is essential unless and otherwise influences the process and expected results of the program. Managers“ at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to involve in the HRD process which are curial in integrating the training and development activities to the strategic process.

Availability of resources: The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education.

Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problems: the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken.

In addition to the above factor training and development practice can be influenced by inadequate planning, lack of coordination various efforts, inadequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis, 2010).

2.8 Empirical Literatures

A number of researches' that have been made by many researchers' were trying to assess and examine the effect of training on employee performance using proposing their own hypothesis. Each of the researches has their own distinctions and conducted with different context and in different country. However their findings are almost the same.

Sohel, R, Enamul H, Iftekharul, I. & Ujjal, B, (2015) states that, In the bank sector technologies, systems, processes, and procedures are changing time to time e.g., online banking, automated teller machine, e-cash, debit cards, credit cards, computer-based data entry, and propensity of using customer friendly new technologies consequently the employees need to know and adapt to a new environment or situation through the training and development processes.

Ahmed, N., N. Iqbal, M.S. Mir, Z. Haider and N. Hamad, (2014) examined the impact of training and development on employee performance while focusing a case study from different banking sector of north Punjab. The results disclosed that all the three factors namely training and development, on the job training and its delivery style has positive impact on employee's performance. They further concluded that employee's training need assessment should be conducted in every organization in order to make the employees more productive after delivering necessary training to them. Al-Kassem, (2014) concluded that training must be designed to fill gap between actual performance and what was needed. New employees were not usually aware with the environment of the new organization. Initially new employees had to understand the organizational culture and working environment, for the purpose they needed basic training to accommodate them in new organization. Training helped the organization to reduce that gap; however it could not be completely eliminated. Effective training reduced the employee's turnovers and enhanced the employee's commitment in the organization.

Jadhav, (2013) studied the training and development programmes undertaken by banks for their employees. The main objectives of the present study were to analyze effectiveness of training and development programmes for employees to discharge their duties and to study how training and development programmes helps to achieve customer satisfaction. For this study primary data was collected through questionnaire filled by the bank employees. A sample of 40 employees is selected by the use of random sampling from different banks like HDFC, ICICI, Vijaya bank, Bank of Baroda, and Dena Bank located in suburban area of Mumbai. It is concluded that private and public Indian banks undertake training and development programmes for their employees to increase their efficiency. Banks provide training programmes to enhance their knowledge and skills to satisfy the customers. Growth of banking sector in India is the result of skilled manpower which is the outcome of training and development.

Singh and Mohanty, (2012) emphasized that the organizations should expand in training of its employees, because training enhanced the employee productivity as a result the revenue of organization increased. Without training the performance of employees went down and demotivated. Productive employee could better contribute for achievement of the organization objectives. AlYahya, M.S., N.B. Mat and A.M. Awadh, (2013) stated that human resource development was required by every organization to meet the challenges. Therefore effective training and development programs were needed by the organization to ensure well trained workforce in the organization. Training intervention has been an important function to increase the effectiveness of human resource development in organization. The training outcome would be more productive and effective when the numbers of participation of workforce would be attentive and present regularly.

Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Elnaga & Imran, 2013; Sultana, A., Irum, S., Ahmed, K., & Mehmood, N.,2012; Onyango & Wanyoike, 2014) while others have extended to a general outlook of organizational performance (Tharenou, P., Saks, A. M., & Moore, C., 2007). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

In general, from different literatures and summary of some researchers' findings we can understand that there is a relationship between training and development with employees' performance. So since previous researchers did not indicate the training and development practices and challenges of the CBE, so this research tries to assess the training and development practices and challenges of WAAD of CBE the gap in the area.

2.9 Conceptual Framework

Training and development should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009). There are different models that show the steps in the training and development process, through the contents are more or less the same, According to Kulkarni (Kulkarin, 2013), there are four steps: Assessment of training needs, designing of training programs, implementation (Delivery) of training programs and evaluation of training programs.

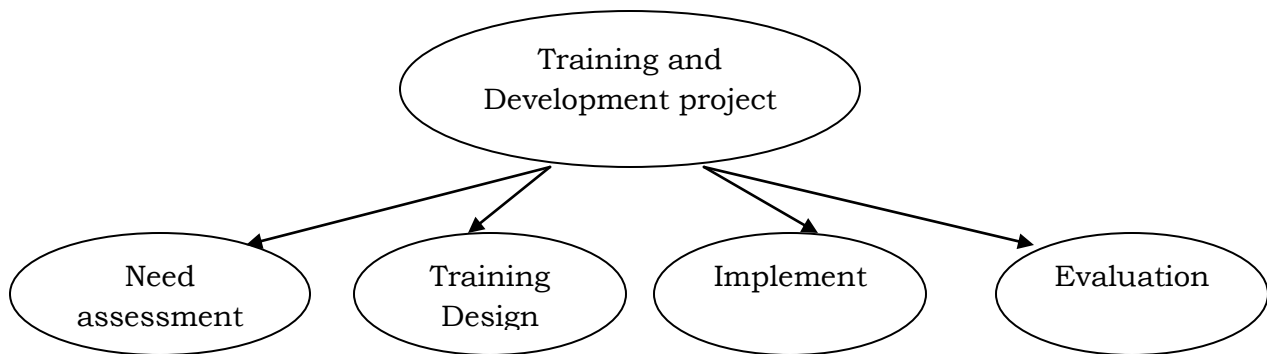


Figure 1: Conceptual Framework

Source; (Armstrong, 2009)

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employees (Gilley, Gilley, Quatro, & Dixon, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly. (Sishan Solomon, 2014) Delivery style is a very important part of Training and Development. Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he/she is not capturing the attention of the audience it means he/she is wasting the time. It is very necessary for a trainer to engage its audience during the training session. And even if the training is delivered in a proper manner if it is not delivered timely to the trainees' it will be a waste of time. Training evaluation is a difficult and complex task but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Hamidun, 2009).

Every phase should be inter-related and in order to come up with an effective training program, close attention should be given right from the first step up to the last step of the process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design is a blue print for selecting the sources and types of data relevant to the research questions. It basically, provides answers for such questions like: what techniques to be used to gather data, and what kind of sampling to be applied? (Zikmund *et al*, 2003).

So, the choice of an appropriate research design depends on the nature of the problem at hand and the type of data needed. In order to assess and describe the practices and problems of human resource training and development in the WAAD of CBE, the study employed descriptive method of research. This is mainly because it was better than others to describe and interpret the state of affairs as it exists. Therefore, it is believed that this method helps to identify major problems that have negatively influenced human resource training and development programs in organization.

This study applied both quantitative and qualitative data (mixed method research) in order to assess the training and development practices and challenges of WAAD of CBE. A mixed method approach is one in which the researcher collects, analyzes, and “mix” or “integrates” both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2003). Hence, by applying the mixed method the researcher has ensured the strength of the findings towards being more objective and generalizable to the entire population.

3.2 Source of Data and Data Collection Tools Used

3.2.1 Source of data collected

According to William, G. Z., Barry, J. B., Carr, J. C., & Griffin, M. (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that have been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data were used.

For collecting primary data the study were used questionnaires and interviews from the selected branches of employees in WAAD of CBE. This is because questionnaires are advantageous in collecting large number of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without the interviewer bias. And the study also used interviews because interviews have a higher response rate and it clarifies the questions well if the questions are not clear, since questionnaire doesn't.

The secondary data sources were collected from different published and unpublished materials such as reference books, handouts, journals and the internet. In addition company reports and Brochures, annual reports, HR manuals and strategies of the concerned commercial banks.

3.2.2 Data Collection Tools Used

The study was developed questionnaires from different papers with slight adjustment to best fit with the existing situation of the study. The questionnaire had closed- ended questions that were measured by a five-point Likert scale (From Strongly Agree to Strongly Disagree).

Questionnaires were distributed to the participants of the study. After the questionnaires were carefully filled, the researcher personally has been collected and arranged the completed questionnaires and was arranged for data discussion and analysis. Finally, the collected data were inserted into data set and make ready for data analysis and discussion by using statistical software application programs (SPSS).

Semi structured interviews were also scheduled to gather information on the subject from the team leaders of Learning and Development department of the WAAD of CBE to find out the management view on the practice and challenges of training and development of WAAD of CBE.

As a final point the result were summarized, tabulated and interpreted appropriately and lastly conclusions and recommendations were also forwarded.

3.3 Population and Sampling Techniques

3.3.1 Target population

As discussed above, this research was aimed to assess the training and development practice and challenges of the west Addis Ababa district of commercial bank of Ethiopia. So the total population of the research was the employees' of the WAAD of CBE. Though, incorporating all employees' idea on the analysis would have been better for conclusion and generalization, economically and operationally it was very difficult to contact all employees in the research. Therefore, taking a representative sample of the population of the employees' was found to be feasible.

3.3.2 Sampling method

Since the target population of the study was employees of WAAD of CBE (i.e. 2200 employees). The researcher was used convenience sampling method to select samples branches from WAAD of CBE branches. Simple random sampling technique was employed to select the sample employees from the sample branches. This is because all the employees in a given branches are homogenous (have same level of educational backgrounds and level of job category) and this means all employees who were in different branches have an equal access and information about the training and development practices of the organizations. Purposive Sampling Technique was used to interview team leaders, and responsible persons in WAAD of CBE.

3.3.3 Sample Size

As of December, 2016 the west Addis Ababa district of commercial bank have a total of 2200 employees. Therefore, the target population of the study is 2200 employees of the district.

The sample size determination were done by using Yamane Taro provides a simplified formula to calculate sample sizes (Israel, 1992).

$n = \frac{N}{1 + (e)^2}$, Where n is the sample size, N is the population size, and e is the level of precision.

With the level of precision $e = 5\%$ and $N = 2200$;

$$n = 2200 / 1 + 2200(0.05)^2 = 327.$$

There for the sample size of this study were 327 employees to gather relevant information through questioners by using simple random sampling technique.

3.4 Methods of Data Analysis

After the required data are collected from the primary sources, it was analyzed through quantitative and qualitative data analysis methods .Descriptive statistics helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training and development practice in the WAAD of CBE. In addition, Frequency and percentage was used to present the data. And Tables were also used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was summarized, tabulated and interpreted appropriately. Meanwhile, responses from the interview were reported in line with the questions forwarded to the interviewees. And then these findings were combined and summarized together with the quantitative data findings to the results accordingly.

3.5 Reliability and Validity of the Instrument

Validity refers to the extent to which a test measures what we actually wish to measure. To raise the validity of the research, the researcher undertaken the following:

- Data was collected using developed questionnaire from different papers with slight adjustment with the exiting situation of the study.
- The questionnaire was distributed and collected by the researcher himself.

Reliability has to do with the accuracy and precision of a measurement procedure. (Kothari, 2004). The questionnaire was pre-tested with 26 employees to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire.

Cronbach's Alpha was used to measure the reliability. Cronbach's alpha is a coefficient of reliability. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.70 (Pallant, 2005).

Accordingly, the following tables show the Cronbach's alpha result of the questionnaires

Table 1: Reliability analysis of variables

Variables	No. Items	Cronbach's Alpha
Training and development needed assessment	4	.970
Training and development Design	5	.858
Training and Development Delivery	8	.974
Training and Development Evaluation	4	.800
Challenges of Training and development	6	.978

Source: SPS output Result (2017)

The results from pilot test indicated that the Cronbach's Alpha value for Training and development need assessment was 0.970, For the second variable it was training and development design 0.858, the value of training and development delivery was 0.974. The remaining variables that was training and development evaluation and challenges of training and development measured 0.800 and 0.978 respectively, on the overall the results from pilot test indicated that the Cronbach's Alpha value for the variables were greater than 0.70 this suggested that the internal reliability in this study was acceptable.

3.6 Ethical Issues

The study was conducted in such a way that it was considered ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who's conducting the research, for what and who will benefit), also the study provided anonymity, means the information from the respondents was confidential and was not used for any personal interest.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

In this chapter, the results obtained from the WAAD of CBE and the data obtained through semi structured interviews which are forwarded to Learning and Development team leaders of the WAAD of CBE are presented and analysed. First demographic characteristics of the respondents are presented. Such information includes demographic profile and general information on training and development. Then it follows with description of the data gathered, discussed and analyzed the findings carefully in order to assess training and development practices and challenges of WAAD of CBE. Presentation of findings has been organized in accordance with the study objectives. As stated in the previous chapter, the questioners were distributed to a total of 327 employees' of the WAAD of CBE. However, only 283 questionnaires were appropriately filled and returned. Out of the total sample 44 questionnaires were uncollected. And this gives a 86.5% return rate.

4.1 Demographic Characteristics of the Respondents

Table 2: Demographic Characteristics of the Respondents

Gender		
	Frequency	Percent
Male	177	62.5
Female	106	37.5
Total	283	100
Age		
20-25 years	109	38.5
26-31 years	122	43.1
32-40 years	38	13.4
> 41 years	14	5
Total	283	100
Qualification		
Diploma	29	10.2
Degree	237	83.8
Master	17	6
Total	283	100
Service years		
Less than 3 yrs	126	44.5
3-5 years	81	28.7
6-8 years	42	14.8
> 8 years	34	12
Total	283	100

Source: Survey Result (2017)

The data obtained from the questionnaire, shown in the above table, reveals that out of the 283 respondents 177 (62.5%) were male and the remaining 106 (37.5%) were female. This explains that the number of male respondents were greater than female respondents who were participated in this study.

With regard to respondents` age category, 109 respondents were between 20-25 years representing 38.5% and the higher groups were between the age of 26-31 years representing 43.1% and they were 122 in number. The third and fourth group of respondents were 38(13.4%) and 14(5%) fall under the age category of 32-40 and >41 respectively. So from this we can conclude that the majority groups of respondents are less than 31 years of age and this implies that the employees` of the WAAD of CBE are young.

It is evidenced that the employees` of WAAD of CBE hold a range of educational qualification from Diploma to Master`s Degree level. The majority of the respondents which represents 83.8% (237 in number) were Degree holders followed by diploma holders which represents 10.2 % (29 in number), while the remaining 6%(17 in number) of the respondents were Masters Degree holders. This implied that the WAAD of CBE has fairly educated employees.

The above table also show that 126 (44.5%) of the respondents have been working in the bank for less than three years. Similarly 81 (28.7%), 42 (14.8%) and 34 (12%) of them served the bank for 3-5 years, >8 years and 6-8 years respectively. This indicates that since majority of them are less than 3 years and more or less new to the environment, they need a proper training and development in order to become effective and increase their performance.

4.2 Training and Development Related Questions

4.2.1 General Information on training and development

Table 3: General Information on training and development

Employees response on training and development		
	Frequency	Percent
Yes	264	93.3
No	19	6.7
Total	283	100
how respondents are selected for training and development		
On joining the company	71	25.1
Supervisors recommendation	97	34.2
Compulsory for all employees	38	13.4
Upon employee request	4	1.4
Performance appraisal	7	2.4
I don't know	66	23.5
Total	100	100
Frequency of Training and Development		
Only once	56	19.8
Twice	77	27.2
Several times	107	37.8
Rarely	43	15.2
Total	283	100
Employees response on on- time training and development		
Yes	55	19.4
No	228	80.6
Total	283	100

Source: Survey Result (2017)

As the aim of this paper was to assess training and development practices and challenges of WAAD of CBE, the respondents were asked whether their organization provides them with training and development, 264 (93.3%) of the respondents agreed. The remaining 19 (6.7%) claims that they didn't get any form of training and development since they joined the bank.

Based on the interviewees' responses WAAD of CBE gives training and development to their employees and they follow a four stage of training processes to deliver the training to their employees.

These are the training need identification stage, training design stage, the training delivery/implementation stage and the training evaluation stage. This clearly demonstrates that WAAD of commercial banks of Ethiopia have a training and development practice in place.

The above table shows that 97(34.2%) of the participants took the training and development with supervisors recommendation. 71 (25.1%) of them took training and development when joining the company, 66 (23.5%) of the respondents do not know how they are selected for the training and development. 38(13.4%) of them took the training and development because its compulsory for all employees, The remaining 2.4% and 1.4 % respondents were selected by their performance appraisal and upon employees request respectively. As it is shown in the above table the identification of training needs using the performance appraisal result is low and the absence of this practice make it difficult to differentiate the actual performance gap of employees which will be filled by training.

The frequencies at which respondents are attend training and development programs are shown in Table above the result indicated that out of the 283 respondents, 37.8% of the employee are trained several times, 27.2% are trained twice. The remaining 19.8% and 15.2% employees are trained only once and rarely respectively.

Even if the majority of the respondents took the training several times there are some respondents who took the training only twice and rarely and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of proper data management.

As it is indicated in the above table 10 among the respondents the majority which means 80.6% (228) of the respondent claimed that their organization is not providing them with on time training and development. Even if the WAAD of CBE have a training and development program in place and give training to the employees several times they fail to give this training and

development at the right time. Even though the training is designed and delivered in a proper way, if it is not given on time it would be a waste of resource.

4.2.2 Employees response on Training and Development practices

4.2.2.1 Training and Development Need Assessment

Objectives One: Assessment on how training and development needs assessment is conducted.

The table below shows the response of the respondents whether their organization conducts a formal training and development needs assessment properly or not. As it is stated in the table 107 (37.8%) of the respondents agreed that there is a proper formal needs assessment in their organization. In the contrary, the remaining 176 (62.2%) of the respondents believes that the training and development needs assessment of the WAAD of CBE is not conducted properly.

Table 4: Employees response on methods of training and development needs assessment

Formal Training and Development Needs Assessment				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	107	37.8	37.8	37.8
No	176	62.2	62.2	100
Total	283	100	100	
Methods of training and development need assessment				
Questionnaire	18	6.4	16.8	16.8
Direct observation of immediate supervisor	47	16.6	44	60.8
Through a job description	26	9.2	24.3	85.1
Personal face to face interview with employees	4	1.4	3.7	88.8
Performance appraisal result	9	3.2	8.4	97.2
Group interview with managers and supervisors	3	1	2.8	100
Missing	176	62.2		
Total	283	100		

Source: Survey Result (2017)

As the table above shows the number of respondents who said “no” to the question is greater than that of respondents who said “yes”. Thus, from this we can understand that there is no proper formal training and development need assessment practice in WAAD of commercial bank.

As the above table also indicates, among the respondents who are agreed that there is a proper formal training need assessment in the organization 47(44%) agreed that the identification of training needs of employees’ is done using a direct observation of immediate supervisor. 26(24.3%) of the respondents said that it is done using job description and the remaining 18(16.8%), 9(8.4%), 4(3.7%) and 3(2.8%) said that it is done using questioner, performance appraisal result, personal face to face interview with employees and group interview with managers and supervisors respectively. And this tells us the WAAD of CBE mostly use direct observation & job description to identify training and development needs of employees’.

According to the data gathered from the interview conducted with the training and development team leaders of the WAAD of CBE the training process of the organizations is started from the identification of training needs. To identify training needs they ask the managers to identify the areas of gaps in which training is needed.

After, they received the identified gaps that need to be filled with trainings. As mentioned by the team leaders the big problem that they faced in this process is that the immediate managers of employees are failed to identify those needs properly.

Table 5: Employees Response on Training and Development Needs Assessment

Items	SD		D		N		A		SA		T	M
	F	%	F	%	F	%	F	%	F	%		
The organization review its strategies and objectives to reveal valuable information for training	18	6.4	57	20.1	126	44.5	62	21.9	20	7.1	283	3.031
The Training and development needs analysis methods used by your organization produce relevant findings on performance gaps.	37	13.1	108	38.2	78	27.6	49	17.3	11	3.9	283	2.607
The Training and development needs analysis methods of the organization enable to clearly identify the required training that employees' need to perform their job.	11	3.9	89	31.4	101	35.7	52	18.4	30	10.6	283	3.003
The Training and development need assessment conducted in your organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	25	8.8	49	17.3	84	29.7	97	34.3	28	9.9	283	3.190

SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=strongly agree;

T=total; M=mean

Source: Survey Result (2017)

Table 5 shows the employees' response regarding the needs assessment of training and development in their organization. They are asked whether their organization's training and development need analysis method review the organization's strategies and objectives, the majority of the respondents remained neutral to this question with a mean of 3.031. even if 49(17.3%)of the respondents are agreed, 108(38.2%) of the respondents are disagreed that the training needs analysis method of their organization produce relevant findings on performance gaps still,78 (27.6%) of the respondents remained neutral to this question. 31.4% of respondents are disagreed that the organizations training and development need analysis method is enabled clearly identify the required training that employees' need to perform their job and the remaining 35.7% of the respondents are remained neutral to this idea.

And for the question whether their organizations training and development need assessment is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities, the majority of respondents are agreed with a mean value of 3.1908. Even though the mean value for the training need assessment method of the organization almost neutral it's difficult to conclude that everybody is neutral with regard to the raised questions as mean usually indicates the central tendency of all responses. So the number of respondents who disagreed and remained neutral shows that the WAAD of CBE training and development need assessment practice did not identified the gaps and conducted properly as it is mentioned in the interview discussion above.

4.2.2.2 Training and Development Design

Objectives Two: Assessment on how training and development design is conducted.

Table 6: Employees Response on Training and development Design

Items	SD		D		N		A		SA		T	M
	F	%	F	%	F	%	F	%	F	%		
The organization sets measurable training and development objectives	24	8.5	119	42	76	26.9	51	18	13	4.6	283	2.682
The organization has clear training and development objectives for its training Program	17	6	131	46.3	69	24.4	43	15.2	23	8.1	283	2.731
The organization target the training and development objectives when designing training programs	13	4.6	116	41	83	29.3	55	19.4	16	5.7	283	2.805
The contents of training and development that I have taken are relevant for my current job	16	5.7	49	17.3	37	13.1	101	35.7	80	28.3	283	3.636
The training and development design is compatible with the actual job to be performed.	10	3.5	39	13.8	78	27.6	102	36	54	19.1	283	3.533

SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=strongly agree;

T=total; M=mean

Source: Survey Result (2017)

In the above table, item no. 1 shows that the majority respondents i.e. 119 (42%) disagreed that the organization sets measurable training and development objectives while designing the training, 76(26.9%) of the respondents remain neutral for this question and the remaining 51(18%), 24(8.5%) and 13(4.6%) of respondents agreed, strongly disagree and strongly agree respectively for the same question.

As item no. 2 indicates the majority 131(46.3%) of the respondents disagreed that their organization sets a clear training and development objectives for its training program with a mean of 2.731. Even though there are some respondents who are agreed for Item no. 3, 116(41%) of the respondents disagreed that the organizations target the training and development objectives when designing.

The other question that was asked to the respondents was whether the contents of training and development are relevant to their current job even if some of the respondents disagreed, the majority i.e. 101(35.7%) of the respondents agreed to this idea. In item no. 5 the majority i.e. 102 (36%) agreed that the training and development designed was compatible with the actual job to be performed, in contrary 17.3 % disagrees (strongly disagree & disagree) on this idea. From this figure it's possible to say that even if the majority employees agree on the compatibility of training design to the actual job to be performed, a substantial number of employees also don't have any idea on the raised issue.

The interviewees' replied that following the needs assessment stage the banks continue to be engaged in the training and development design stage based on the design policy of the bank. According to the team leaders, the banks designed the training program based on the identified training needs. The design stage involves identifying the type of training to be given, content of the training, the method of training delivery, venue and duration of the training, the trainer, and specific training materials to be used during the sessions by setting clear and measurable training objectives while designing the trainings. In additions, the training department also tries to ensure that the trainings being given to employees have a direct relevance to current job of the trainees. However, as it is mentioned in table 6 above the employees are disagreed with this idea. Moreover, the team leaders stated that they are continuously being challenged with the needs assessment gap that exists from the managers side. They stated that the needs assessment stage precedes the design stage and hence whatever mistakes or errors made during the assessment stage has a hampering effect on the appropriateness of the design stage. And this implied that even if there is a training and development design policy in place the WAAD of CBE did not implement it properly as the result is shown clearly.

4.2.2.3 Training and Development Delivery Methods

Objectives Three: Assessment on how training and development delivery methods are conducted.

According to the interview, training and development delivery method is the third process of training in the WAAD of CBE. And they use both on-the job and off-the job training and development methods to deliver the training and development.

Training and development delivery methods are categorized into two groups. These are on-the job training and off-the job training. Similarly, the respondents were asked whether their organization uses both the training delivery methods i.e. on-job and off-job training and development and the majority 149(52.7%) of the respondents agreed and this match with the information that is found in the interview.

Even though 79(27.9%) and 63(22.3%) of the respondents remained neutral and disagreed, 89(31.4%) of the respondents believed that the training and development delivery method of the WAAD of commercial bank is convenient to get the necessary knowledge and skills.

Table 7: Employees Response on Training and Development Delivery Method

Items	SD		D		N		A		SA		T	M
	F	%	F	%	F	%	F	%	F	%		
The organization gives both on-job and off-job training	11	3.9	17	6	41	14.5	149	52.7	65	23	283	3.848
The delivery method that the organization used is convenient to get the necessary knowledge and skills.	9	3.2	63	22.3	79	27.9	89	31.4	43	15.2	283	3.332
The organization implements participatory training delivery method.	17	6	121	42.8	71	25.1	59	20.8	15	5.3	283	2.766
The trainers in my organization can transfer and demonstrate the training appropriately.	11	3.9	61	21.6	119	42	73	25.8	19	6.7	283	3.098
The trainer was capable and knowledgeable about the subject matter.	14	4.9	27	9.5	76	26.9	117	41.3	49	17.3	283	3.098
The training and development materials and teaching aids are complete and appropriate to the level of trainees.	16	5.7	121	42.8	69	24.4	44	15.5	33	11.7	283	2.848
The training and development environment is conducive to conduct programs	17	6	104	36.7	90	31.8	50	17.7	22	7.8	283	2.844
The training and development delivery method has enabled me to transfer the skills acquired back to my job.	12	4.2	49	17.3	62	21.9	117	41.3	43	15.2	283	3.459

SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=strongly agree; T=total; M=mean

Source: Survey Result (2017)

As the above tables shows from the items listed under delivery style dimensions, majority of respondents 121 (42.8%) disagree to say there is an opportunity of participation in the training and development delivery method and also significance no. of respondents also neutral to this idea with a mean of 2.766. Even if majority 117 (41.3%) of the respondents agreed that trainers were capable and knowledgeable about the subject matter, 76 & 41 of respondents are remain neutral and disagreed (strongly disagree & disagree) on the ability of trainers in transferring and demonstrating the training appropriately.

The statement “the training materials and teaching aid complete and appropriate to the level of the trainers, the majority of the respondents 121 (42.8%) and 69 (24.4%) disagreed and remains neutral to this statement, which indicates employees give more emphasis to the training materials and teaching aid when training is conducted. Majority of 104 respondents disagree that there was a conducive environment to conduct training and development in the WAAD of CBE and also 90 respondents neutral to this idea.

Lastly the respondents were asked whether training and development delivery method has enabled them to transfer the skills acquired back to their job and majority 117 (41.3%) of the respondents were agreed But some of the respondents were neutral and disagreed to this idea.

As the information gathered from the interview explained that the trainers are taking a TOT (training of trainers) and communicated in advance to properly deliver the trainings. Some employees mentioned that even though some of the trainers are knowledgeable they are not able to demonstrate the training properly and this shows that there is a gap in the trainers. This implies that the training delivery practice of the WAAD of CBE is not effective and satisfactory as it needs to be.

4.2.2.4 Training and Development Evaluation Methods

Objectives Four: Assessment on how training and development is evaluated.

According to the interview training and development evaluation is the last step in the training process of the WAAD of CBE. The table below shows the response of the respondents on the question “Does your organization evaluate the training program properly?” As it is clearly stated in the chart 134(47.4%) of the respondents agreed that there is a proper evaluation of training in

their organization. In the opposite, the remaining 149 (52.6%) of the respondents believed that there is no a proper evaluation of training programs in their organization.

Table 8: Employees Response on proper Evaluation of Training and Development

	Frequency	Percent
Yes	134	47.4
No	149	52.6
Total	283	100

Source: Survey Result (2017)

This implies that even if 47.4 % of the respondents agreed that there is a proper evaluation of training and development in WAAD of CBE almost half of the respondents (52.6%) disagreed to this question and this assured us even if there is the practice of evaluating the training and development in the WAAD of CBE it is not conducted properly i.e. the effectiveness of training and development evaluation in the WAAD of CBE is not satisfactory. This implies that the training and development evaluation method is not clear and well understood by the employees' of the WAAD of CBE.

Table 9: Employees Response on Training and Development Evaluations

Items	SD		D		N		A		SA		T	M
	F	%	F	%	F	%	F	%	F	%		
The organization tests the trainees before and after the programs	89	31.4	154	54.4	19	6.7	12	4.2	9	3.2	283	1.932
The organization asks the trainees through questioners at the end of the programs	7	2.5	26	9.2	33	11.7	179	63.3	38	13.4	283	3.759
The organization Asks the trainees' manager or immediate supervisor	37	13.1	147	51.9	76	26.9	17	6	6	2.1	283	2.321
The organization Looks the performance appraisal report to evaluate the programs	43	15.2	149	52.7	61	21.6	21	7.4	9	3.2	283	2.307

SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=strongly agree; T=total; M=mean

Source: Survey Result (2017)

Among the respondents 179(63.3%) of the respondents said that the evaluation is done using questioners (i.e. asking the trainees through questioners at the end of the training programs) and as it is shown in the above table the majority 154(54.4%) of the respondents are disagreed that the evaluation of training and development is done by testing the trainees before and after the program. In a similar way 147(51.9%), 149(52.7%) which are the majority of the respondents disagreed that it is evaluated by asking the trainees' immediate supervisors and looking the performance appraisal report respectively. Thus, this shows us the WAAD of CBE asks the

trainees through questioners to evaluate the program and this type of evaluation method is only evaluates the reaction of the trainees' towards that specific program. But the training and development evaluation method should be more than that means it should evaluate the change on the performance that comes after the training and development program. And to do this testing the trainees'' before and after the programs and looking the performance result of the trainees' would be better since this shows the exact change on performance of the trainees' nevertheless the WAAD of CBE only evaluates the reaction and they fail to evaluate the training and development properly.

4.2.3 Employees' responses on Training and Development Challenges

Objective Six: To examine the challenges of training and development

Table 10: Employees Response on Challenges and Problems of training and development

Challenges	SD		D		N		A		SA		T	M
	F	%	F	%	F	%	F	%	F	%		
Inadequate space of training and development room	19	6.7	41	14.5	41	14.5	121	42.8	61	21.6	283	3.579
Poor quality training delivery methods	21	7.4	24	8.5	55	19.4	117	41.3	66	23.3	283	3.646
Lack of commitment top level management to support training and development programs	23	8.1	16	5.7	41	14.5	129	45.6	74	26.1	283	3.759
Time allocated for the training of each course was inadequate	14	4.9	22	2.8	34	12	161	59.9	52	18.4	283	3.759
Lack of adequate budget	11	3.9	20	7.1	38	13.4	149	52.7	65	23	283	3.837
inadequate need analysis	9	3.2	15	5.3	50	17.7	155	54.8	54	19.1	283	3.812

SD=strongly disagree; D=Disagree; N=Neutral; A=Agree; and SA=strongly agree;

T=total; M=mean

Source: Survey Result (2017)

In the above table, item no. 1 shows that the majority respondents i.e. 121(42.8%) agreed that there were Inadequate space of training and development rooms. 41(14.5%) of the respondents

remain neutral for this question and the remaining 61(21.6%), 41(14.5%) and 19(6.7%) of respondents strongly agreed, disagree and strongly disagree respectively for the same question. As item no. 2 indicates the majority of the respondents 64.6% agreed (strongly agree and agree) that there was Poor quality training delivery methods Even though there are some respondents who are neutral that is 19.4% for Item no. 3, 71.7% (strongly agree and agree) of the respondents agreed that there was Lack of commitment top level management to support training and development.

The other question that was asked to the respondents was whether Time allocated for the training of each course was inadequate, even if some of the respondents disagreed, neutral and strongly disagree, the majority i.e. 59.9% of the respondents agreed to this idea. In item no. 5 the majority i.e. 75.7% of respondents agree (strongly agree and agreed) that, in training and development there was Lack of adequate budget. In contrary 11 % of respondents disagree on this idea. (Disagree and strongly disagree). The above table also shows that the majority of respondents agree that there was inadequate need analysis. from these we can understand there were Inadequate space of training and development room, Lack of commitment top level management to support training and development programs, Poor quality training delivery methods, inadequate time for training and development, Lack of adequate budget and inadequate need analysis.

The above challenges also confirm with interview, plus to the above according to the interviewer there is challenges while conducting training and development such as problem with selection criteria while selecting trainees and trainers, lack of motivation of the trainees and trainers, using outdated training methods or programs, absence of clearly stated training and development policy, lack of well designed training program, Absence of relevant department to coordinate the program effectively, training center is not accessible to transport ,The training room is not convenient etc. Therefore the WAAD of CBE has a lot of challenge that hinder not to effectively practice its training and development program in a systematic and planned way.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Major findings

This study was conducted in the WAAD of CBE with the general objective, to assess training and development practices and challenges of the organizations. Questionnaire was the main source of data. These questionnaires are distributed for 327 employees of the WAAD of CBE. Among them, 283 clean questionnaires were collected and used to analyze the data. An interview was also conducted with manager of human resource of the WAAD of CBE.

Based on the data presented and analyzed in chapter four of the study, the following particular findings were observed:

- 107 (37.8%) respondents took training and development several times.
- 228 (80.6%) respondent claimed that their organization is not providing them with on-time training and development.
- 108 (38.2%) respondents believed that the training and development needs assessment of the WAAD of CBE is not conducted properly.
- 47(44%) respondents replied that the method of training and development needs assessment of the WAAD of CBE is direct observation of immediate supervisors.
- The training and development need assessment practice of the WAAD of CBE did not identify the gaps and conducted properly.
- Summary of the result shows that even if there is a training and development design policy in place the WAAD of CBE did not implemented it properly.
- Even if 117 (41.3%) respondents agree that trainers are knowledgeable, but they are not able to demonstrate the training properly.

- 121 (42.8%) respondents disagreed on the availability of participatory environment and complete and appropriate training and development materials.
- 149 (52.6%) respondents believed that there is no proper evaluation of training and development program in the WAAD of CBE.
- 154(54.4) respondents replies that the organization not tests the trainees after and before the trainings programs.
- In WAAD of CBE there are no clear measurable training and development objectives.
- 121 (42.8%)of respondents disagree to say there is an opportunity of participation in the training and development delivery method
- 121(42.8%) of respondents disagree with the training materials and teaching aid complete and appropriate to the level of the trainers.
- There was no conducive environment to conduct training and development in WAAD of CBE.
- 179 (63.3) of respondents said that the evaluation of training and development done using questioners (i.e. asking the trainees through questioners at the end of the programs.
- Respondents believed that there is no a proper evaluation of training programs in their organization.
- Respondents agreed that there were inadequate space of training and development rooms.
- 149 (52.7%) respondents say that there was no adequate budget to training and development program.
- Time allocated for the training of each course was inadequate.
- 155 (54.8%) respondents agree that there was inadequate need analysis.
- 129 45.6%) respondents agreed that there was Lack of commitment top level management to support training and development.

5.2 Conclusions

This part of the study aims to conclude results based on the data analysis presented in chapter four.

The analysis indicates that there are some respondents who took the training and development several times while some of them took the training and development only a couple of times and this clearly demonstrates that there is a gap in allocation of employees for training and development program, as it is indicated in the interview this is due to lack of proper data management. Also according to the finding, majority of the respondent claimed that their organization is not providing them with on-time training and development. Even if the WAAD of CBE have a training and development program in place and give training and development to the employees several times they failed to give this training and development at the right time.

In order to assess practices and challenges of training and development of the WAAD of CBE, the study emphasized on the four processes of training and development and its challenges. Training and development process include training and development needs assessment (TNA), training and development design (TD), training and development delivery method, and training and development evaluation. Training and development needs assessment was the first variable to be discussed. The result regarding whether the organizations conduct a formal training and development needs assessment properly reveals that majority (62.2%) of the respondents believed that the training and development needs assessment of the WAAD of CBE is not conducted properly. To identify the training and development needs of employees the WAAD of CBE used a direct observation of immediate supervisors. In addition they used questionnaires to identify the areas of gaps in which training and development is needed. Four questions were asked to measure the appropriateness of the training and development needs assessment of the organizations. Based on the results of analysis, training and development needs assessment methods of the WAAD of CBE did not identified the gaps properly. The interview made with the HR manager also indicated that even if their training and development process is started with the identification of training and development needs, the training and development need assessment practice of the WAAD of CBE did not identified the gaps and conducted properly and this is

may be due to the lack of managers commitment to properly identify the performance gaps that should be filled with trainings and development.

Training and development design is the second stage of the training and development process. Summary of the result shows that even if there is a training and development design policy in place the WAAD of CBE did not implemented it properly. And this implied that the WAAD of CBE did not communicate the training and development objectives properly to their employees. And this showed that there is a gap that is created in the training and development needs assessment process of the organizations. The consequence of training and development needs assessment stage is reflected in this process because trainings and development are designed on the identified in the needs assessment process.

The third process of training and development is the delivery (implementation) of training and development. The information gathered from the interview explained that the trainers are taking a TOT (training of trainers) and communicated in advance to properly deliver the trainings. But some employees mentioned that even if some of the trainers are knowledgeable, they are not able to demonstrate the training properly and this shows that there is a gap in the trainers. And also the majority of the respondents are disagreed on the availability of participatory environment and complete and appropriate training and development materials. This point out that, employees are highly sensitive to encouraging environment, knowledgeable and skillful trainers, and well prepared teaching materials. From this we can conclude that the training and development delivery practice of the WAAD of CBE is not effective and satisfactory as it needs to be.

The last stage of training and development process is training evaluation. According to the analysis (52.6%) of the respondents believed that there is no proper evaluation of training and development program in the WAAD of CBE. This assured us even if there is the practice of evaluating the training and development in the company it is not conducted properly i.e. the effectiveness of training and development evaluation in the WAAD of CBE is not satisfactory.

Even though the organization used a questionnaire to evaluate the reaction of trainees' after the program, they are failed to use the other evaluation methods properly this showed us that the WAAD of CBE are hardly effective with the listed evaluation methods. And this implies that not

using the evaluation methods properly makes it difficult to differentiate the change in performance of employees that was caused by the training.

Generally, the extent of the organization to evaluate learning outcomes, behavior changes and results were not given attention. Based on the responses for problems and challenges facing the organization under study, it is revealed that, above all the system under which the organization operating is not permissive to effective training and development activities in addition Inadequate space of training and development room, Poor quality of training need analysis and delivery methods, Lack of commitment top level management to support training and development programs, time and budget allocation of training and development not sufficient etc

5.3 Recommendations

The findings from this study indicate a need for the management of the concerned WAAD of CBE to improve the current training practice in an attempt to satisfy their employees' needs and inspire them for higher levels of performance. Based on the finding and analysis of the study, the following recommendations are proposed.

- Assessing training and development needs is playing a very important role in identifying individuals who need to be trainee, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. Therefore, the WAAD of CBE should conduct formal training and development program rather than simply led by haphazard actions and the will of top managers.
- The WAAD of CBE should strengthen their data management system towards training management i.e. they should have an up to date records of those who attended training and development from those who haven't taken training so as to reduce the tendency of giving trainings and development repeatedly to the same employee.
- WAAD of CBE should gives training and development at the right time in order to bring the desired outcome. According to Armstrong (Armstrong 2009), even though the training is designed and delivered in a proper way, if it is not given on-time it would be a waste of resource. So WAAD of CBE should consider in delivering the trainings at the right time.
- Though the training and development evaluation system being used by WAAD of CBE is a good idea, but it only measures the immediate reaction of the trainees and lacks the ability to address post-test performance improvement or behavioral change occurring due to the training and development. Hence, it is recommended that WAAD of CBE should apply training and development impact analysis in order to assess the effectiveness of the training and development program by measuring the trainees' performance before and after training and development program.

- WAAD of CBE should evaluate its training and development program at least at four levels. These levels are; Reaction, Learning, Behavior and Result levels.
- Since the training and development need identification of the WAAD of CBE are done using direct observation of immediate supervisor, he should be equipped with the proper skills on identifying training and development needs of employees.
- Trainers should be qualified, with good communication skills, good understanding of the management philosophy, objective and importance of the training program. Even the most well designed training and development system is worthless unless the company's are committed to ensuring that it is conducted properly and consistently. To have a positive result from training and development program, WAAD of CBE commitment should be tied closely with appropriate effective training and development methods and training delivery mechanism.
- In order to achieve the desired objectives training development of WAAD of CBE ,the WAAD of CBE should give attention to proper training and development need assessment and satiable deliver method,
- The management of the WAAD of CBE should support the training and development program.
- The allocation of budget, time and trainings center (availability of space) for training and development should be sufficient.
- Finally in order to have an effective training and development practice the WAAD of CBE should have to conduct each and every process properly by eliminating its challenges. The existence of training and development programs in place by itself doesn't assure the effectiveness of the program unless it is obstacle does not solved and supported by systematic training and development process.

Therefore, since each processes are interrelated and counter by challenges they need to be conducted with due care. On time delivery of the training and development should also be given the necessary attention in order to make the training and development practice effective and productive.

5.4 Suggestion for Future Research

Finally, this study mainly limited to assess training and development practices and challenges of WAAD of CBE. So, future researcher can further examine the training and development practices and challenges of the four Addis Ababa district of CBE.

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Appendices A
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Dear Sir/Madam

This questionnaire has been designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of Master degree in General Management, ST. Mary's University School of Graduate studies, under the title; "**Assessment of Training and Development Practices and challenges : on the case of WAAD of CBE**". Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions as clearly and genuinely as possible. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality.

Note

- Please don't write your name.
- Please answer by putting "√" mark on the box with point which highly reflects your idea parallel to your choice.
- All information will be treated confidentially.
- Your honest & unbiased response will greatly contribute for the research to achieve its objectives.

I would like to thank you in advance, for your sincere cooperation and valuable assistance for the success of this research !!

Part One

Section 1 - Background Information

1. Gender Male Female
2. In which age group are you?
 20-25 26-31 32-40 40& above
3. What is your current Educational Qualification?

 Diploma Degree

 Masters Degree Other, [please specify] _____
4. What is your Service year in the company?
 Less than 3 years 3 to 5 years
 6 to 8 years more than 8 years

Section 2 –General Information on Training and Development

5. Does your organization provide you a training and Development program since you joined the organization?

 Yes No
6. How were you selected for Training and Development?
a) On joining the company b) Supervisors recommendation
c) Compulsory for all employees d) upon employee request
e) Performance appraisal f) I don't know
7. How often do you attend Training and Development programs?
 Only once Twice
 Several times Rarely
8. Does your organization give you on time training and Development programs? (at the right time)

 Yes No

Part Two – Information on Training and Development Need Assessment

1. Does your organization conduct formal Training Need Assessment (TNA) properly?

Yes

No

2. If your answer to Q1, is yes, which of the following methods are used to determine training need in your organization

a) Questionnaire

b) Direct observation of immediate supervisor

c) Through a job description

d) Personnel face to face interview with employees

e) Performance appraisal result

f) Group interview with managers and supervisors

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No		1	2	3	4	5
1	The organization review its strategies and objectives to reveal valuable information for training and development					
2	The Training and Development needs analysis methods used by your organization produce relevant findings on performance gaps.					
3	The Training and Development needs analysis methods of the organization enable to clearly identify the required training that employees' need to perform their job.					
4	The Training and Development need assessment conducted in your organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities					

Part Three- Information on Training and Development Design Measurements

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No		1	2	3	4	5
1	The organization sets measurable training and development objectives					
2	The organization has clear training and development objectives for its training and development Program					
3	The organization target the training and development objectives when designing training and development programs					
4	The contents of training and development that I have taken are relevant for my current job					
5	The training and development design is compatible with the actual job to be performed.					

Part Four- Information on Training and Development delivery practice

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No		1	2	3	4	5
1	The organization gives both on-job and off-job training and development program					
2	The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
3	The organization implements participatory training delivery method.					
4	The trainers in my organization can transfer and demonstrate the training and development appropriately.					
5	The trainer was capable and knowledgeable about the subject matter.					
6	The training materials and teaching aids are complete and appropriate to the level of trainees.					
7	The training environment is conducive to conduct training.					
8	The training and development delivery method has enabled me to transfer the skills acquired back to my job.					

Part Five-Information on Training and Development evaluation

1. Does your organization evaluate the training and development program properly?

Yes

No

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No		1	2	3	4	5
1	The organization tests the trainees before and after the program					
2	The organization asks the trainees through questioners at the end of the training and development program					
3	The organization Asks the trainees' manager or immediate supervisor					
4	The organization Looks the performance appraisal report to evaluate the training and development					

Part six- Information on Training and Development challenges

N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

No		1	2	3	4	5
1	Inadequate space of training room					
2	Poor quality training delivery methods					
3	Lack of commitment top level management to support training and development programs					
4	Time allocated for the training of each course was inadequate					
5	Lack of adequate budget					
6	lack of coordination various efforts					
7	inadequate need analysis					

❖ If you have any additional comment, please write_____

Thank You

Appendices B
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Interview Questions

This interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic: **“Assessment of Training and Development Practices and challenges: on the case of WAAD of CBE”**. Thus, as a Training and Development team leaders of the district, it is hoped that the success of the study depends on the information you provide.

Thank You

1. What is the training and development process in your organization?
2. How does your organization assess and prioritize the training needs of employees’?
3. How does your organization design the training and development program?
4. What methods of training and development are used?
5. How is training and development evaluated in your organization?
6. What are the challenges to conduct effective training and development practices?