



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT ON EMPLOYEE TRAINING, PRACTICES AND CHALLENGE: THE
CASE OF KOTEBE METROPOLITAN UNIVERSITY**

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This thesis has been submitted to St.Marys University, school of graduate studies for examination with my approval as university advisor.

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Jul,2021

DECLARATION

I, declare that the project entitled “Assessment on employee training , practices and challenge: the case of Kotebe Metropolitan university.” is my original work and has not been presented in St. Mary’s University or any other University and that all sources of material used for the project have been duly acknowledged.

Name

St. Mary’s university, Addis Ababa

signature

Month, Year

ACKNOWLEDGEMENTS

This is a great opportunity to express my deepest gratitude to all the people who have motivated and supported me to complete this research on time because of which my Masters experience has been a remarkable occurrence.

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And finally, my thanks to all those Administration and Academic staffs and also Human Resource Managers of the Kotebe Metropolitan University who contributed the basic information on which is essential for the study.

LIST OF ACRONYMS

KMU-Kotebe metropolitan university

L&D- Learning and development

HRM- Human resource management

TNA- Training needs assessment

CBT- computer-based training

OJT- On-the-job training

SPSS – Statistical Package for Social Science

T&D-Training and development

LIST OF TABLES

Table 4.1 Respondents profile.....	29
Table 4.2 Training Conducted based training policy and program.....	30
Table4.3 Employees response on training need assessment.....	31
Table4.4 Employees response on how training are designed.....	34
Table4.5 Employees response on how training is implemented.....	37
Table4.6: Employees response on how training evaluation is conducted.....	39

Abstract

The main purpose of the study is to assess the , practices and challenges of training in the case of kotebe metropolitan university. This study used a descriptive type of research and questionnaire, and document review as instrument of data collection. Stratified random sampling method is used to select samples from the target population of KMU staff. The study employed quantitative survey research design to gather data from a total of 287 employees of the KMU. In order to assess the existing training a practice of the KMU, the study emphasized on the training needs assessment , training design and implementation method and training evaluation. And all of them were checked individually on the analysis. After the required data are collected descriptive (i.e. frequency, percentage and mean) analysis were used to analyze the data using SPSS version 20.

The major findings are training need assessment was found not made properly. The university has no realistic training objectives and roles. The the university training plan is not well communicated to all employees. Training programs are not evaluated and designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job.

Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the organization to achieve its objectives, planning is believed to be imperative. Therefore, it is suggested that the KMU should properly made training needs assessment. The university training plan should be well communicated to all employees. Training programs should be designed compatible with the actual job to be performed. Training programs of KMU should able to improve skills, knowledge and attitude of employees which can increase performance on the job. And evaluation of training outcomes should be conducted and included into their operational planning to alleviate the problem of employees training practices.

KEY WORDS: Training Program , Kotebe metropolitan university

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ASSESSMENT ON EMPLOYEE TRAINING, PRACTICES AND CHALLENGE: THE
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**By
HewanYacob**

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_____ External Examiner	_____ Signature and Date

CONTENTS

ACKNOWLEDGMENT	VI
LIST OFACRONYIMS.....	VII
LIST OF TABLES	VIII
ABSTRACT	IX

CHAPTER ONE

1.1 Background of the Study.....	1
1.2 Background of the university.....	3
1.3 Statement of the problem.....	3
1.4 Research questions.....	3
1.5 Objectives of the study.....	4
1.5.1 General objectives.....	4
1.5.2 Specific objectives of the study.....	4
1.6 Significance of the study.....	4
1.7 Scope of the research.....	4
1.8 Definition of key terms.....	4
1.9 Organization of the study	4

CHAPTER TWO

LITERATURE REVIEW.....	6
2.1. Theoretical Review	6
2.1.1 Training Practice.....	6
2.1.2 Training Policy and Strategies.....	7
2.1. 3 Programs, Objectives and Goals of Training.....	8
2.2 Training Needs assessment.....	12
2.3 Design Training programs.....	15
2.4 Implementing of Training.....	18
2.5 The evaluation systems of Training	19
2.6 Challenges in training.....	21
2.7 Empirical Reviews.....	23

2.8 Conceptual Framework.....	24
-------------------------------	----

CHAPTER THREE

RESEARCH METHODOLOGY.....	26
----------------------------------	-----------

3.1 Research Design and Approach.....	26
3.2 Target population of the study.....	26
3.3 Sample Design.....	26
3.4 Sampling Technique.....	27
3.5 Data Source.....	28
3.6 Data Collection Instruments.....	28
3.7 Data Analysis.....	28
3.8 Ethical consideration.....	28

CHAPTER FOUR

DATA ANALYSIS ,DISCUSSION AND INTERPRETATION.....	29
--	-----------

4.1. Demographic Information of the Respondents.....	29
4.2 Training conducted based on training policy and program.....	29
4.3 Training Need Assessment.. ..	31
4.4 Training program design.....	33
4.5 Training program implementation.....	36
4.6 Training evaluation.. ..	39

CHAPTER FIVE

SUMMARY , CONCLUTIONS AND RECOMMENDATION.....	42
--	-----------

5.1 Summary of major findings.....	42
5.2. Conclusion.....	43
5.3 Recommendations.....	45

REFERENCES	48
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APPENDICES.....	51
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Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the organization to achieve its objectives, planning is believed to be imperative. Therefore, it is suggested that the KMU should properly made training needs assessment. The university training plan should be well communicated to all employees. Training programs should be designed compatible with the actual job to be performed. Training programs of KMU should able to improve skills, knowledge and attitude of employees which can increase performance on the job. And evaluation of training outcomes should be conducted and included into their operational planning to alleviate the problem of employees training practices.

KEY WORDS: Training Program , Kotebe metropolitan university

CHAPTER ONE

Introduction

This chapter deals about background of the study, background of the university, statement of the problem research question, objective of the study, significance of the study, scope of the study and organization of the study.

1. 1 Background of the Study

Training plays an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training. Such investment can take the form of employing specialist training staff and paying salaries to staff undergoing training. Investment in training entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organization's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organization's main business. However, investment in training is generally regarded as good management practice to maintain appropriate expertise now and, in the future, (Morrison, J. E. 1991).

Understanding the phenomenon of employee training requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education, both individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and Employee Training and the Learning Organization increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing (Susnjar, 2006). Thus, the continuous employee training has a significant role in the development of individual and organizational performance. The strategic procedure of employee training needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from the others. Education is no longer the duty and privilege of those in higher positions and skilled labor, but it is becoming the duty and need of everyone. The larger the organizations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of

education for the modern organization and confident that it represents a good and remunerative investment, present day organizations set aside more and more resources for this activity. Most of the organizations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education (Beograd, 2004). Thus, it is necessary to accept the model of permanent, continuous learning. That truth has been known for more than two centuries. Denis Diderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:

“Education shouldn't be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge” (Kukrika, 2006).

The only way for present day organizations to survive is the imperative to innovate or perish. Since this depends on the knowledge the organization possesses, this imperative could be read as learn faster than competition. The logical sequence is knowledge creation – innovation – competitive advantage. If knowledge is good, is it not true that the more knowledge we have, the better we are? Many organizations which consider knowledge as a good thing are trapped into the pitfall of gathering as much knowledge as possible. Knowledge that is not necessary is exactly what it is unnecessary. And the efforts to obtain it are wasted efforts. The only important knowledge is the knowledge with strategic importance to the company, knowledge that helps to increase the value of the company, knowledge with significance to the strategy of the company. It is not about knowledge for the sake of knowledge, but rather knowledge according to the needs, applicable knowledge, knowledge to create innovation and competitive advantage (Novi Sad, 2006).

Obtaining knowledge, learning, education, all could have a real effect on the quality of labor only if they are harmonized with the needs of a particular organization, its goals and the goals of its employees. The further choice of educational contents and educational methods, and the efficiency of educational effectiveness control depend on clearly defined educational goals and needs, answers to the questions of which knowledge is necessary to realize the strategy and the survival of the organization in general, which employees need to possess this knowledge and will this knowledge solve certain problems. Employee training does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making (Novi Sad, 2006).

The goal of every training program is to add value to human resource. Any training and development program that would not add value should be abandoned. Organizations should therefore make training and development of their employees a continuous activity (Arnoff,

1971).

1.2 Background of the university

Kotebe College of Teacher Education began its teacher education more specifically in 1959/60 with the aim of training teachers for junior high schools for grades 7 and 8 (KCTE, 2012). As it is mentioned in its 2012 graduation bulletin the College started degree programs in six fields of study in 1989 and had run only up to 1996 then the degree program was discontinued due to the new higher Education structure made by MOE. Then in 2007/08, the degree program was re-launched in ten fields of study. Currently the College is running three training programs at degree, diploma and pre-school level (diploma). In the year 2012, the College graduated 2102 students in all programs of whom 1429 were diploma and certificate and the rest were degree graduates. This would make the total number of KCTE's graduates so far to 44,145.

In 2013/14 KCTE became a University College (KUC). The University College has been organized to comprise one college, four faculties, one institute and post graduate program (Human Resource Support Process Office of KUC; May 16, 2016). These include: (a) College of Teacher Education; (b) Faculty of Natural and Computational Sciences; (c) Faculty of Social Sciences; (d) Faculty of Languages and Humanities; (e) Faculty of Business and Economics; (f) Institute of Urban Development Studies and (g) Post Graduate School program.

Furthermore, on December 15, 2016 Kotebe University College is upgraded to a full-fledged Metropolitan University, hence the previous name of College of Teacher Education changed to be "College of Education and Behavioral Studies".

1.3 Statement of the problem

Training is very vital in any company or organization. Training simply refers to the process of acquiring essential skills required for a certain job, it targets specific goals. In achieving these goals, problems usually happen in training programs.

These problems include: Training is not conducted based on Policies and Programs as a result, trainings are offered to employees arbitrarily without considering the knowledge gap; Training is not conducted based on need assessment as a means of filling a service gap.

In addition, the criteria for selection of trainees is not well communicated based on designed plans, objectives and roles; As a result it is discouraging the rest of employees and the evaluation of training is not satisfactorily practiced by the concerned bodies of the University.

1.4 Research questions

The paper seeks to address the following Basic questions. These are:

- I. What are the practices of employee training in KMU?
- ii. What are the problems of the University training practices?

1.5 Objectives of the study

1.5.1 General objective of the study

The general objective of this study is to examine the training , practices and challenges of employee training in Kotebe Metropolitan University.

1.5.2 Specific objectives of the study

In view of the above stated general objective there are other specific objectives that the paper aims to achieve. These include:

- i. To assess the practices of employees training in KMU.
- ii. To assess the challenges of employees training in KMU.

1.6 Significance of the Research

This study shows gaps in training practice in kotebe Metropolitan University and suggest possible solution for the existing problem. The research also be important in identifying good practices that need to be encouraged .These inputs serves leaders of the institution in decision making or in planning a larger study in relation to training. In addition ,the study can also serve as a reference input to students with specific interest and as a result contribute to their trainings.

1.7 Scope of the Research

The study been carried out in within 2020/2021 budget year. Conceptually the study focused on training ,Training need assessment ,training program design, Training program implementation and evaluation. Methodologically the study employed descriptive research method with quantitative approach. Geographically the study carried out in one of the universities in Addis Ababa namely kotebe Metropolitan university

1.8 Definition of key Terms

I. **Training:** is defined as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

II. **Learning:** is the process by which a person acquires and develops new knowledge, skills, capabilities and attitudes. As Williams (1998) defined it, „learning is goal directed, it is based on experience, it impacts behavior and cognition, and the changes brought about are relatively stable.

1.9. Organization of the study

The research paper consists of five chapters. The content of each chapter is summarized as follows;

Chapter one; It presents background of the study , the statement of problem, research questions, objectives of the study, and significance of the study and scope of the study.

Chapter two: presents related literature review of employee training practice and challenges of an organization. In addition it includes empirical reviews made in previous studies related with employee training practice and challenges. to the research problem.

Chapter three: discusses the research methodology being used and it encompasses research design and approach, target population, data source ,data collection instruments and data analysis.

Chapter four :present the findings of the research.

Chapter five: the last chapter present the summery of the study, conclusions drawn from the findings and recommendations.

CHAPTER TWO

LITRATURE REVIEW

Introduction

This chapter is an insight to readers about the theoretical view of topics under study. The chapter covers topics related to steps to follow on training practices and challenges on training. Besides, it includes empirical studies of the topic. Furthermore, the conceptual framework of the study is presented at the end of this chapter.

2.1. Theoretical Review

2.1.1 Training practice

Understanding the phenomenon of employee training requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and Employee Training and the Learning Organization increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing (Subotica, 2006). The strategic procedure of employee training needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from the others. Education is no longer the duty and privilege of those in higher positions and skilled labor, but it is becoming the duty and need of everyone (Beograd, 2004).

The larger the organizations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of education for the modern organization and confident that it represents a good and remunerative investment, present day organizations set aside more and more resources for this activity. Most of the organizations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education (Beograd, 2004).

Employee training does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. To precisely define expectations and attract skilled workforce, more and more employment advertisings offer a certain number of annual

hours or days for education. The most wanted resources are the people with particular knowledge, skills and abilities (Novi Sad, 2006).

Managers must learn to manage them, and the organizations to employ and retain them. Knowledge based organizations must preserve their competitive advantage by retaining skilled workforce, workers of knowledge, strengthening their motivation and improving the reward and compensation systems according to the workers' performances. Within the context of learning organization, it is not sufficient for the worker only to add value to the organization based on his knowledge, but he also must receive knowledge. He gives as much knowledge as he receives. For the present-day employees, the wage by itself is not a sufficient incentive, but they also need investment into themselves in a sense of investing in their knowledge. Employees no longer do not work for money alone, nor can they be influenced by traditional attractive financial packages (Novi Sad, 2006).

2.1.2. Training Policy and Strategies

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

In framing their policies for training, directors have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This shows that where a system of management by objectives is in operation, the training policy is completely integrated with corporate strategy. Though the type of policy vary from one organization to another, factors such as the objectives of the business, the directors' personal views on training, the information available about the organizational training needs, the size of the company, labor market situations, the company's former and current policies and practices, the caliber of training staff, and the resources allocated to training could determine the type of training policy the organization will have. Therefore, it is important to review and assess the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organization's objectives or not. This is because, making the training of the organization known in the company's community has the advantages like communicating the directors' intentions, helping those who are responsible for training, it clarifies the roles and functions of

training specialists, it indicates training opportunities available for employees and enhance employee-employer relations.

2.1.2.2. Training Strategies: Strategic Training initiatives are learning related action that a company should take to help it achieve its business strategy. The strategic training and development initiatives vary by company depending on a company's industry, goals, resource, and capabilities. Based on Armstrong (2006), Strategy is about deciding where you want to go and how you mean to get there. A strategy is a declaration of intent. This is what we want to do and this is how we intend to do it. Strategies define longer-term goals, but they are more concerned with how those goals should be achieved. Strategy is the means to create value. A good strategy is one that works, one that guides purposeful action to deliver the required result. The training and development strategy should form part of the overall strategy of the organization it is nested within the overall strategy (Cartwright ,2003:10)

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

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

2.1. 3. Programs, Objectives and Goals of Training

2.1.3.1. Training Program

Internationally different companies provide training program to their employees for the improvement of their skills and abilities. In the start of 90s Sears Credit initiated a key rearrangement and retorted with a career-development programs. This program was developed for employee in order to line up their skills with changing jobs and also ensured that program

was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities (O'Herron and Simonsen 1995). All over the world different companies are providing different programs for the betterment and skill improvement of their employees which are based on same logic (Callahan 2000).

Mel Kleiman (2000) described that the essentials parts of a worthy employee training program are constructed on orientation, management skills, and operational skills of employees. These theories are the groundwork of any employee development program. Janet Kottke (1999) also described that employee development programs must be comprises with core proficiencies, appropriate structure through which organizations develop their businesses at corporate level. The basic function of the theory is to gain knowledge, cooperation, inventive thinking and resolving problem (Kottke 1999).

Fundamental goals of several employee development programs are to deliver the mission of the organization and support workers to learn the culture of the organization (Gerbman 2000). These objectives provide help to the strategic goals of business by facilitating learning chances and support organizational culture (Kottke 1999).

The requirements for technical training program for employees raised their job satisfaction and help to understand the culture of organization, which lead to the success of the organization. We must take care about these elements that employee should be updated with the present knowledge of the job. Employee will be more productive, if companies provide them training as per the requirement of the job. European Journal of Business and Management Today most of the organizations have built up different programs for the training of their employees. Usually, companies offered tuition reimbursement package to their employees so that they can improve their knowledge and education. It has been found by the Corporate University that almost 10 percent of employees are entitled for this benefit (Rosenwald 2000).

Furthermore, only senior management and those employees who are at top level are entitled for tuition reimbursement (Rosenwald 2000). As a result, thereof, many organizations conduct in-house training programs for their employees that are more beneficial and cheaper. Training section of the organizations attempts to concentrate on job proficiency whereas the corporate department is proactive with an additional strategic approach. Training program is a planned education component and with exceptional method for sharing the culture of the organization, which moves from one job skills to understand the workplace skill, developing leadership, innovative thinking and problem resolving (Meister, 1998). Employee development programs includes a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later apply on their jobs (Gerbamn 2000).

knowledge of I.T. to their employees. For a new task training must be given to employees so that they can easily cope with new task. It should be the responsibility of the organization to assure that employees have knowledge, skills and abilities, and these skills must be according to the required level of the job. Furthermore, when employees need required skills and knowledge it should be provide them on the right time without any delay. In the result thereof, companies required to make sure that employee can learn whenever they required (Garger 1999).

To complete this purpose organizations required the internet and computer-based learning segments. The basic reason for career planning as quantity of employee training program is not merely to support employees to think that their employers are financing in their career, furthermore, keep in mind that they help employees to manage various characteristics of their lives and a clear promotion track. Employers cannot make promise with employees for their job security, but they provide them opportunities to improve their knowledge and skills, so that they can remain sustain in job market (Moses 1999).

Career development of the employees should be established on bright career path which employee can easily recognize and gave it worth (Nunn 2000). To achieve this purpose, employee must classify their work, work priorities and current skills they have to do their job. Therefore, employees can start identifying the jobs that would require in future and set of skills to manage those jobs (Moses 2000). As result thereof, employee should improve understanding to work, better accountability for career and strategy for action to attain upcoming goals. The main problem suffer by organizations is to commit this practice, which may take some employees to leave the organization and look around for certain job vacancies outside the organization (O'Herron and Simonsen 1995).

Furthermore, sometimes employees feel the risk of right sized of employee in the organization. The key element of career planning and employee development is goal setting. Therefore, it has been described that learning programs support employees to enhance their performance instead of just increasing their work competencies (Gerbman 2000). It is better to give the opportunity to employees to perform their jobs in a better way and if they need help, organizations must provide them proper tools to perform the job. Development programs help the employees to learn and facilitating them to become a critical philosopher (Garger 1999). Sears Roebuck & Co. remains careful on this idea as organization doesn't want that all employees think similar but the organizations need to give those employees conceptual skills to think in a different way (Gerbman 2000).

An employee from Tires Plus described that he educated additional about the organization instead of just doing his work and this assist him to think in what way he can positively influence on the goals of the organizational (Dobbs, 2000). Individual should improve their knowledge so that organizations get them hand to hand and pay them good salary. It is the main responsibility of the organizations to provide opportunities to their employees, but individual should take

initiative to use those opportunities for the betterment of their future career (Garger 1999). Employee training programs should create in a way that it not only accomplishes its goals but have optimistic consequences on employee and organization. The organizations which are using employee development programs are getting positive results from the individuals by using this program.

2.1.3.2. Objectives and Goals of Training

Training is short-term while development is long-term for the main reason that development is achieved after a series of training and learning as well as education has taken place. In a short sentence, it could be said that training leads to development“. Training aims at improving the current work skills, attitude and behavior, while development effort is directed towards various forms of learning activities that nurtures individual to exercise a broader or increase future responsibility (Armstrong, 2009:674).

The main objectives of training in the organization are to achieve human resource strategies through ensuring that the organization has skilled, knowledge and competent people required to meet both the current and future needs and challenges of the organization and individual development (Armstrong, 2009:550). However, the effort and process towards training is driven by these three participants of the training; the trainee, the trainer and the manager while the bulk of the task in achieving training objectives depends on the trainer and the manager (Tshukudu, 2009:92).

For the purposes of this study training activity has been categorized into three main broad and commonly used techniques; on-the-job, off-the-job and on/off the job training. And each represents unique delivery personnel that assist the organization in achieving the aim of any of the chosen techniques. The major advantages in using on-the-job training technique are that it is a way to develop and practice a given role; technical, selling, manual and administrative skills required for the effective performance in the organization and it can produce immediate result as the individual performs the assigned duty (Armstrong, 2009).

It is important that managers that will carry out the training responsibility are trained and developed so as to be able to achieve an effective outcome at the end of the training period. Also, the success of an off-the-job training technique in the organization depends also on the manager or line managers by making sure those trainers are capable of easing learning transfer and that the individual to be trained is selected when training needs assessment has been conducted (Obisi, 2011:181). This will ensure that the right training is offered to the right individual and trainers are monitored so as to ensure that the right contributions are made.

The aim of training needs assessment allows the organization to identify and compare the actual level of individual with the desired level of performance that individual required performing at its optimum (Sherazi et al, 2011:1436). Need assessment gives more understanding of the reasons for training and the best technique to be adopted in order to solve performance problems and development practice. In this sector trainings are characterized mainly to involve informal method depending on the training need of the organization and the purpose of training. The commonest form of formal training used by most of the organizations are induction or orientation, e-learning, job rotation, coaching, meeting, and other in-house face to face training such as conferences, workshops and seminar (Okpala and Wynn, 2008).

The focus of organizations training should be enhanced the organizational human resource capability and strengthen its competitive edge, at the same time the employee's personal and career objectives are further achieved and generally contribute to the value of the employee development (Babaita, 2010:279).

2.2 Training Needs Assessment

Meeting the many requirements of clients, fellow associates and society has become a requirement for organizational success (Popcorn, 1991; Kaufman, 1998). In response of this increasing demand of both internal and external clients "need assessments" have become a mainstay in organizational management of recent years. With a history that can be traced in part back to 1952 (Moore and Dutton, 1978), the needs assessment process has become integral part of many organizations. Private and public sector organizations alike are making great strides at identifying and prioritizing performance problems, intervention requests and/or resource requirement as well possible organizational contributes. Training needs assessment is recognized as the first step in any Human Resource Development intervention (Leigh, et al., 2000). However, Desimone, et al., (2002) contested that in analyzing HRD needs, four levels of needs has to be analyzed. They include assessing the needs of the organization, individual employees' skills, knowledge and attitudes, and their functional responsibilities as well as departments' needs. A Needs Assessment is a systematic exploration of the way things are and the way they should be. These things are usually associated with organizational and/or individual performance (Stout, 1995).

A needs assessment should be designed to identify and prioritize needs, while a need analysis should break and identified need into its component parts and determine solution requirement (Watkins and Kaufman, 1996). Practical and pragmatic needs assessments provide a process for identifying and prioritizing gaps between current and desired results (Kaufman, 1998, Kaufman et al, 1993; Watkins and Kaufman, 1996). Need Assessment is defined as an investigation, undertaken to determine the nature of performance problems in order to establish the underlying causes and the way in training can address this (Erasmus et al, 2000).

Goldstein (1993) describes need assessment as the phase of the instructional process that provides the information necessary to design the entire program. A training gap is defined as the difference between the required standard of the job and incumbent's performance. Need identification is the starting point in any training activity. Need identification or assessment is not a routine function, because it should be conducted carefully and in a diagnostic manner (Al-Khayyat&Elgamal, 1997).

The assessment begins with a "need" which can be identified in several ways but is generally described as a gap between what is currently in place and what is needed, now and in the future (Miller et al, 2002). The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. Indeed, there are various reasons why needs assessment is not conducted as it is described as being a difficult process, time consuming and lack of resources in carrying out the tasks (Hill, 2004).

On the other hand, Desimone, et al., (2002) argued that incorrect assumptions are usually made about needs analysis being unnecessary because the available information already specifies what an organization's needs are. Furthermore, it was contested that there is a lack of support for needs assessments as HRD professionals are unable to convince top management of its necessity (Reid and Barrington, 1994).

According to Miller et al (2002) the needs assessment is the first step in the establishment of a training Program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment. The ultimate aim of the need analysis is to establish: 1) what needs actually exist; 2) whether they are important; 3) how the need become apparent; 4) how they were defined; 5) how they may best be addressed and 6) what the priorities are (Erasmus et al, 2000).

Any thorough need assessment phase must address three key areas: the organization, the job and the individual. Organizational assessment considers the proposed training within the context of the rest of the organization. An important consideration is whether or not the proposed training will be compatible with the organization's mission, strategy, goals and culture (Erasmus et al, 2000; Goldstein, 1993; Van Dyk et al, 1997). Gould et al (2004).

Training needs analysis is the initial step in a cyclical process which contributes to the overall training and educational strategy of staff in an organization or a professional group. The cycle

commences with a systematic consultation to identify the learning needs of the population considered, followed by course planning, delivery and evaluation. The second crucial aspect of need analysis is the job and its concomitant duties and responsibilities. This is called task analysis and different methods such as; the critical incident methods are used. Once the duties or task in which training is needed are identified, the detailed analysis of each task may begin. The purpose of this step is to ascertain if the task is important and if training is essential and then to determine the procedure that should be taught. It is important to determine which employees should receive training and what their current levels of skill and knowledge are (Erasmus et al, 2000; Van Dyk et al, 1997).

The assessment perspective (applied conducting a need assessment) attends to the harvesting of data to identify the gaps between current results and required / desired results and the place those needs in priority order on the basis of the costs to meet the need compared to the cost to ignore them (Kaufman, 2000; Kaufman, et al 2001). The final purpose of need analysis is to identify the criteria to be used in judging how proposed interventions will yield pay-off. In the business impact ISD model it is critical for the design team to agree up front about criteria for success. Benefits are the returns attributable to those investments. The designer should identify measurement and ensure that those factors are measured during subsequent phases of the project (Molenda et al 1996).

According to Molenda et al (1996) the seeds for ultimate acceptance and use of the solution are planned at the beginning of the phase. The goal is to identify key people, think about how the solution to the problem will affect each of them and start to pursue their buy-in. According to Van Dyk et al (1996) the purpose of a strategy or a plan of action is to establish needs, regardless of the level or type of needs assessment to be undertaken. Rouda and Mitchell (1995) identify priorities and importance of possible activities. Once the need analysis has been completed, the needs that were identified are translated into measurable objectives that can guide the training process.

Training objectives should focus on the behavior component, which describes in clear terms what a learner has to do to demonstrate that he or she has in fact learned. Behavioral training objectives state what the person will be able to do, under what conditions and how well he or she will be able to do it (Erasmus et al, 2000; Van Dyk et al, 1997; Molenda et al).

2.2.1. Levels of Training Needs Assessment

Need assessments offer performance improvement initiatives as unique opportunities to approach performance improvement from a variety of level: individual, organizational and/or societal level. Conventional “business wisdom” usually only defines two levels or organizational planning and decision-making: organizational (macro) and individual/ small group (micro). Kaufman (1997) suggests that this limited frame-of-reference has kept business focused on a

“conventional bottom line”. But a new paradigm of societal value-added has emerged (Popcorn, 1990; Drucker, 1973; Kaufman, 1998) and with it a “societal bottom line” as well as societal (mega) level of planning and decision making.

Van Dyk et al (1997) refer to three levels of training needs: Macro (need of national and even international interest), Meso (organization’s specific requirement) and Micro level (only one person’s or a small population’s need). Mathews, et al (2001) training needs assessment is dominated by senior management decision and supervisors’ opinions. The skills inventory is the most widely applied formal technique. Organizations tend to pay more attention to customers and work groups when defining training needs. In general, objective and formal methods should be adopted more widely (e.g., training audits).

Planning and evaluation are key elements in the effective delivery of training that will satisfy business or operational needs within an organization. For managers to begin to take responsibility for training of their people they need to be able to understand the needs of the people they manage and how these can be met with a variety of training methods.

There are three types of training or learning needs. These are:

Organizational – training needs are those relating to the competence of individuals in their jobs, what those individuals do in their jobs, and what they should do to ensure that the organization is able to meet its objectives. An example of this could be the ability to care for customers.

Occupational – training needs are those which relate to skills, knowledge and attitudes an individual must have to carry out a job irrespective of who he or she is. An example could be a typist requiring word-processing skills, or an operator in a call center knowing how to use the software and the knowledge of relevant products or services.

Individual (personal) – needs relate to the needs of the individual job holders. For example, a manager may wish to learn keyboard skills in order to be more effective in his or her job, even if this is not a prerequisite for the job. This will also include interpersonal skills development.

2.3. Design Training Programs

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

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, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training and development must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set.

Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014). Effective training and development 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 learning. (Mathis & Jackson, 2011)

2.3.1. Training Techniques and Methods

There are many methods of training employees in organization. The range of training methods used has been expanded by the application of technology in its “hard” (for example through computing technology) and “soft” (for example through instructional design) approaches (Sadler-smith et al, 2000). Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess (Sims, 1996). Once you have decided to train employees and have identified training needs and goals, you have to design training program (Dessler, 2005).The Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both (Coles, 2000; Tennant, 1995)

2.3.2. On the Job Training Method

On-the-job training (OJT) is having a person to learn the job by doing it (Dessler, 2005: Sims, 2006) whereas (Tennanat et al, 2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training. (Coles,2000) concludes that it is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. However, off-the-job training provides opportunities to widen the boundaries of the teaching and can often be a useful initial step ahead of on-the-job training.

Van der Klink and Streumer, (2002) suggests that the frequent use of this type of training stems from three incentives, the favorable relationship between training costs and benefits, the responsibility to train just-in-time; and the expectation of appositve transfer of what was learned to the employees’ work situation. However, Jacobs et al, (1995) investigated the costs and benefits of OJT. On the contrary the findings by Jacob indicate that OJT does not always result in favorable benefits. From the empirical data that are available, it is not possible to deduce whether OJT is an effective form of training, or what the factors that determine its effectiveness. The following are the methods used in training on the job employees. Job rotation means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005).

Similarly, Matthews and Ueno, (2000) argued that job rotation is the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get an holistic view of the activities of the organization. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism-the feeling that only my department is important and others" problems are not worthy of my concern. Furthermore, Job rotation injects new ideas into the different departments of the organization (Matthews and Ueno, 2000). Lecture method involves trainers communicating through spoken word what they want the trainees to learn (Noe, 2005).

Classroom lectures are used in many organizations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts. The advantages of lecture method is that it is quick and a simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees. Similarly lecture method as its own limitations like communication of learned capabilities is primarily one-way-from the trainer to the audience and Lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not. In computer-based training (CBT), the trainee uses computer-based and or DVD systems to interactively increase the knowledge or skills (Dessler, 2005).

Computer-based training services are where an employee learns by executing special training programs on a computer relating to their occupation. CBT is especially effective for training people to use computer applications because CBT program can be integrated with the applications as they learn. CTB can take a variety of forms: Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training, installing learning software on workstation computers, which allows employees to switch back and forth between job applications and training programs as their workload demands (Sims, 2006). CBT programs have practical advantages. Interactive technologies reduce learning time by an average of 50%. In addition, its cost effective once designed and produced, and encourages instructional consistency, mastery of learning, increased retention, and increased trainee motivation (Sims, 2006)

2.3.2.2. Off-Job Training Methods

Classroom training approaches are conducted outside of the normal work setting. In this sense, a classroom can be any training space set away from the work site, such as the organization cafeteria or meeting room (Sims, 2006). Conducting training away from the work setting has several advantages over on –the-job training. First, classroom setting permit the use of a training technique, such as video/DVD lecture, discussion, role playing simulation. Second the

environment can be designed or controlled to minimize distractions and create a climate conducive for learners.

Smith, (2000) suggests that this method develops learners who are inquisitive, guide learners through the process of learning and applying effective oral and written communication skills encourage learners to acquire the skills required to function in work environment. Electronic learning or e-Learning or eLearning is a type of education where the medium of instruction is computer technology. No physical interaction may take place in some instances (Berge, 2008). Simulation is a reproduction of an event or an item. But true simulation has a specific goal in mind-“to mimic, or simulate, a real system so that we can explore it, perform experiments on it, and understand it before implementing it in the real world. Simulation makes imitated situations available to the learner to practice rather than having them jump into the real experience. Simulation is a necessity when it is too costly or dangerous to train employees on the job (Dessler, 2005).

Role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills (Maier, 1983). this was supported by (Dessler, 2005) when he wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation.

2.4 Implementing of Training

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

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program. The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288).

Besides to this as described by Cowling and Mailer (1998), consideration regarding the timing of the training should be made. It is also important to find a venue away from the normal place of

work to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it. Finally, the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.5. The Evaluation Systems of Training

Evaluation of training is the most essential aspect of training program. Generally, all good training programs start with identification of training needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures that whether candidates are able to implement their learning in their respective workplace or to the regular routines (Nagar, 2009).

Phillips (1991) defined evaluation as a systematic process to determine the worth, value or meaning of something. Holli and Colabrese (1998) also defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. It is the process of forming value judgments about the quality of programs, products and goals. Boulmetis and Dutwin (2000) in their own part defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. Schalok (2001) defined effectiveness evaluation as the determination of the extent to which a program has met its stated performance goals and objectives.

Evaluation, in its crudest form, is the comparison of objectives with effects answer the question of how far training has achieved its objectives. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made. In other words training evaluation refers to process of collecting and measuring the outcomes needed to determine whether training is effective (Hamblin, 1974).

Any training implemented in an organization effort must be cost effective. The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? To answer this we must evaluate training which already given to employee (DeCenzo, Robbins, Verhulst 2010:199).

Evaluation aims to collect all necessary information as a feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle. Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement (Burrow and Berardinelli, 2003). It identifies where a T&D department could prove that it adds

valuable service or adds value to the organization's performance. In other words, training evaluation helps in interpreting the training costs and measures the benefits of T&D program against the employees' total performance. From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work.

Bee and Bee (1994) state that it is necessary to evaluate T&D programs, since the evaluation process improves the efficiency and effectiveness of training programs, displaying the organization's impression about trainers' performance in the program and helps them to improve their training skills and justify the expenditure on the programs. Therefore, it could be argued that, as long as an organization pays attention and emphasizes training evaluation to identify training contributions, training is viewed by this organization as an important organizational function that improves or helps to improve the organizational performance. Thus, an effective and ongoing planning and evaluation system for training is essential for ensuring adequate return on investment for the resources spent, in achieving its objectives, in improving the training program and in providing evidence of the techniques, in improving the training program and in providing evidence of the techniques used to document training quality.

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

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

However, Kirkpatrick's evaluation model is the one most commonly used by many organizations (Hale, 2003). According to Kirkpatrick (1996), there are four stages to be considered when evaluating training effectiveness: reaction, learning, behavior and results level. Kirkpatrick argues that effectiveness of training efforts can be evaluated according to the following four important criteria.

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

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

The Behavioral Level: This level answers, whether people use what they know at work? (Hale, 2003). The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal.

The Result Level: This level of measurement finds out what are the outcomes of applications on the job over a given time? (Hale, 2003). This level of measurement reflects the efficiency of achieving the T&D program and the organization's objectives. This level of evaluation focuses on the impact of behavior change on the organization's performance. Because changing employees' behavior and attitudes is not the final objective of T&D, the end results should include things, such as: improved productivity, better quality, lower costs, more speed, fewer accidents, improved morale, lower turnover and, ultimately, more profit and better service. To determine the cost efficiency of training, recent return on investment (ROI) is used to find out whether the monetary values of the results exceed the cost of the program. Therefore, the final phase in the training and development program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment, training objectives, design, implementation and evaluation process is a continual process for the organization.

2.6 Challenges in Training

Training faces different problems and obstacles in organizations. Atiyyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the

inadequate need analysis or assessment, irrelevant curricula, un participative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training in any service render organizations.

According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training as a solution to performance deficiency.

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

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

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

Training Budget: it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials (Monappa and

Saidayain, 1999). In contrast to the above statement, many organizations are reluctant to allocate sufficient budget for training because they assumed that the result of training on organization's achievement is not immediate (Kaila, 2006).

However, it will be readily essential that if managers, supervisors and departments are closely work with training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if training budget is planned in a proper manner an organization can be free from misuse of resources. In summary, it could be said that T&D should play a strategic, proactive and influencing role, rather than just simply an implementing and reactive role. Top management support and leadership and line mangers' participation are very important requirements for successful strategic T&D. Unfortunately, SHRD does not exist in many organizations for many reasons, such as the organization's lack of or ill-defined strategic objectives and the cost of T&D is often considered high in many organizations. Some organizations do not analyze T&D needs properly and evaluating the training program outcomes stage is ignored or just focused on employee satisfaction and reaction (Stone, 2002).

2.7. Empirical Reviews

A number of researches that have been made by many researchers will be trying to assess and examine the practices of employees training using proposing their own hypotheses. Each of the researches has their own distinctions and conducted with different context and in different country. However, their findings are almost the same. Rama Devi V, NagurvaliShaik (2012) Conducted a study on Evaluating training effectiveness - a measurement model in India. Training contributes in such a way that employees can enhance their dexterity. There is a causal relation between training and employee performance. Training helps organizations in achieving their strategic objectives and gives organizations a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness. It is not just sufficient to conduct a training program. Organizations should evaluate whether training & development programs are effective and producing desired results. Proper evaluation is the base to effective training. Training evaluation should be a regular system by the fact that trainees are transient groups. They attend training program to acquire specific skills and return to work to apply them. Over time, new knowledge and skill becomes necessary; again, they return to training program (Asian journal of management research, 2012).

Chris Obisil (2011) Conducted a study on Employee Training in Nigerian Organizations. In his Study Training are the tonic employees need to enhance their performance and potentials that will in turn enhance organization effectiveness. Personal and awkward influences are affecting employee-training efforts. Liaises-Faire approach to employee training is retrogressive. A situation where organizations believe that training is an act of faith, that employees should find their way is fought with dangerous consequences. Some organizations are accepting training programs from their friends and relatives which are not based on the need of their organization.

On the other hand, some employees do not show seriousness whenever they are sent on a training program. They come late, in some cases, on a five-day training program; they would show up only on the last day.

Training should therefore be based on the need of the organization. It must benefit the employee in terms of performance and knowledge which will in turn affect the organization. As it is, some of the micro and macro institutions designed to train and equip employees with the necessary skills and knowledge are not doing very well in terms of number of people these institutions train. We recommend strongly that all Training Institutions in Nigeria like company training institutions, Institute of Personnel Management of Nigeria, Industrial Training Fund, Centre for Management Development, Administrative Staff College of Nigeria, Financial Institutions Training Center etc. should be reinvigorated to bring about effective training and development capable of sustaining organization to winning a competitive advantage (Australian Journal of Business and Management Research, 2011).

Henry Ongori, Jennifer ChishamisoNzonzo (2011) Conducted research on training practices in an organization: an intervention to enhance organizational effectiveness in Botswana. Here, an organization uses various methods, for instance job rotation is used to train employees in this era of globalization. Similarly, various methods are used to evaluate the training programs. The findings of the research showed that training of employees has a positive effect to the individuals and the organization at large. For instance, training of employees improves communication in an organization, transfer of skills and knowledge, improves job performance, encourages teamwork, boosts the morale of employees and leads to job satisfaction. Various approaches are used to evaluate the training programs but the commonly used is the reduction of accidents in the workplace and decline in material wastage. There are many methods used to train and develop employees, but the research showed that mostly used method is job rotation (on-the-job) and role playing (on the-job). The two methods were found to be the widely and mostly used by the organizations under investigation.

However, (Schuler and Jackson, 1996) suggested that decisions concerning delivery sites and methods might be constrained by the type of learning that is to occur, as well as the considerations of costs and time. The implication of this study is that it will broaden the literature of training in organizations. Furthermore, this study would spur debate among managers to come up with various strategies to ensure that employees are trained and developed to be strategically positioned cope with any changes in the business environment. Finally, the study will provoke various managers to understand the need for training of employees in their organizations (International Journal of Engineering Management Science, Vol.2 (4) 2011: 187-198).

2.8. Conceptual Framework

Training 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 process, though the contents are the same. According to Kulkarmi (2013), there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs.

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 an important part of Training. 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 METHODOLOGY

Introduction

This section of the study deals with the methodology being used in the study, which includes research design and approaches, target population, sample size, sampling technique, data source, data collection instrument, and method of data analysis.

3.1 Research design and Approach

Research design is a plan or blue print for conducting the research (Babbie and Mouton, 2008). The main function of research design is to enable the researcher to anticipate what the appropriate research decisions are likely to be and to maximize the validity of the eventual results. The study used descriptive research design to assess data being collected. Besides, quantitative research approach was used.

3.2 Target population of the study

The target populations of this study are the administration and the academic staffs of Kotebe Metropolitan University which are 1136 employees.

3.3 Sample design

Sampling is a process of choosing a smaller and more manageable number of people to take part in the research process and generalize the result to the whole of the research population (Catherine, 2002)

In order to determine the sample size, the researcher use single stage simple random sampling using proportion ()

$$n_0 = \frac{Z^2 pq}{d^2} = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} = \frac{0.9604}{0.0025} = 384$$

$$n = \frac{n_0}{1 + \frac{n_0}{N}} = \frac{384}{1.338} = 287$$

Where

Z= 95% confidence interval= standard score= 1.96

$p = \text{probability of success} = 50\% = 0.5$

$q = \text{probability of failure} = 50\% = 0.5$

$d = \text{margin of error} = 5\% = 0.05$

Then using PROPORTIONAL ALLOCATION, we will allocate sample size for each strata

$$n_h = \frac{N_h}{N} * n$$

$$n_1 = \frac{N_1}{N} * n = \frac{646}{1136} * 287 = 163$$

$$n_2 = \frac{N_2}{N} * n = \frac{490}{1136} * 287 = 124$$

Therefore, I will select 163 from strata 1 and 124 from strata 2

3.4 Sampling Technique

As explained in the above subjects or target populations of this study are Academic and Administrative stuffs of the Kotebe Metropolitan University are selected through Stratified Random Sampling techniques for questionnaire based on each department of the Kotebe Metropolitan University. Stratified sampling technique is used to select samples from the existing employees of the organization in each department of the respondents are required to have their own representative from the total sample size. Stratified sampling guarantee specific departments within a population are adequately represented in the sample.

As it is mentioned in Kothari (Kothari, 2004) stratified sampling results in more reliable and detailed information and enables to get more representative samples. In The scope of the research being limited to the target population of 1136 total staffs of Kotebe Metropolitan University found in Novemeber,2020, in each department Simple random sampling technique was employed once the two different strata are identified based on departments.

On the other hand, purposive technique of sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or to conform to some criteria set by the researcher (Sekaran, 2003). Based on this Kotebe Metropolitan University learning and development unit leaders and trainers will be selected through purposive technique of sampling for interview.

3.5 Data sources

Generally, data will be collected from primary and secondary sources. The primary data will be collected through questionnaire methods of data collection. The secondary data will also be gathered from different published and unpublished books and other relevant materials.

3.6 Data collection Instruments

In this study, to obtain accurate and relevant information to this research: questionnaire and document analysis are used as data collection tools.

The data collection procedures are as follow: The questionnaires are administered to each subject in face-to-face situation to control extraneous variables such as copying and writing other's opinion that may affect the validity of information and to brief unclear questions.

In addition the questionnaires are distributed for each subject in their tea break and other favorable times to avoid unwillingness and in order to make them be able to fill the questionnaires.

The questions are closed ended with 5 Likert scales, because these kinds of questions mostly clear and helps to get opinion from respondents. This clear and short information also used to analyze easily.

The questionnaires are in English language as it is the working language of the university.

3.7 Data analysis

After the required data are collected from the primary sources, analysis had done through quantitative data analysis methods. The data entry and cleaning are done by using SPSS Version 20 and descriptive statistics helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training practice in the Kotebe Metropolitan University. In addition, Frequency and percentage are used to present the data. And Tables also used to ensure easily understanding of the analysis. Finally, the result of statistical analysis are summarized, tabulated and interpreted appropriately.

3.8 Ethical Issues and Considerations

The study is conducted in such a way that it considers ethical responsibility. Ethical responsibility includes, 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 are confidential and are not be used for any personal interest.

Chapter Four

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

Introduction

This chapter presents the data analysis and discussion of the research findings obtained from data collected from the survey questioner. Response for the measures on the questioner are summarized and presented using tables

4.1 Demographic Profile of the Respondents

The first part of the questioner contains three items about the demographic information of the respondent .It covers the data of respondents ,such as gender ,educational qualification and work experience.

Table 4.1 Respondent profile

Factors	Categories	Frequency	Percent
Gender	Male	163	56%
	Female	124	43.2%
Educational level	Diploma	4	1.4%
	Degree	31	10.8%
	Masters and above	252	87.8%
Service year	Below five years	36	12%
	5-10 Years	79	27%
	Above 10 years	172	59%

As shown in Table 4.1 above, concerning the gender distribution of the respondents 163(56%)were male and 124(43.2%) were female. This implies that male respondents overweight the female respondents.

According to the educational level of the respondents ,as shown in the table 4.1 above, The finding clearly shows that majority 252(87.8%) of the respondent had Masters and above, followed by 31(10.8%) are degree holders. This indicates there is a higher level of expertise in terms of level of education.

When we see the tenure of respondents in the university ,as shown in the table 4. above, the majority 172(59%) of respondents worked in the university for a period of 10 years and above followed by 79 (27%%) worked for a period of between 5-10 years. This implies that higher number of respondents who participated in the study worked in the university for a long period so this help to give right answer to the prepared questioner.

4.2 The assessment on how training practice are conducted based on policy and program

4.2.1 policy based training

Table 4.2 Assessment on how training practice are conducted based on policy and program

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	St. deviation
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage		
The university has defined training policy and program	37	12.9%	102	35.5	9	3.1%	122	42.5%	15	5.2	2.91	1.23
Training practice are conducted based on policies and program	35	12.2%	111	38.7%	7	2.4%	125	43.6%	7	2.4%	2.85	1.18
Training policies and program are integrated to the objective of the organization	33	11.5%	116	40%	31	10.8%	107	37.3%			2.73	1.08
Training policies and program are based on need assessments	42	14.6%	114	39.7%	22	7.7%	105	36.6%	4	1.4%	2.73	1.14

As it is shown in the above table the majority of the respondent with the mean value of 2.91(42.5%) agreed on the existence of defined training policy program on the university. Also the majority of the respondent with the mean value of 2.85(43.6%) agreed on training practice are conducted based on policies and program.

Further, they were asked about training policies and programs are integrated to the objective of the university and the majority with the mean value of 2.73 (40%)disagreed and also as to the

question training programs are based on need assessment the majority of the respondent with the mean value of 2.73(39%)disagree on the this point.

Training policies are necessary to provide guidelines for those responsible for planning, and implementing training ,to ensure that a company’ resources are allocated to priority requirements, to provide equal opportunities to training throughout the company, and to inform employees training opportunities (kenney and others,1979).Even though the university has defined training policy and program they are not integrated to the objective of the university and they are not designed based on need assessment.

4.3 Training need assessment

4.3.1 Assessment on How Training Needs Being Prioritized and Identified

Table 4.3 Training need assessment

Items	Strongly disagree		disagree		neutral		Agree		Strongly agree		Mean	St.deviation
	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage		
In the university training conducted based on need assessment	55	18.1%	122	42.5%	41	14.3%	72	25.1%			2.46	1.05
In the university training needs are prioritizing properly	57	19.9%	128	44.6%	45	15.7%	57	19.9%			2.35	1.01
The university reviews its strategies and objective to reveal valuable information for training and development	33	11.5%	131	45.6%	54	18.8%	67	23.3%	2	0.7%	2.56	0.99
Training needs analysis methods used by your organization produces relevant findings on performance gaps	39	13.6%	145	50.5%	59	20.6%	44	15.3%			2.37	0.90
Training needs analysis methods of the organization	46	16.0%	137	47.7%	53	18.5%	45	15.7%	6	2.1%	2.40	1.00

enables to clearly identified the required training that employees need to perform their job												
Training needs assessment which is conducted in your organization can be able to differentiate problems caused by employees lack of skills, knowledge and abilities	41	14.3%	161	56.1%	44	15.3%	41	14.3%			2.29	0.88

The tables 4.3 above show the responses of the respondents whether Training and is conducted based on needs assessment. For the question whether training practice are conducted based on need assessment or not, with the mean value of 2.46 the majority respondents 112(42.5%)strongly disagree . For the question whether Training and needs are prioritizing properly or not with a mean value of 2.35, the majority128(44.6%) respondents strongly disagreed, followed by57(19.9%) of the respondents disagreed.

Respondents were asked whether the university reviews its strategy and objective to reveal valuable information for training. Based on that with the mean value of 2.56 the majority respondents strongly disagreed 131(45.6%),and 54(18.8%) of respondents were being neutral. In addition respondent , were asked whether the practice of training need analysis method used by your university produce relevant findings on performance gaps or not; with the mean value of 2.37,the majority of respondent stronglydisagree145(50.5%)and59(20.6%)respondent were neutral.

In addition respondents were asked whether the practice of training needs analysis method of the university enables to clearly identify the required training that employees need to perform their work. Thus with a mean value of 2.40 the majority of respondents strongly disagree 137(47.7%) and the 53 (18.5%) respondents were neutral. At last, respondent were asked whether the practice of training needs assessment which is conducted in your university can able to differentiate performance problems caused by employees lack of skills ,knowledge and abilities. . Thus, with a mean value of 2.29, the majority of the respondent161(56.1%)strongly disagreed and respondents44(15.3%) remain neutral. strongly disagreed, the majority 93(53.1%) of the

respondents disagreed, on the other hand 22(12.6%) respondents remaining being neutral, 30(17.1%) of the respondents agreed.

Need identification is the starting point in any training practice .Need identification or assessment is not a routine function ,because it should have to be conducted carefully and in a diagnostic manner(Al-Khayyat and Elgamal ,1997)As discussed in the questioner training is net conducted based on need assessment in the university. A need assessment should be designed to identify and prioritized needs, while a need analyses should break and identified needs into its component parts and determine solution requirement(Watkins and Kaufman,1996).As discussed above in the response of the questioner ,training needs are not prioritizing in the university properly.

Training needs assessment is recognized as the first step in any Human Resource Development intervention (Leigh, et al., 2000). However, Desimone, et al., (2002) contested that in analyzing HRD needs, four levels of needs has to be analyzed. They include assessing the needs of the organization, individual employees“ skills, knowledge and attitudes, and their functional responsibilities as well as departments“ needs. A Needs Assessment is a systematic exploration of the way things are and the way they should be. These “things” are usually associated with organizational and/or individual performance (Stout, 1995). As discussed above in the questionnaire, no review of strategies and objectives to reveal valuable information for training practice in the university as a result doesn't produce relevant findings on performance gaps, couldn't able to clearly identify the required training that employees“ need to perform their job and couldn't able to differentiate performance problems caused by employees“ lack of skills, knowledge and abilities in the university.

4.4 Training program design

4.4.1 Assessment on training plans, objectives and roles are designed

Table4.4 Training program design

The tables 4.4 above show the responses of the respondents whether the university has realistic and

	Strongly disagree		disagree		neutral		Agree		Strongly agree		Mean	St. deviation
	Frequenc	percentag e	Frequenc	percentag e	Frequenc	percentag e	Frequenc	Percentag e	Frequenc	percentag e		
The organization has realistic and measurable training objectives and roles	49	17.0%	149	51.7%	26	9.0%	53	18.4%	10	3.5%	2.3	1.0
The organization training plan has been developed in accordance with the strategic plan	45	15.6%	143	49.7%	42	14.6%	47	16.3%	10	3.5%	2.4	1.04
Training and plan of the organization is well communicated to all employees	57	19.8%	143	19.7%	45	15.6%	40	13.9%	2	0.7%	2.25	0.95
Training program of the organization is designed compatible with the actual job to be performed.	56	19.4%	129	44.8%	50	17.4%	50	17.4%	2	0.7%	2.34	1.0
The organization Training programs able to improve skills, knowledge and attitude of employees which can increase performance on the job	49	17%	99	34.4%	51	17.7%	82	28.5%	6	2.1%	2.64	1.12

measurable training objectives and roles. As it is stated in the tables with a mean value of 2.39 the majority 149 (51.7%) of the respondents strongly disagreed. Respondents also asked whether the university training plan has been developed in accordance with the strategic plan or not. As indicated in the tables with a mean value of 2.42, the majority 143(47.7%) of the respondents strongly disagreed, 45 (15.6%) of the respondents disagreed, and 47(16.3%) respondents agreed. Besides, in this study, sample respondents were asked to respond that whether Training plan of the organization is well communicated to all employees. Thus, as indicated in the tables above, with a mean value of 2.25, majority 143(49.7%) of the respondents strongly disagreed, and 40 (13.9%) of the respondents agreed, 45(15.6%) respondents remaining being neutral, 21 (16.8%). Further, respondents were also asked whether Training program of the university is designed compatible with the actual job to be performed or not. As stated in the tables 4.4 above with a mean value of 2.34, the majority 129(44.8%) of the respondents strongly disagreed, 50 (17.4%) of the respondents agreed and neutral as the same time. For the question whether The university Training programs able to improve skills, knowledge and attitude of employees which can increase performance on the job: As indicated in the tables with a mean value of 2.64, the majority 99(34.4%) of the respondents strongly disagreed, and 82 (28.5%) of the respondents agreed on the question.

Training a design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007). The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014). As discussed above in the questionnaire, the university training plan is not developed in accordance with the strategic plan, the university has no realistic and measurable training objectives and roles. Lynton and Pareek (2000) argue that to enhance individual motivation for training, the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants feel confident that the training foci are clear and shows perceptive concern for people taking part in the program. The study revealed that, in Kotebe Metropolitan University Training plan is not well communicated to all employees. As discussed above in the responses, the university Training program is not designed compatible with the actual job to be performed. Human Resource Management (HRM) practices of training enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organizational productivity (Huselid 1995). As discussed above in the questionnaire, the university training programs

couldn't able to improve skills, knowledge and attitude of employees which can increase performance on the job.

4.5 Training Program Implementation

4.5.1 Assessment on How Training is Implemented

Table 4.5 Training program implementation

Items	Strongly disagree		disagree		neutral		Agree		Strongly agree		Mean	St.deviation
	Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage		
The organization gives both on-job and off-job training	46	16.0%	87	30.2%	48	16.7%	89	30.9%	13	4.5%	3.02	2.54
The delivery method that the organization used is convenient to get the necessary knowledge and skills.	39	13.5%	101	35.1%	54	18.8%	87	30.2%	6	2.1%	2.7	1.09
The organization implements participatory training delivery method.	40	13.9%	106	36.8%	47	19.8%	75	26.0%	9	3.1%	2.67	1.1
The trainers in my organization can transfer and demonstrate the training appropriately	41	14.2%	100	34.7%	65	22.6%	66	22.9%	15	5.2%	2.7	1.11
The trainer was capable and knowledgeable about the subject matter.	33	11.5%	110	38.2%	64	22.2%	62	21.5%	18	6.3%	2.72	1.11
The training materials and teaching aids are complete and appropriate to the level of trainees	36	12.5%	107	37.2%	64	22.2%	77	26.7%	3	1.0	2.66	1.03
The training environment is conducive to conduct training	36	12.5%	129	44.8%	63	21.9%	54	18.8%	5	1.7%	2.52	0.99
The training a delivery method has enabled me to transfer the skills acquired back to my job.	39	13.5%	125	43.4%	48	20.1%	63	21.9%	2	0.7%	2.52	1.0

As shown in the table above, the university gives both on job and off job training; as indicated in the table above with the mean value of 3.02, 46(16%) of the respondent strongly disagree and 87(30.2%) of the respondent disagree. On the other hand the majority 89(30.9%) of the respondent agreed that there is both on job and off job training practice in the university. Besides respondent also asked whether the delivery method that the University used is convenient to get the necessary knowledge and skill or not; as indicated in the table above with the mean value of 2.7, the majority 101(35.1%) of the respondent strongly disagree followed by 87(30.2%) of respondent agreed on the point raised. The respondents were also asked whether the university implements participatory training delivery method, with the mean value of 2.67, the majority 106(36.8%) of the respondent disagree. On the otherhand 75 (26%) agree.

Question were raised about transfer and demonstration of training programs, as indicated in the table above with the mean value of 2.7, 100(34.7%) of the respondent disagree followed by 66(22.9%) of the respondent agree and 65(22.6%) of the respondent were neutral.

Further sample respondent were asked the question that trainers are capable and knowledgeable about the subject matter; as indicated in the table above with the mean value of 2.72, the majority 110(38.2%) of the respondent disagree followed by 64(22.2%) of the respondent were neutral and 62(21.5%) agreed on the point. . The respondents also asked about training materials and teaching aids are complete and appropriate to the level of trainees, with the mean value of 2.66, the majority 107(37.2%) of the respondents disagree, and 77(26.7%) of respondents agree followed by 64(22.2%) being neutral.

The respondent also asked about training environment is conducive to conduct the training; as indicated in the table above with the mean value of 2.52, the majority 129(44.8%) of the respondent disagree followed by 63(21.9%) of the respondent were neutral. For the question the training delivery method has enabled me to transfer the skills acquired to back to my job; as indicated in the table above with the mean value of 2.52, the majority 125(43.4%) of the respondent disagree followed, 63(21.9%) of the respondent agree.

The Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both (Coles, 2000; Tennant, 1995). As discussed above in the questionnaire, even though the university gives both on-job and off-job training, The delivery method that the

university used is not convenient and participatory to get the necessary knowledge and skills. In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). In addition, the trainers were not capable and knowledgeable and can transfer and demonstrate the training and appropriately in the university and training materials and teaching aids are complete not and appropriate and the training environment is not conducive. The training delivery method has also not enabled the trainees to transfer the skills acquired back to their job.

4.6 Training Evaluation

4.6.1 Assessment on How Training Evaluation is Conducted.

Table.4.6 training evaluation

Items	Strongly disagree		disagree		neutral		Agree		Strongly agree		Mean	St.deviation
	Frequenc	percentag e	Frequenc	percentag e	Frequenc	percentag e	Frequenc	Percentag e	Frequenc	percentag e		
The organization tests the trainees before and after the program	54	18.8%	125	43.4%	54	18.8%	43	14.9%	11	3.8%	2.14	1.07
The organization asks the trainees through questioners at the end of the training	48	16.7%	120	41.7%	45	15.6%	67	23.3%	7	2.4%	2.52	1.09
The organization asks the trainees through questioners at the end of the training program The organization	35	12.2%	127	44.1%	55	19.1%	58	20.1%	12	4.2%	2.29	1.06

Asks the trainees" manager or immediate supervisor												
The organization Looks the performance appraisal report to evaluate the training	37	12.8%	115	39.9%	60	20.8%	66	22.9%	9	3.1%	2.63	1.06

Tables 4.6 in the above show the responses of the respondents whether the university tests the trainees before and after the program With the mean value of 2.41, 23(13.1%) majority 125(43.4%) of the respondent disagree. On the other hand 54(18.8%) of the respondent were neutral, 43(14.9%) of the respondent agree. The respondent responded regarding whether the university asks the trainees through questioner at the end of training program; as indicated in the table above with the mean value of 2.52, 120(41.7%) majority of the respondent disagree. On the other hand 45(15.6%) of the respondent were neutral, 67(23.3%) of the respondent agree . They are also responded whether the university asks the manager or immediate supervisor about the training program; as indicated in the table above with the mean value of 2.59 , the majority127(44,1%) of the respondent disagree followed by 58(20.1%) of the respondents agreed and 55(19.1%) of the respondent were neutral. Finally in this study respondents were asked to respond whether the university looks at the performance appraisal report to evaluate the training ; as indicated in the table above with the mean value of 2.63 the majority 115(39.1%) of the respondent s disagree and the majority and 60 (20.8%) of the respondent were neutral, 66(22.9%) of the respondent agree .

Evaluation of training is the most essential aspect of training program. Generally all good training and development programs start with identification of training and needs and ends with evaluation of training (Gopal, 2009). As discussed above in the questionnaire, the university doesn't test the trainees before and after the program and doesn't ask the trainees through questioners at the end of the training and program. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of training. These indications could be

collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal. As discussed above in the questionnaire, organization doesn't ask the trainees' manager or immediate supervisor and doesn't look the performance appraisal report to evaluate the training.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Summary of findings

The major purpose of this study is to assess the training practices and challenges in the case of Kotebe Metropolitan university and examine the problems they have encountered in designing and implementing training programs. The study forwarded viable recommendations that help to mitigate the problems of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and practices in Kotebe University. In doing so, it benefits not only to leaders and experts of the learning and development unit, but also to managers and all staffs of Kotebe university, by giving them better information pertaining to employee training practices. Therefore, in order to address the research problem the study focused on answering the following basic questions. How does training practices of KMU have been conducted based on policies and strategies?, How does training and needs being prioritized and identified in KMU?, How does training and practices are being designed and implemented in KU?, How does training practices are being evaluated in KMU? And what are the problems of KMU training practices?

Descriptive survey method was employed to conduct the research. Stratified sampling technique and Purposive sampling method was used to select sample respondents. From the total target population of 1136 employees of the KMU, a sample size of 287.(124 academic and 163 administration staff) respondents was selected. Questionnaires, document analysis and observation were used as data gathering tools. Based on this, 287 questionnaires were distributed to respondents, of which all usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics was used. Whereas, the data obtained via document analysis has been analyzed quantitatively.

Finally, the data collected from the responses were analyzed; interpreted and major findings are summarized and presented as below:

It was found that majority of the employees agreed on the existence defined training policy in their university. Majority of the respondents also agreed for training practice are conducted based on the policies and programs. Also majority of the respondents were positive on training practice are conducted based on the policies and program.

The majority of the respondents were, negative on the practice of need assessment for the training program in the university

Most of the respondents were also negative on the practice of designing training program. Because the training program plans and objectives as well as roles are not realistic and measurable.

Even though the university gives both on-job and off-job training program, the delivery method that the university used is not convenient to get the necessary knowledge and skills.

In relation to training evaluation, majority of respondents disagreed that the university tests the trainees before and after the program and majority of the respondents were negative of that the university asks the trainees through questioners at the end of the training program.

Generally, most of the information obtained qualitatively confirmed that the training practices not conducted based on, need assessments, plans and objectives in the university and no evaluation is undertaken before, during and after the training programs.

5.2 Conclusion

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

It was revealed in the findings of this study that KMU has defined policy and the training practice

However ,trainings are not conducted based on need assessment., the practice of conducting needs assessments are not prioritizing properly, the university doesn't reviews its strategies and objectives to reveal valuable information for training and needs analysis methods used by the university doesn't produces relevant findings on performance gaps, doesn't enable to clearly identify the required training that employees" need to perform their job and can't able to differentiate performance problems caused by employees" lack of skills, knowledge and abilities.

The success of training should be measured in terms of the objectives set. KMU has no realistic objectives and roles, and the university training plan has not been developed in accordance with the strategic plan also it is not well communicated to all employees.

The university Training programs are not designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job.

Even though the university gives both on-job and off-job training, the delivery method that the university used is not participatory and convenient to get the necessary knowledge and skills. The trainers in the university were not capable and knowledgeable about the subject matter and can not transfer and demonstrate the training appropriately, the training materials and teaching aids are not complete and appropriate to the level of trainees and training environment are not conducive to conduct training, also, the training delivery method has not enabled employees to transfer the skills acquired back to their job.

Training and evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Nagar, 2009). As it is stated in the study, ,KMU doesn't test the trainees before and after the program, doesn't ask the trainees and the trainees" manager or immediate supervisor through questioners at the end of the training , in general the university doesn't look the performance appraisal report to evaluate the training .

5.3 RECOMMENDATIONS

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

Training plays an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and their staff. Training bring improvement on the competency and capability of employees, employees performance, greater versatility and adaptability to new technology, higher job satisfaction and motivation, higher customer satisfaction, improved decision making, quality service, etc.

Thus, researcher strongly recommended that the university should give due attention on policy designing, needs assessment, planning, implementing and evaluating training programs. When training conducted base on need assessment, properly, training needs assessment is a wise investment for the organization. It saves time, money and effort by working on the right problems.

Therefore, training and needs assessment should be conducted by involving all stakeholders (trainees, trainers, consultants, HRM department, higher officials etc.) in the sector in order to avoid ineffective and inefficient use of resources.

In general Conducting training needs assessment by employing the three levels of needs assessment: organizational, task and person analysis. Training needs to be considered seriously, Training needs to be integrated and derived from organizational strategies, plans and policies; Training should be linked to promotion and reward systems; Training problems and challenges need to be solved and employees need to be encouraged to attend Training programs.

The practice of conducting needs assessments should be prioritized properly and the university should review its strategies and objectives to reveal valuable information for training.

The University training delivery method should enable employees to transfer the skills acquired back to their job. When giving more attention to external training provider organizations need to consider the quality of external Training centers and, when studying the external training offers, the quality and appropriateness need to be taken into account.

Coordination and cooperation between these organizations and the external providers is required rather than over dependency on them to manage Trainings especially the evaluation process. Training can be very wasteful if it is not carefully planned and supervised.

The training plan should integrate into the strategic plan of the university. Thus ,such practice must be applied because a strategically focused human recourse training approach helps the university to achieve the predetermined objectives, However the training plan should be communicated in detail rather than informing its availability in general sense to all employees through available means such as in the form of outlook, booklets, posting on the organization's websites and workshops. Objectives are the starting point for training and design, giving a rational for selecting methods and content.

The University should exert efforts to let the trainees know the objectives of the training before the session by using different communication methods such as e-mails, outlook, notice board, or face to face approaches if possible.

Moreover, in setting and developing the objectives, it should be in consideration of the strategic plan and involve trainees and external consultants. This enhances employee's skills, help employees to do their job and keeping employees informed of technical change. The university should equip its employees with the necessary skill, knowledge and attitude on teaching and management skills, capabilities and competencies needed to meet its vision admission.

Employee satisfaction and commitment are important issues, thus, they should pay more attention as to how to satisfy those employees an increase their commitment. Training program evaluation provides feedback that enables the university, the trainers and the trainees to determine what was more and less effective in practice in order to assist in determining the value of training activities on subsequent personnel performances.

In order to achieve this, the university should:

Evaluate the training program given to employees before, during and after the training programs through participatory evaluation process. The evaluation should be made based on the objectives of the planned training program.

Formulate clear training evaluation criteria in order to effectively measure the results obtained from the training program delivered to employees for all levels of evaluation, namely, the reaction, learning, behavior change, and results.

Employ appropriate training and evaluation methods such as: formats, questionnaires, requesting trainee's supervisors about their observation and assessment of trainees learning, assessment of the worth, impact, result and effectiveness of the programs.

Build further effort to make the training programs to be pleasant to the participants so as to enable them actively participate in the training program. Besides, the university has to work hard on the changing of trainees' attitude and behavior through rigorous interventions and assessment. The effectiveness of employees training on the other side heavily depends on the availability of adequate budget.

Thus, KMU should allocate adequate budget for employees training activities. Moreover, KMU should take responsibility and initiative to find donor partner to alleviate the shortage of budget for employees training practices.

APPENDICES

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St. MERY'S UNIVERSITY GRADUATE STUDIES

Questionnaire on “Assessment of employees training practice and challenges,
In the case of Kotebe Metropolitan University”

Introduction

Dear Respondent,

I am a postgraduate student in the Department of Human Resources Management and presently conducting a research in Training , practices and challenges in the case of Kotebe Metropolitan University.

As a part of my thesis, I would like to gather some information from you who will help me in Assessment of Training , practices and Challenge in the university.

You are kindly requested to complete the attached questionnaire as honestly as possible. The information being solicited from you is purely for academic purposes. All information provided by you will be treated confidentially; hence, your name and that of your Signature are not required. Your honest completion of this questionnaire will assist in generating information that will help organization to improve Training services and get employees knowledge and skill. Hence that enhances quality service delivery and improved productivity.

Instructions

There questionnaire will be prepared in close-ended questions. These Close-ended questions are rating scale type questions. Rating scale questions offer 1-5 rating scale, with answers ranging from strongly disagree to strongly agree or very dissatisfied to completely satisfied you will put X or √ in front of each items in the given tables below. If clarification is needed, my phone number is-0912-20-55-31. Thank you for your cooperation.

Table1. To know Demographic Composition of Respondents.

Sex		Educational Levels			Service of years in the organization		
Male	Female	Diploma	Degree	Masters and above	Below 5 years	5-10 years	Above 10 years

Table 2. To ascertain that training practices of Kotebe Metropolitan University are conducted based on Policies and programs

item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The university has defined training policy and program					
Training practice are conducted based on policies and program					
Training policies and program are integrated to the objective of the university.					
Training policies and program are based on need assessments					

Table 3. To indicate the ways how training needs are being prioritized and identified in Kotebe Metropolitan University

item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
In Kotebe Metropolitan university training conducted based on need assessment					
In the university training needs are prioritizing properly					
The university reviews its					

strategies and objective to reveal valuable information for training					
Training needs analysis methods used by your organization produces relevant findings on performance gaps					
Training needs analysis methods of the university enables to clearly identified the required training that employees need to perform their job					
Training needs assessment which is conducted in your organization can be able to differentiate problems caused by employees' lack of skills, knowledge and abilities					

Table 4. To examine how training plans, objectives and roles are designed in Kotebe Metropolitan University

item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The university has realistic and measurable training objectives and roles					

The university training plan has been developed in accordance with the strategic plan					
Training plan of the university is well communicated to all employees					
Training of the university is designed compatible with the actual job to be performed.					

The university Training programs able to improve skills, knowledge and attitude of employees' which can increase performance on the job					

Table 5 To examine how training is implemented in Kotebe Metropolitan University

item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The university gives both on-job and off-job training					
The delivery method that the university used is convenient to get the necessary knowledge and skills.					
The university implements participatory training delivery method.					
The trainers in my organization can transfer and demonstrate the training appropriately					
The trainer was capable and knowledgeable about the subject matter.					
The training materials and teaching aids are complete and appropriate to the level of trainees					
The training environment is conducive to conduct training					
The training delivery method					

has enabled me to transfer the skills acquired back to my job.					
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Table 6. To identify how training evaluation is conducted in Kotebe Metropolitan University

item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The university tests the trainees before and after the program					
The university asks the trainees through questioners at the end of the training program					
The university asks the trainees through questioners at the end of the training program The university Asks the trainees" manager or immediate supervisor					
The university Looks the performance appraisal report to evaluate the training					