ST.MARY'S UNIVERSITY

SCHOOLOF GRADUATE STUDIES

MASTER OF BUSINESS ADMINSTRATION PROGRAM

ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE

IN THE CASE OF ORGANIZATION FOR WOMEN IN SELF EMPLOYMENT (WISE)

BY

MULUEMEBET NEGUSSIE

May, 2021

Addis Ababa, Ethiopia

ST.MARY'S UNIVERSITY

School of Graduate Studies

MBA Program

This is to certify that the thesis prepared by Muluemebet Negussie, entitled: Assessment of Training and Development practice: The case of Organization for Women In Self Employment (WISE) and submitted in partial fulfillment of the requirements of Master of Business Administration.

Signed by the Examining Committee:

-------------------------------------   ------------------------

Advisor   Signature

-------------------------------------   ------------------------

Internal Examiner   Signature

-------------------------------------   ------------------------

External Examiner   Signature

Declaration

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

Name: Muluemebet Negussie

Signature: _____

Date: _____

Letter of Certification

This is to Certify that Muluemebet Negussie has carried out the research work entitle:- 'Assessment of Training and Development practice: The case of Organization for Women In Self Employment (WISE)' under my guidance and supervision. Accordingly I assure that her work is appropriate and standard enough for the submission in partial fulfillment of the requirement for the award of Masters of Business Administration.

Confirmed by: - Solomon Markos (PHD)   --------------------------   ----------------------

                Research Advisor   Signature   Date

Acknowledgements

TABLE OF CONTENT

CHAPTER FOUR

CHAPTER FIVE

List of Figures

List of Tables

Acronyms/Abbreviations

WISE – Organization for Women in Self Employment

HRM – Human resource management

NGO – Non-Governmental Organization

OTJ- On the job

CBT- Computer Based Training

DVD – Digital Video Disc

T&D – Training and Development

Abstract

The purpose of this paper was to assess the practice of training and development at Organization for Women in Self Employment (WISE). For this purpose, samples of 90 staff respondents were drawn through simple random sampling technique. Self administer questionnaire and Interview analyses were used to gather data. Data obtained through questionnaire has been analyzed with descriptive statistics (frequency and percentage). Moreover; the data obtained using interview review have been analyzed through identifying patterns and themes drawn from the participants own responses;

The finding of the study revealed that the organization's some weakness in training and development practice such as with respect to - the selection criteria, lack of well designed training and development program, suitability of training period and trainers have skill and capability of the training program. However, before-training evaluation has not been given much emphasis by the organization, since it is a means to assess the cost-benefit of the human resource training and development program to the organization, as most of the time evaluations are implemented after training and development program was conducted. But in the other hand there are some strength drawn from the research the training techniques appropriateness, the training facility appropriateness, the training method and there is proper training policy. Thus, the organization should carry on its strengths and should improve its weaknesses by applying clear and scientific principles regarding human resource training and development. Frequency distribution was used to see the individual result of the study. Relevant literatures were also studied about topics related to this study. Recommendation and conclusion form the last part of this paper.

Keywords: Training, development, training need assessment, training evaluation and methods of training , WISE

<center>**CHAPTER ONE**</center>

1. INTRODUCTION

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

1.1. Background of the study

Training and development plays an important role in achieving the goals of any organization, as it not only increases productivity and effectiveness for the organization, but also for the employee's .Similarly, it plays a crucial role in improving the organization's employee productivity. Employees are a valuable asset of any organization and their importance should not be underestimated (Armstrong, 1999).

According to Cardy (2010), the terms preparation and growth are not synonymous. Normally, instruction focuses on providing specialized skills and addressing employee performance deficiencies. On the other hand, growth refers to the initiative to provide workers with the potential skills required by organizations .Training and development outcomes increase efficiency, strengthen work knowledge and expertise at all levels of the enterprise. Similarly, it increases the morale of the workers and encourages them to align with the organizational objectives (Katcher& Snyder, 2003).

Employees benefit from training and development as it helps them make smart choices as well as problem-solving skills, promotes self-confidence and self-development. In addition, it allows workers to reduce tension; stress, anger and conflict by enhancing work satisfaction, acknowledgement and interaction skills (Katcher and Snyder, 2003).Globally, Evans, Pucik and Barsouux (2002) argue that, as a result of the impact of globalization as well as technological, political and environmental shifts, organizations face intensified competition. Such factors motivate businesses to embrace preparing their workforce in order to prepare them to adapt to these conditions, thus improving their efficiency.

In Ethiopia, a study by Addis Ababa City Government, (2013) reports that Ethiopia has a large number of non-profit organizations with diversified skills that have used a considerable amount

<center>1</center>

of human capital. However, these entities fulfill their training needs in a disorganized way. Training is more or less unplanned as well as unsystematic in these organizations (Garavan, 1997). Other organizations, however, set out to rationally define the needs of training, design and conduct activities and then ultimately analyze training outcomes (Beardwell & Holden, 1993)

Each organization has a set of goals to accomplish through the use of different resources, such as personnel, machines, materials and money. All these resources are important, but the most important of all is manpower. Employee output, therefore, directly affects organizational productivity. Employee output thus refers to the achievement or functioning successfully against the goals of set organizations (Richard et al. 2009). They need to practice insistent training and growth for companies to succeed and for their company's success (Pearce & Robinson, 2005). This is because, because they have the right qualifications, service quality is enhanced by well trained workers Non-governmental organizations (NGOs) have a directive, as well as a vision of their future expectations, like any other organisation. For this purpose, NGOs also have a duty to analyze how and where they fit best, as well as what changes they need to make to achieve their goals and to continue to be relevant In particular, with increasing uncertainties, rapid economic, technological, social and political changes (Gateere, 2009). Training and growth are therefore primary in promoting employee efficiency.

In NGOS, training and development are the responsibility of the human resources management department. In every company, according to Houger (2006), human resources serve as its intellectual property and the workers are a good source of achieving the competitive advantage of the businesses. Therefore, in order to grow corporate intellectual property, training and development is the only way to create employee skills. Therefore, it is mandatory for companies to help their workers increase their dedication and help them to learn the requisite skills from the organization. This suggests that the commitment of workers to an organization's goals and priorities needs to be tailored to ensure successful efficiency (Houger, 2006).

This research aims at assessing the effect of the training and development practices offered in Organization for women in self Employment, looking at how this assessment of training can be enhanced so as to improve organizational performance, which is crucial to sustain continued existence of Local NGO in Addis Ababa, Ethiopia.

1.2. Background of the organization

Organization for women in Self Employment (WISE) is an Ethiopian Civil Society Organization registered with the ministry of justice in August, 1997 and registered with the Charities and Societies Agency in 2009. WISE commenced its full program operation in January 1998. WISE is a secular, indigenous, non-governmental organization (NGO) located in Addis Ababa, Ethiopia.

The organization has been working with low-income self-employed women and girls in their efforts to achieve self-reliance and improve the quality of their lives. The major focus areas are the economic and social empowerment of women and girls and thus, the improvement of their position and condition in society.

Vision

The vision of WISE "We envision nation where absolute poverty is eradicated, women play active part in development and live and work in a safe environment."

Mission

WISE exists to work with low-income women in their efforts to become economically empowered, develop resilient families, enjoy equal rights and become active players and beneficiaries in the development of Ethiopia.

Main objective

➢ Create employment opportunities
➢ Develop informed and resilient women leaders
➢ Build sustainable institutions
➢ Promote learning and the replication of good practices
➢ Enhance organizational capacity

Core values

The core values of WISE are Accountability, Empowerment, and Solidarity with women, participation, and partnership, commitment to excellence, respect and passion.

1.3. Statement of the problem

Training and development are systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training and development impacts organizational competitiveness, productivity and performance.

Training and development activities allow organization to adapt, compete, excel, innovate, produce, be safe, improve service and reach goals as stated by (Salas et al., 2012). Hence, it is the responsibility for all organizations to enhance job performance of the employees and implementing the training and development to overcome the challenges.

Training and development are viewed by some organizations as one of the key driving forces for improving a firm's performance. Unfortunately, the majority of governmental and private organization is not recognizing the importance of training and development to increase their organization's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training and development budgets. This will leads to high job turnover then increase the cost to hire new employees which low down the organizational productivity.

Some organizations lack training policy, absence of training units, insufficient training budget, overlooking the role of training in achieving organizational objectives, absence of guidelines for training need assessment and impact evaluation (Olowu and Adamolekun, 1999); Due to such common different problems on employee training and development practice of Organizations, it is difficult to generalize the findings of such studies in Ethiopia.

The most frequent limitation is related to the lack of expanded and up-to-date training programs for the improvement of competitiveness together with an insufficient use of the existing training facilities. This indicates that only capable in resources such as training materials and trainees are not enough unless the organization is surrounded in a well-trained employee.

However, there is still limited literature on training and development issues in developing countries (Debrah& Ofori, 2006). Studies of issues associated with training and development of employees in less- developed countries are rarely found. Therefore, understanding the training

and development practice and organization performance is also important because training and development are one of the key driving forces for improving a firm's performance.

This research work is aimed at finding answer to questions relating to the assessment of training and development practice in Organization for Women in self Employment (WISE).

1.4. Research questions

To achieve the intended objectives as well as the research problem stated above, the following questions were designed.

1. How does training need assessment activities look like in the organization?
2. What are the training methods employed to carry out training and development?
3. Are training and developments given for employees appropriate to do their jobs in the organization?
4. Which steps of training and developments evaluation are employed in the organization?
5. To what extent employees are satisfied with the training and development practices of the organization?

1.5. Research objectives
1.5.1. General objective

The main objective of this research was to assess the employees training and development practice of Organization for Women in Self Employment (WISE).

1.5.2. The specific objectives

1. To identify the training need assessment activities in the organization.
2. To describe the training methods used to carry out training and development.
3. To determine the appropriateness of training and developments given for employees to do their jobs in the agency.
4. To identify which steps of trainings and developments evaluation are employed in the agency.
5. To discuss the overall employees satisfaction with the training and development program that they have received.

1.6. Significance of the study

The purpose of conducting this descriptive study on the practices of employees training and development in Organization for women in self employment: It will assist the organization in developing an effective training and development program as well as increasing management understanding of the organization's training and development options. Assuming a training and development program, the organization will utilize this as a reference material. In addition to that the organization will gain the valuable comment to the past way of training and development practices and modifying its status on the scientific way.

1.7. Scope and limitation of the study

1.7.1. Scope of the study

This study focused on the Local NGO which is located in Addis Ababa Organization for Women in Self-Employment (WISE) headquarter in Nifas Silk Lafto. The organization intended to assess employee training and development practices. The sample respondents include staffs of the organization who are working on a permanent and temporary basis. In terms of number of participants, 90 employees will be taken as representative data from 118 employees at the office to manage it well nearly 76% of the population has been considered for the study.

The dimension of organizational effectiveness has measured by training implementation, training evaluation, and employees' satisfaction on training and development to study the problem. However questionnaire was used to collect the required information from the respondents. The assumption that the data collected through the distribution of questionnaires would be adequate to safely conclude about the training and development practices of the organization by using simple descriptive statistics.

1.7.2. Limitation of the study

The researcher may face some limitations while carrying out the research. It is known that WISE has only one office in Ethiopia; because of this limitation the researcher couldn't get enough information from different point of view. Besides, locally written literature in the area is scarcely available. This might limited the researcher in having sufficient literature reviewed on the current organization issue of study area context. lack of time and money will be the other constraints.

Finally, the condition of the whole staff members was busy to give enough time for the researcher and voluntarily problem of subordinate of the organization may be among the encountered problems during data collection.

1.8. Definition of key terms

Assessment- in this study an assessment refers to the process of gathering and identifying information about practices of employees training and development in Organization for Women in self Employment.

Employees- refer to workers employed by the Organization for Women in self Employment.

WISE- refer to Organization for women in self employment.

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

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

Training Evaluation – is a way to evaluate the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes (Noe, HollenBeck, Gerhart, & wright, 2008)

1.9. Organization of the study

The study is organized in five chapters. The first chapter includes background of the study, back ground of the organization, statement of the problem with basic research question, objective of the study, significance of the study, limitation of the study and definition of terms. The second chapter is deal with review of related literature. It includes both theory as well as empirical evidences related to the study topic. The third chapter is about methods of the study. It describes the type and design of the research to be per sued, concepts adapted from previous studies, detail description of participants/sample/ of the study, data sources, data collection tools and procedures, methods of data analysis and the like. The fourth chapter covers results and discussions about the research topic based on the result of third chapter. Here, the results/findings of the study summarized and interpretation as well as discussion with the use of related literature review explained. Finally, the fifth chapter explains the summary, conclusion and recommendation part of the study.

CHAPTER TWO

2. Review of the Related Literature

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

2.1. The Concept of Training and Development

According to Noe (2001), organizations that embrace training and development practices are better able to retain their customers, suppliers, employees, shareholders, and other stakeholders over time because they are seen as more trustworthy and better custodians of the various stakeholders' interests. As a result, the company's financial performance improves. According to Myles (2002), a firm that attempts to properly train and develop its people, as well as reward them for their efforts, would have motivated employees who are more inclined to engage in their work, hence boosting their performance and loyalty to the company. Consumers will receive better service from these same staff, which will result in more return business and recommendations from delighted customers. Increased sales from recurring customers and recommendations will result in higher earnings for the company, which will improve shareholder returns. As a result, the greater returns on investment benefit the shareholders, who may decide to expand their investment in the company.

Employee training, according to Wiesenberger and others (1986), is described as providing new and varied skills to employees in order for them to do their tasks. According to Armstrong (2006), "training can refer to the process of providing personnel with skills, knowledge, and abilities with the goal of boosting organizational capacities and performance."

Development is a broad, multi-faceted collection of actions (including training) intended at raising someone or an organization to a higher level of performance, generally in preparation for a new career or function in the future (McNamara, 2008 as cited in Amsalu,2017).

Training and development, according to Neelam et al., (2014), are planned learning experiences that teach people how to execute present and future duties. Training and development are two processes that are frequently linked. Training can be utilized as a proactive approach of

developing skills and expertise to avoid difficulties, as well as an effective tool for fixing any skills or performance gaps among employees. Development can be utilized to come up with answers to workplace issues before they become a problem or after they have become a concern. Training is the process of changing one's behavior, attitude, and skills via education, instruction, and practice. The primary goal of training is to help an organization achieve its short and long-term goals through enhancing its human capital. Training and development aren't done just for the sake of training; they're done to meet a specific demand.

These efforts have a wide range of applications in the modern workplace, ranging from teaching in very specific job skills to long-term professional development. In recent years, training and development has become a recognized profession with distinct theories and approaches, as well as a formal company function and an integral component of strategy. As a means of supporting employee growth and gaining a highly skilled workforce, an increasing number of organizations of all sizes have adopted "continued all earning" and other parts of training and development. Indeed, the quality of employees, as well as the continuous improvement of their skills and productivity through training, is now widely recognized as critical factors in ensuring a company's long-term success and profitability, as well as creating a corporate culture that encourages continuous learning (Mamoria 1995). As a result, in today's workplace, training and development are significantly more appropriate than training alone, because human resources can only reach their full potential when the learning process extends beyond the routine (Pallavi,et al, 2013).

According to Abeeha and Bariha (2012), while assessing a training process, it is critical to consider who is participating in the training, the style and design of the training, and whether the main objectiveivity of the training is being met or not (Choo&Bowley, 2007). Stephen and Bowley (2007) concentrate on the return on investment in training methods that improve employee and organizational efficiency. The quality of a trainer is another important factor that influences training productivity. The success or failure of the training is determined by the training course design and the trainer selection.

Employee performance can be improved through effective training and development programs. Training is the process of bridging the gap between present performance and the desired standard. Training can be delivered in a variety of ways, including coaching and mentoring, peer cooperation, and subordinate engagement. This collaboration allows individuals to actively participate on the job, resulting in improved performance and, as a result, improved organizational performance. Effective training benefits the company in a number of ways, including the fact that it aids in the development and maintenance of capabilities on both an individual and organizational level, and so aids in the process of organizational change (Valle, Martin, Romero, & Dollan, 2000). Different organizational strategies necessitate individualized human resource strategies. Staffing, training and development, motivation, and maintenance must all stress factors that support the strategy through human capital-related areas such as developing, sustaining, and growing a productive and skilled workforce (Dacenzo & Robbins, 2010). Training and development is a crucial aspect of the Human Resource Management function that is particularly relevant to the optimal utilization of human resources.

People nowadays would say that training isn't as important as it once was in terms of an organization's success. Employees are a valuable yet costly resource. The HRM function of training and development is focused with aiding employees in developing up-to-date skills, knowledge, and capacities (Dacenzo & Robbins). In today's challenging and continuously changing business climate, an increasing number of firms consider personnel as the key to the organization's success. To fulfill client expectations and function globally, businesses and their personnel must constantly enhance their competencies (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 207).

Management of Human Resources The authors distinguish between human resource development and training.
Training, according to Steen et al. (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 207), is an organization's planned effort to assist employees in acquiring job-related competencies with the goal of applying them on the job, whereas employee development is a combination of formal education, job experience, and personal development, Relationships, personality assessments,

and competency assessments are all used to assist individuals prepare for the future of their careers.

The character of public sector training has altered in recent decades, as evidenced by the literature. Traditionally, training was thought to be job-specific, focusing on the technical skills and talents required of government personnel to complete certain responsibilities. As a result, it was distinguished from education, which was regarded as having a broader scope, being more directed toward a variety of prospective occupations, and being delivered primarily by institutions of higher learning. Individuals have traditionally earned their education first and then received training in the workplace. The line between training, education, and development has recently blurred (Van Wart, Cayer, and Cook, 1993 as cited in Amadi, 2014). As governmental enterprises become more aware of the need to assist staff in learning new technology, In many cases, training has grown to resemble what has historically been referred to as education.

De Sario et al. (1994) define training as "learning experiences aimed to improve individual employees' short-term and/or long-term job performance." In this way, training is seen as part of a continuous learning process. The mission of the organization must be related to the training (Fletcher, 1985; Fischer, 1989; Latham, 1988; Miller, 1989 ibid). As a result, when local governments design training programs, they must link them to the organization's objective, as well as the local budget and implementation.

Some scholars propose that training should be viewed as an investment decision Eurich, (1985 as referenced in Amadi, 2014), and that it should be made after thorough thought. It is generally recommended that training events be evaluated in terms of their ability to influence individual job performance, rather than isolated experiences that may or may not contribute to the success of the business. McGehee and Thayer (1961) are widely credited with writing the first textbook on organizational training. They recommended a three-step process for determining the types of training and development experiences that should be implemented, including organizational, task, and human analyses.

As a result, organizational analyses concentrate on a company's ability to facilitate training. The knowledge, skills, abilities, and other personal traits required to do the agency's mission are the

focus of task analysis. Person assessments are focused on the individual's needs, identifying personal traits that the individual possesses. When planning training events, there are two main questions to consider. The first concern is how a particular course should be delivered. Who should take part? Where should the course be held? What kind of learning aids should be employed in the course? The development of a learning environment that optimizes knowledge transfer is a second question. It is not enough for trainees to be able to learn; they must also be ready to seek out new skills on the job. Adults learn in different ways than children, according to the field of adult education. Adults must first understand why they should study anything.

2.1.1. Training and Development Theoretical Framework

Although the terms Training and Development are sometimes used interchangeably, they have distinct meanings. Training entails instructing operational or technical staff on how to perform the job for which they were engaged. Development,' on the other hand, is the timetable, program, and process of putting it into action, with the goal of educating managers and professionals how to employ the skills needed for both current and future work. (Griffin, 2000).

Training and Development must include inputs that allow participants to gain skills, grasp theoretical concepts, and aid in the acquisition of long-term vision. In addition, ethical orientation, emphasis on attitudinal adjustments, and stress on decision-making and problem-solving abilities are all necessary (Griffin, 2000). It is a frequent job of human resource management in today's world for a company to provide and update knowledge, skill, and attitude of the employee in order to five quick responses for competitors in the market. Because retraining, choosing, orienting, and finally planning employees to the institution and their jobs does not guarantee success. In most circumstances, there may be a disconnect between an employee's knowledge and skills and the job's requirements.

Training and development are processes aimed at providing employees with information, skills, and a better understanding of the company and its objectives. Furthermore, training and development are intended to assist a person in continuing to contribute positively in the form of good performance. Orientation is intended to guide new employees in the direction of the company's mission, goals, and culture (Griffin, 2000).

Unless new workers are introduced to the business and their new tasks, managers, and work groups at Orientation, starting a new job can be a lonely and confusing experience. The newcomer frequently has no idea what to say to it, who to say it to, or even where he or she is meant to be and do the work. Getting started is difficult for every new employee unless anything is done upon it, simply because being new implies not knowing what to expect, having to deal with a huge life transition (the work), and feeling uncertain about the future. These elements indicate that "newness anxiety" will be a key factor (Aswathappa, 1998).

Despite the fact that newcomers and on-the-job employers were given training, not all training was at the same degree. This means that depending on the expertise, career path, and age of the new employee, multiple levels of orientation are required. For example, a long-serving manager who is relocating to a different department within the same organization at the same employment level may simply require minor training.

A first-year beginning manager, on the other hand, who is starting her first full-time work after studying management at a commerce school, need a full-fledged brainstorming orientation. Regardless of the trainers, any orientation is intended to make the individual feel more at ease, competent, and prepared to operate within the firm's culture, structures, and personnel mix. In order to build the right type of orientation program, it's crucial to look into the employee's background. According to Aswathappa (1998), job analysis or researching one's employee's background is beneficial to an HRD manager or other concerned body in that it can help him or her understand what a certain position requires in terms of knowledge and abilities from the incumbent. Depending on the employment requirements, training and development programs might be devised.

As previously stated, training and development programs assist employees in improving their performance. This is especially true when: I the shortfall is due to a lack of ability rather than a lack of motivation to perform, ii) the individual(s) involved have the aptitude and motivation to improve their job performance, and (iii) supervisors and peers are supportive of the desired behaviors. Conducting training methods and development has at least two separate effects on

staff stability. Employees become more productive once they have grasped the training. Employees that work efficiently contribute to the company's success. Growth provides stability to the workforce, and trained personnel are more likely to stay with the company. They rarely leave the organization, and their training allows them to be adaptable in their activities.

Beyond that, as Aswathappa (1998) points out, it can help to prevent accidents, scrap, and damage to machinery and equipment through training. Furthermore, it effectively reduces job discontent, complaints, absenteeism, and staff turnover. The main focus of training and development, according to the American Society for Training and Development Competency study, Models for Excellence, is "identifying, assessing, and helping to develop the key competencies that enable individuals to perform current or future jobs through planned learning" (Scannell & Donaldson, 2000).

Employee Training: Employee training is intended to help employees improve their skills in their current position. Employee training focuses on current job-skill requirements, whereas employee development aims to guarantee that the firm has the requisite talent on hand to address future human resource needs (Dacenzo & Robbins, 2010, p. 190). Individual development is centered on a future role inside the company for which the employee will require extra skills (Dacenzo & Robbins, 2010, p. 190). The relevance of training for the success of most companies has long been recognized. As new technology advances, making certain occupations and abilities obsolete, the necessity for a skilled and highly trained workforce becomes increasingly important. Many of the positions that have been replaced by robots are unskilled or semi-skilled, emphasizing the importance of higher education and skills for those seeking employment in the future.

Workplace training and staff development are critical components of a firm's and, ultimately, a country's competitiveness. Rapid development, particularly in the field of technology, necessitates employees learning new skills and upgrading their existing ones on a regular basis (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 208).

2.2 The Importance of Training and Development

"If you want to plan for a year, sow seeds," said KuanChongtzu, a renowned Chinese man. Plant trees if you want to plan for ten years. Develop man if you want to plan for a lifetime." This remark clearly emphasizes the significance of training and development in organizations. Training and development activities are a continuous process that begins on the first day on the job and culminates in the development of skills for high performance and morale (Dacenzo& Robbins 2010).

An effective training program accomplishes its objectives by instilling skills and behaviors that will aid the organization in achieving its objectives (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 209). It entails the use of formal methods to convey knowledge and assist people in acquiring the skills they need to do their jobs well (Armstrong, 2006, p. 575). Training can contribute to the development of a more productive, skilled, and adaptive workforce (Holbeche, 2009, p. 146). The benefits of training on employee performance, when done effectively, can frequently foster growth in both the worker and the employee (Katcher & Snyder, 2003).

The training program trains people for future positions within the company, allowing it to adjust to change, reduce turnover, increase worker safety, improve customer satisfaction and product design, and achieve a variety of other objectives (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 208). Most people associate employee development with intrusive all-day group training sessions. Unfortunately, this hated approach to employee development is the polar opposite of how it should take place and feel to employees. Training, evaluation, educational initiatives, and even feedback can all be used to help employees develop. The benefits of training on employee performance, when done effectively, can frequently foster growth both inside the employee and within the organization (Katcher & Snyder, 2003). Employees who receive training that is tailored to their specific needs or the aims of the company will become more productive. Each organization must provide training for its personnel in order to be prepared for quickly changing conditions and normal attrition (Scannell & Les, Human Resource Development: The New Trainer's Guide, 2000, p. 2).

Training in problem-solving, communication, and time management, according to Attaran and Nguyen, is essential (Attaran & Nguyen, 2000). Applebaum et al. (1999) propose conflict resolution training (Derek, Laura, & Stephen, 2005, p. 295).

Employee development entails learning that isn't always relevant to the employee's existing position (Steen et al, 2009, p. 230). It, on the other hand, trains individuals for various positions inside the company and boosts their capacity to move into jobs that may not yet exist, according to them. Formal education, assessment, job experience, and interpersonal relationships are the four basic areas of employee development initiatives (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 231).

Employee development is also linked to employee career advancement and management. Organizations choose, appraise, assign, and develop employees to offer a pool of skilled people to fulfill future demands through career management (Jackson & Rowley, 2011, p. 12). The goal of career development is to offer employees with the required knowledge and assessments to assist them achieve their career objectives. Career development, on the other hand, is the individual's duty, not the organization's (Decenzo & Robbins, 2010, p. 36). Despite the numerous causes and benefits received from training, training and development programs fail in the majority of cases.

This is true regardless of whether the course is held at one of the greatest universities or is taught by a well-known instructor. This indicates that there are elements that influence training. Feedback is a necessary prerequisite for skill acquisition to be successful. Employees can be trained mentally by going over the events in their brains to ensure they are adequately prepared.

In the early phases of learning, it is critical that information is provided correctly. This is because if errors are not caught early, the employee will be severely harmed when they are discovered later. Indeed, if employees have used such poor skills for years, it is possible that they will never be repaired. The importance of practice in the skill-building industry when one considers how much time people spend honing the skills required for their jobs, acquisition becomes critical. Job training's major goal is to provide employees with the knowledge and skills they need to perform well in their domains of expertise.

There are a variety of obstacles on the job that impede learning from being transferred, according to (Kreitner & Kinicki, 2007).

These include the following:

- ✓ The transfer of learning from the classroom to the workplace will not occur if learners perceive no value in applying new abilities, feel no benefits will emerge from doing so, or do not value the rewards.
- ✓ Individuals with little or no desire to change their behavior because job tasks are too tightly controlled cannot benefit from training until task restrictions are eased.
- ✓ If a student's supervisor is against training, there is a slim chance that the learner will use newly gained abilities. Because they have authority over rewards and punishment, supervisors have a strong influence on their subordinates' conduct.
- ✓ If a student returns to the project site only to find that his or her coworkers are skeptical of new ideas, then the training has failed.

2.3 Training Need Assessment

TNA (short for training need assessment) is the process of gathering information regarding an explicit or implied organizational need that could be addressed through training. A performance that does not reach the existing standard could be the reason for the need. It suggests there is a prescribed or optimal manner to perform a task, and deviation from it causes a difficulty. The TNA process assists the trainer and the person requesting the training in identifying the training requirement or performance gap. Due to the prospective nature of employee growth, a training demand assessment can be useful in identifying the necessary training to prepare people for future tasks.

2.4 Typical Training Methods

Core development, according to Rhernebergen and Wognum (2002), is a process that a company consciously performs in order to develop its workers to address future problems. Management should also use this approach to create a suitable human resources development program to guarantee that personnel are properly taught and their skills are enhanced as they progress up the organizational ladder to positions of greater responsibility. According to Keissler (2002), career development aids the organization's goal of showing its employees a well-articulated growth-oriented yet flexible route. On the other side, information technology has been recognized as a driver of human resource development. Powel (1997) looked into the relationship between information technology and performance and found that while information technology alone cannot provide long-term performance advantages in an organization; corporations can gain an edge by leveraging performance with information technology.

Beardwell and Holden (1994) point out that judicious use of training methods can be a very cost-effective investment when done correctly. Furthermore, they believe that if the training methods are not increased appropriately, trainees may not gain from the exercise. On-the-job training and off-the-job training are the two types of training programs. On-the-job training – this is probably the most common approach to training, and it can range from the selectively unsophisticated approach, which involves verbal instructions or demonstrations of how to use tools and other equipment, to the more sophisticated approach, which involves written instructions or demonstrations of how to use tools and other equipment. On-the-job training, according to Armstrong (1998), is beneficial in acquiring and practicing certain managerial, leadership, technical, manual, and administrative skills that a business needs to improve its competitiveness. Because the trainee works, learns, and develops skill all at the same time, it has the advantage of being current and instantaneous. On-the-job training, according to Jacob et al (1985), focuses on the development of skills in the workplace, generally under normal working settings.

On-the-job training has been utilized to develop personnel, according to Rothwell et al (1994), and often includes verbal and written instructions, demonstrations and observations, and hands-on practice imitation. On-the-job training typically consists of the following types of training: orientation or induction, apprenticeship, and refresher training. Off-the-job training — Getting away from the immediate work area to a place where the frustration and hustle of work are removed may be important at times. The trainees can learn theoretical knowledge or be exposed to new and inventive concepts as a result of this. This form of training takes place on particular courses or in a training area or center that has been designed and staffed specifically for training. Lectures, management institution training, conferences, seminars, case studies, and brainstorming are among them.

Human resource training and development methodologies, according to Lisk (1996), can be seen from two perspectives: macro and micro-practices. Internal career development systems enable organizational progression and human development, according to the micro. It also looks at how much companies think they need to improve their employees' skills in order to prepare them for future job demands. Career development information technology, job rotation, job design, job

enhancement, job expansion, 360-degree feedback, and on-the-job training are examples of these approaches. Two important training approaches were found by Decenzo and Robbins (Armstrong, 2008, p. 192). On-the-job training and off-the-job training are the two types of training.

A. On-the-job Training

1. Has long been thought to be a useful technique for increasing staff motivation. Job rotation entails lateral moves that allow employees to work in a variety of positions and get experience with a variety of activities.

2. Apprenticeships are a popular way to combine classroom learning with hands-on experience working with a seasoned veteran, coach, or mentor.

Internships allow students in higher education to apply what they've learned in class to a specific profession as part of their education. Internships range in structure from completely unstructured to quite structured, and some offer college credit. Internships are commonly regarded as a cost-effective solution for businesses to decrease recruitment costs without committing to long-term employment. Interns are also a great source of fresh ideas and innovation. Internships provide students with vital real-world experience and increase their value to potential employers. Cooperative learning: This sort of on-the-job training, which is a higher education plan that combines paid work experiences as an integrated part of academic study, was added by Steen et al(2009: 218).

B. Off-the-Job Training Methods

At this point in your schooling, you probably don't need much explanation for classroom lectures, but once you graduate from college, you might not have seen the inside of your last classroom. Many businesses combine classroom training with other means to deliver a large amount of information in a short amount of time. Such as:-

1. Instructors must be aware of the many learning characteristics of adult learners, as well as the various forms of instruction that can pique their interest in the technical, interpersonal, or problem-solving abilities they are teaching.

2. Multimedia Learning can be used to illustrate technical skills that are difficult to convey through traditional teaching approaches. This could include films and DVDs that are available for purchase online.

3. Simulating a job entails learning the job by actually doing it (or its simulation). Case studies, experiential exercises, computer simulations, virtual reality, role-playing, and group interaction are all examples of simulation methodologies.

4. Vestibule training diverts attention away from the production area to equipment that closely matches that utilized in the field. The main benefit of this training strategy is that it relieves employees of the pressure to produce while they are learning.

5. The emphasis is on acquiring the skills needed for the job. T. Hari Prakash, 2016

2.5 Evaluation of Training and Development Programs

How can you tell if a training program is successful or not? One method is to track output changes in terms of expenses, sales, production, personnel turnover, and revenue. The HRM can calculate the Return on Investment (ROI) by calculating the training benefit and dividing it by the training costs (Decenzo, Robbins, &Verhulst, 2010).

Training and development initiatives, according to Armstrong (2003), should be assessed on a regular basis to verify that goals are on track. Training should be examined after each event to ensure managerial success. As a result, evaluation must be as follows:

- ✓ Objective and targeted as an important outcome.

- ✓ Accomplished according to agreed evaluation.

- ✓ Matched with organization philosophy, culture and objective.

- ✓ Should be reasonable.

2.5.1 Levels of Evaluation

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

Level 1: Reaction:

This level assesses how participants felt about the training and provides feedback on whether they enjoyed it, thought they met their learning objectives, how much they liked the trainers, and if they have any suggestions for enhancing the training. This level assesses how the trainees reacted to the training.

Level 2: Evaluating Training:

This level displays data on the extent to which learning objectives have been met. It seeks to determine how much knowledge has been obtained, what skills have been developed, and how far attitudes have shifted in the desired direction. Testing should be used to assess learning both before and after the training.

Level 3: Evaluating Behavior

When persons who attended the program returned to their work, this level assesses how much their behavior had changed as necessary. This level assesses how well students' classroom knowledge, skills, and attitudes have transitioned to the job. Pre- and post-training evaluations should be conducted. The evaluation must determine how well specific learning objectives linked to behavior modification and the application of knowledge and skills were met.

Level 4: Evaluating Results

This is the highest level of evaluation and serves as the foundation for comparing the training's value to its cost. The goal is to establish the added value of learning and development programs and how they contribute to significantly higher organizational performance than before. The evaluation must be based on "before and after" measurements, and it must evaluate the amount to which the training's primary objectives, such as raising sales, productivity, minimizing accidents, and improving customer happiness, have been met. When evaluation outcomes can be quantified, it makes things a lot easier.

2.6. Benefits of Training and Development

Changes in technology uptake Organizations are attempting to survive, grow, and operate profitably in a volatile, even shifting environment in this era of globalization and the emergence of new technology. They must position themselves to stay current with new technology and commercial development around the world. Employees must be trained and developed on a

regular basis in order to provide even when the external environment changes and the organization's present technology becomes obsolete Nadler (1984).

Job inconsistencies are eliminated by training. Organizations must be responsive and quick to the changing environment in order to be successful. They must react quickly to changing consumer demands for quality, variety, personalization, convenience, and timeliness. There is a need to guarantee that things are done in companies in a synchronized and standardized manner. Holden and Beardwell (1997)

Human resource management has arisen as a set of guidelines for working with people. The core premise is that companies can enhance their performance by matching the size and capabilities of their workforce to the organization's productive requirements, as well as improving the quality of individual employee contributions to production. The basic goal of training and development is to remove performance gaps, whether they are present or future. Employee motivation rises as a result of training and growth. Seligman is a psychologist who specializes in positive psychology (1978). Pay, promotion, praise, and training can all be used by management to inspire employees. According to Gale (1994), motivating others is persuading them to move in the direction you want them to go in order to attain a goal. People who are motivated are those who have clearly defined goals and take actions that they believe will help them attain those goals. Training and development also improves a company's competitive advantage. Competitive strategy boils down to this. It includes the talents, resources, relationships, and actions that enable a company to seize market opportunities while avoiding threats to its desired position: With bravado (1996).

According to Armstrong (2005), many companies have realized that training and development is a strategic objective rather than a tactical response. One purpose for training and development is to provide a competitive advantage to the company.

Increased productivity is ensured through training and development. According to Armstrong (2003), all organizations are worried about what should be done to reach a high level of performance through people that can be sustained.

The goal is to create motivational methods and a work environment that will enable individuals to generate results that meet management's expectations. It also helps to improve client

interactions. Muchel'le (2007) suggests the following characteristics that improve customer relations: being good listeners and communicators with customers, being sensitive and tactful, employees being honest with the information they provide, making promises they can keep, and being loyal to customers, associates, and the company.

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

A. Goals of Training

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

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

Intra organizational validity:- Is the job performance of a new set of trainees in the same organization that designed the program equivalent to the initial training groups' job performance?

Inter-organizational validity:- Is it possible to successfully implement a training program that has been validated in one company in another? These inquiries (goals) lead to various evaluation techniques to see what, if anything, training and development has achieved. (M.Ivancevich, 2003)

B. Choose Trainers and Trainees

The right selection of the individual who will conduct the training duty is critical to the success of the training program. Personal characteristics (such as the ability to talk clearly, write persuasively, organize others' work, be imaginative, and motivate others to higher accomplishments) are essential considerations in the selection of trainers. Company trainers can help with the process of identifying needs and establishing a training program. A requirements analysis and training are also carried out by HR specialists or hired outside consultants who report to the HR manager or other top management.

Although professional trainers undertake more formal training, operating supervisors are typically the finest technical trainers, especially if the training manager assists them in preparing the material. Using operations managers as trainers overcomes the common objection that classroom training is sufficient. However, it will not work on the shop floor or on the job. The presence of qualified trainers is a crucial role in the success of the training program. (Ivancevich, M 2003)

2.7 Empirical Review

The majority of the time, an organization's success was determined by its people' skills and competencies. The study gathered data on different types of training and how training affects knowledge retention. Employee job satisfaction rises as a result of successful training programs. (Willie Golden/Thomas Acton, 2003). Continuous training and development would provide a sufficient supply of technically and socially competent personnel. According to Tahir et al. (2014), it is critical for organizations to hire skilled and capable employees in order to improve performance. Employees will be competent once they have the knowledge and skill to complete the task, and training and development will provide opportunities for employees to advance their careers and advance their positions within the organization. The efficiency of the organization would be improved as a result. The researchers also attempted to emphasize training because employees are an organization's resources and assets, and those who are skilled and trained perform better than those who are unskilled and untrained.

According to a study conducted by Kasau (2014) to analyze the relationship between training and performance, staff should be trained to develop positive attitudes about work, as well as training to develop the "how" to provide quality services to consumers. Employees should be trained and then positioned for any personal growth chances available in the firm for them to perform well. Falola et al., (2014) also claimed that training is critical for every organization's sustainability. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem solving skills. The researcher found the following studies on the impact of training and development on employee performance undertaken by various researchers to be useful in strengthening the literature.

Employee performance, improved ability to adapt to a changing and difficult business environment and technology for better performance, and increased knowledge to develop innovative and problem-solving skills. The researcher found the following studies on the impact of training and development on employee performance by various researchers to be useful to strength the literature.

Hameed and Waheed A. (2011) conducted study on the theoretical framework and models associated with employee development, as well as the impact of those models on employee performance. Employees, according to the writers, are critical components of any firm. Employee performance is so important that it determines whether an organization succeeds or fails. As a result, businesses are heavily invested in staff development and are spending enormous sums of money in this area. Certain crucial variables had been identified as part of the research.

There is a strong beneficial association between human resource management techniques and organizational performance, according to studies. According to Guest (1997), training and development programs, as one of the most important human resource management practices, improve the quality of workers' knowledge, skills, and capability, resulting in higher productivity. In the end, this relationship adds to exceptional organizational performance. The only approach to uncover employees' unmet needs and then build their required competence level so that they can perform well in order to meet corporate goals is through training.

Employee competencies evolved as a result of effective training programs, according to Wright and Geroy (2001). It not only enhances employees' total performance in order to effectively do their present job, but it also improves workers' knowledge, abilities, and attitude in order to prepare them for future jobs, resulting in greater organizational performance. Employee skills are built through training, allowing them to carry out job-related tasks efficiently and meet corporate objectives in a competitive manner.

Furthermore, Ahmad and Bakar (2003) concluded that training that achieves learning outcomes, both on an individual and organizational level, results in a high level of employee engagement. In general, the impact of training programs on employee outcomes such as motivation, job satisfaction, and organizational commitment has gotten little consideration to far. Rare research has been done to see if companies can change their employees' attitudes through suitable training interventions.

Training should be organized in such a way that it results in organizational commitment, according to Lang (1992). Employee commitment, according to Gaertner and Nollen (1989), is a

result of several human resource activities, such as succession planning and promotions, career development, and training opportunities. When all of these procedures are followed, employees perform better. Meyer and Smith (2000) also look into the link between HRM practices and organizational commitment in order to figure out what causes good employee performance.

Despite the fact that the preceding research provides proof of the benefits of training and development, Cheramieet al. (2007) claimed that, for different reasons, management is unwilling to invest in its people resources. Employees are sometimes intended to cash it for the sake of their own market value and employment potential, or willing to move jobs only because of higher salaries, resulting in business training investment as a cost rather than profit. Individuals are also motivated to invest in their career development and higher performance as a result of the organization's opposition to providing training (Baruch, 2006).

Training, according to Scott, Clothier, and Spriegel (1977), is at the heart of better organizational management because it makes people more efficient and successful. They went on to say that training has a strong relationship with all other human resource practices because (Mamoria, 1995), it allows employees to grow inside the company and increase their market value. Furthermore, training helps to shape employees' job-related behavior and facilitates their participation in the organization's success, resulting in a higher return for the company owing to superior employee performance.

Finally, many related investigations on the subject of this study have been undertaken by other scholars in various regions of the world. Any organization's survival depends on its ability to train its employees. It is also necessary for improving employee performance, increasing employees' ability to adapt to a changing and difficult business environment and technology for improved performance, increasing employees' knowledge to build creative and problem-solving skills, and avoiding obsolescence (H.O.Falala et al, 2014).

CHAPTER THREE

Research Design and Methodology

3.1 Research design

The main objective of this study was assessing the practice and problems of training and development given by the selected organization. This research employed both quantitative and qualitative design because using mixed research approaches could neutralize the bias of any single quantitative data (Creswell, 2009). Particularly, descriptive survey design was employed since it is appropriate method which enhances the research to assess the existing practices and problems of training and development at Organization for Women in Self Employment. Thus, the selected method was appropriate for this study.

3.2 Population of the study

The description of participants should identify the number source and characteristics of the sample. It should also define the population from the sample is being selected. Thus the major sources of primary information for the study are staffs of the organization. So as to perform this study, the first step was getting the total number of target population. There are 118 total populations in the organization as January 2021.

3.3. Sample size and sampling techniques

To get relevant data concerning the human resources development practices of Organization for women in self Employment (WISE), there was devotedly engagement. Since obtaining a representative sample was a critical issue in order to draw valid inferences about the population.

Random sampling was applied for generating data because this sampling method was used to consider all work units impartially.

Concerning the determination of the sample size, this study considered some important factors such as the larger the sample size, the more precise the estimation would be the difference in the characteristics of the population.

From among different methods, the one which is developed by (Carvalho, 1984) mentioned by (Kibebe Tilahun Getahun, 2011) was used considering and took on the largest sample size which is guarantee for a good sample representative and more precise result. The sample size of the study has been determined by using international research sample size determination formula.

Therefore, the sample size was determined the simplified international research sample size determination formula (Taro Yamane, 1967) as n = N

1 +N (e) 2 , with the assumption of n is the sample size, N is the total target population from the human resources management department alphabetical lists of all staffs = 118 and e is the level of precision or sampling error 5% at 95% confidence interval (±1.96) become

$$n=N/[1+N(e)^2$$
$$n= 118/[1+118(0.05)^2$$
$$n=118[1+0.30]$$
$$n=118/1.30$$
$$n=90$$

Thus, to make the data more representative, nearly 76% of the total populations were taken as respondents that were 90 staffs were included by random sampling method.

3.4 Source of data

The main emphasis of this study was assessing training and development practice in WISE. Therefore, the study's units of analysis are employees of the organizations. Therefore, the data essential for this research gathered mainly from employees and of the organizations through questionnaire and interview. The questionnaire has designed on five point rating scale (strongly disagree, disagree, neutral, agree, and strongly agree).

3.5 Data collection tools

3.5.1 Questionnaire and interview analysis

Data were obtained through personally administered questionnaires that were prepared based on literature review to address the research questions. The reason why self administered questionnaire used was it helped as a prompt and relatively low cost strategy for obtaining information in the context that was likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants had been selected and informed about the purpose of the research. The items were subsequently edited. The questionnaires have two parts. Section 1, of the questionnaire contains instruction and respondents" personal information, and section two contains statements designed to assess the training and development practices using five point Likert scales ranging from

In addition to collecting data through questioners; qualitative data collection technique, involving one-to-one interview with selected respondent was conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the institution who was selected based on purposive sampling. Before the interview, brief explanation was conducted based on the purpose of the interview to the participant and confidentiality of information that the information he provided.

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

3.6 Method of data analysis

The method of the study was descriptive analysis. Since, the study has it in mind to examine how much organizations are effective on the aspect of assessing trainings and developments to improve the capacity of the organization and the performance of the employees. This study conducted on sample Local NGO located in Addis Ababa. Using descriptive statistics such as frequency distribution and percentages to provide a simplified representation of the data.The findings of the study were presented using tables. Every table were be accompanied by result interpretation.

3.7 Data collection tools reliability and validity

In this study, validity was taken into consideration. Because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs and advisors comment in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure that shows internal validity was checked computing.

3.8 Ethical considerations

The necessary permission to undertake the study was obtained from Organization for women in self employment management. All participants were informed about the purpose of the study, confidentiality of the information, and the right not to be participated or withdraw at anytime. It was told to the participants, participating in this study will bring improvements in the implementation of the program and being participated in the study will not have any harm and used only for the academic purpose only.

CHAPTER FOUR

DATA RESULT AND DISSCUSSION

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

4.1 General information of the respondents

4.1.1 Demographic data of respondents

The first section of the questionnaire consists items about demographic characteristics of the respondents such as: sex group of respondents, age group of respondents, academic qualification of respondents, work experience of the respondents and position of the respondents to help the categorize employees because Organization for Women in self Employment (WISE) has different group of employee. The following table summarized the data pointed out certain of the respondent.

Table 1: Age and Sex of respondents

S.N	Respondents Sex	Respondents age group				Total	
		<25	25-35	36-40	41-54	Frequ.	Percen.
1	Male	-	13	4	-	17	18.89
2	Female	2	40	28	3	73	81.11
Total	Frequency	2	53	32	3	90	100%
	Percent	2.22	58.89	35.56	3.33	-	100%

Source Own survey (2021)

The researcher needed to know the general sex distribution of the respondents to categorize the employees. As indicated from the above table (4.1) number 1 represents gender group of respondents. Accordingly 17(18.89%) of the respondents male and the remaining 73(81.11%)

were females. The data shows that the representation of male respondents was found to be less when compared to female respondents. Regarding the age group of respondents as it is shown, respondents age composition in the range less than 25 years are 2(2.22%), respondents in the range of 25-35 years are 53(58.89%), in the range of 36-40 years 32(35.56%),respondents in the range of 41-54 3(3.33%) .This indicates that the majority of the groups are within the age range of 25-35 years and 36-40 years are more than the half of the age groups of the others. So the majority of the respondents are young and at the productive age level, it needs more training.

Table 2: Respondents educational status and years of service

Years of service	Educational status				Total	
	Post graduate and above	First degree	College diploma	G-12 complete and below	Frequency	Percentage
<3	6	11	-	-	17	18.89%
3-5	-	28	1	-	29	32.22%
6-8	2	10	5	-	17	18.89%
>8	-	25	2	-	27	30%
Frequency	8	74	8	-	90	-
Percent	8.89%	82.22%	8.89%	-	100	100%

Source Own survey (2021)

As noted table 2 it can be seen that the educational level of respondents from college diploma to post graduate and above. 6(8.89%) of the respondents are hold post graduate degree and above, 74(82.22%) of the respondents are first degree holders, 8(8.89%) of the respondents are college diploma holders. This shows that from respondents of the Organization for Women in Self Employment (WISE) employees from the sample respondents are BA degree holders. Most of the respondents are aware to give adequate information and they are professionals. Because of their academic states the most respondents are committed to participate in the trainings actively. Regarding to the years of the respondent's service, less than 3 years 17(18.89%), 3-5 years 29(32.22%), 6-8 years of services 17(18.89%) and more than 8 years of service 27(30%)

respectively. Hence, the majority of the work experience in the sample areas above 3 years in the organization 73(81.11%) of the respondents from the sample.

And it tells us the respondents are more interested to continue working in the organization, because it has an integrated experience and young professionals who require constant refreshment to update their skill and perform on the job through different kinds of trainings.

4.2 Quantitative results from close ended questions

4.2.1 Responses of employees

Table 3: Respondent's Filed of specialization

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Management	32	35.56%	35.56%	
Accounting and Finance	52	57.78%	57.78%	93.34%
Computer science	5	5.56%	5.56%	98.9%
Health	1	1.11%	1.11%	100%
Total	90	100%	100%	-

Source: Own survey (2021)

In table 5 it shows that field of specialization of the respondents in management field 32(35.56%) of the respondents, in Accounting and finance field 52(57.78%) of the respondents, in computer science field 5(5.56%) of the respondents and 1(1.11%) of the respondents was in health. This shows that the organization has a combination of specialties and they are performed to the goal of the organization for its effectiveness.

Table 4: Suitability of educational specialization and current position

Responses	Frequency	Percent	Valid percent	Cumulative percent
Most likely appropriate	27	30%	30%	30%
Appropriate	58	64.44%	64.44%	94.44%
Inappropriate	5	5.56%	5.56%	100%
Total	90	100%	100%	-

Source: Own survey (2021)

From the above table, shows that how appropriate is the respondents current position in the organization according to their educational specialization, So 27(30%) of the respondents most likely appropriate, 58(64.44%) of the respondents appropriate and 5(5.56%) of the respondents inappropriate. This shows that 85(94.44%) of the respondents appropriate their position so they are experts to their current functioning in the organization.

Table 5: Respondents position current functioning

Responses	Frequency	Percent	Valid percent	Cumulative percent
Training department	21	23.33%	23.33%	23.33%
Program department	13	14.44%	14.44%	37.77%
Finance department	56	62.22%	62.22%	100%
Total	90	100%	100%	-

Source: Own survey (2021)

In Table 7 it can be seen that the position of the respondents in the major departments of the organization training department, program department and finance department. 21(23.33%) of the respondents in training department, 13(14.44%) of the respondents in program department and 56(62.22%) of the respondents were in finance department. It shows that most likely the organization focus area is on capacitating the beneficiaries in different trainings and helping them to manage their finance through cooperatives in the organization.

Table 6: Responses of respondents on had opportunity of training

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	88	97.78%	97.78%	97.78%
No	2	2.22%	2.22%	100%
Total	90	100%	100%	-

Source: Own survey (2021)

In table 8 it shows that respondents had training opportunity in the organization 88(97.78%) answered yes and 2(2.22%) answered no. This shows that the organization believes that training gives more capacity for the employees, and the majority of the respondent got training since they joined in the organization.

Table 7: Responses of respondents that the method of training taken

Methods	Frequency	Percent	Valid percent	Cumulative Percent
On-the-job	85	94.44%	94.44%	94.44%
Off-the-job	-	-	-	-
Both	5	5.56%	5.56%	100%
Total	90	100%	100%	-

Source: Own survey (2021)

In table 9the method of training they had on-the-job, off-the job and both methods are conducted, 85(94.44%) of the respondents taken on-the-job method and the other 5(5.56%) of the respondents taken both methods of training. This indicates that most of the respondents got an opportunity of training when they are in their office.

Also the organization employed training methods are on-the-job and off-the job. As the same time 85(94.44%) of the respondents answered on-the-job training method conducted in the organization and 5(5.56%) of the respondents answered both methods are employed. This indicates that most of trainings are given in the organization by the trainers in the office and it helps the respondents getting the training without leaving their job.

Table 8: How frequent respondents taken training in the organization

Responses	Frequency	Percent	Valid percent	Cumulative percent
Frequent	15	16.67%	16.67%	16.67%
Sometimes	75	83.33%	83.33%	100%
Never	-	-	-	-
Total	90	100%	100%	-

Source: Own survey (2021)

In table 10, the frequency of training that the respondents taken is, 15(16.67%) of the respondents frequently and 85(83.33%) of the respondents answered sometimes. This explains that the training is given to the employees in the organization and all of them are not participated in the trainings frequently. We can see that the organization give training at least once to the employees but to get better result they need further trainings for the future.

Figure 1: Training Evaluation done in the organization
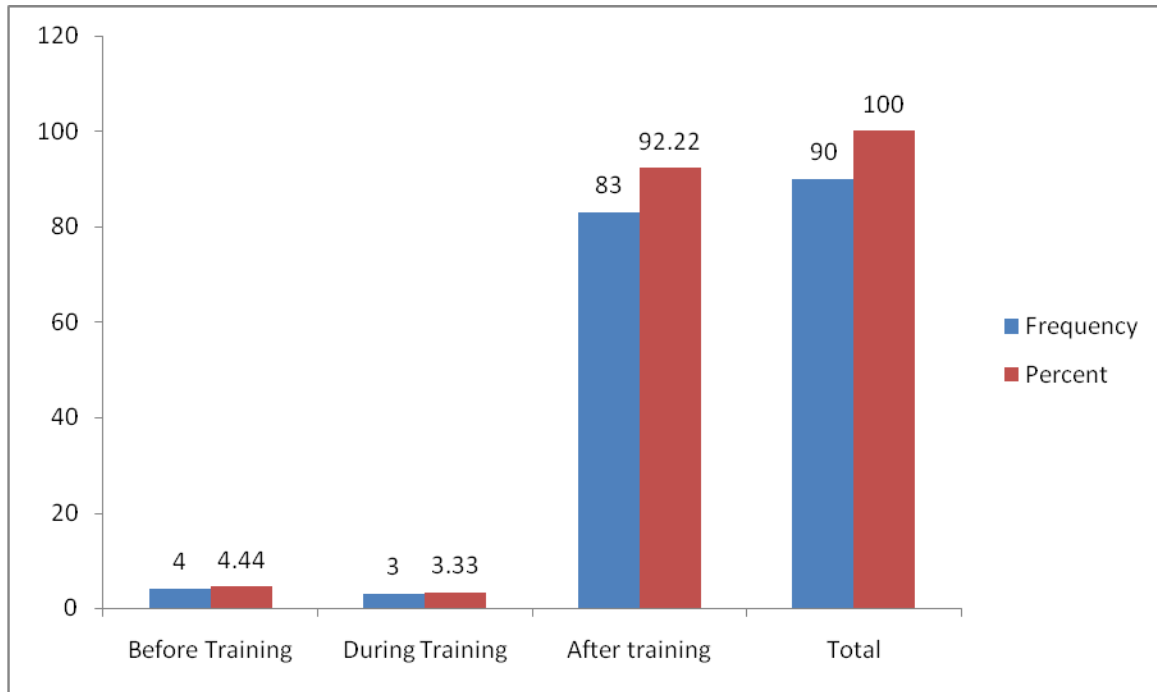
Source: Own survey (2021)

In the above figure 1 that describes, training evaluation done in the organization 4(4.44%) of the respondents respond training evaluation done before training, 3(3.33%) of the respondents respond during training and 83(92.22%) of the respondents respond after training. The majority of the respondents respond after training. But before training evaluation helps to measure what the trainees know or don't know to compare the result after training if the training aim is archived. In this area there is gap in WISE.

Figure 2: The need of improvement of respondents knowledge and performance before training taking
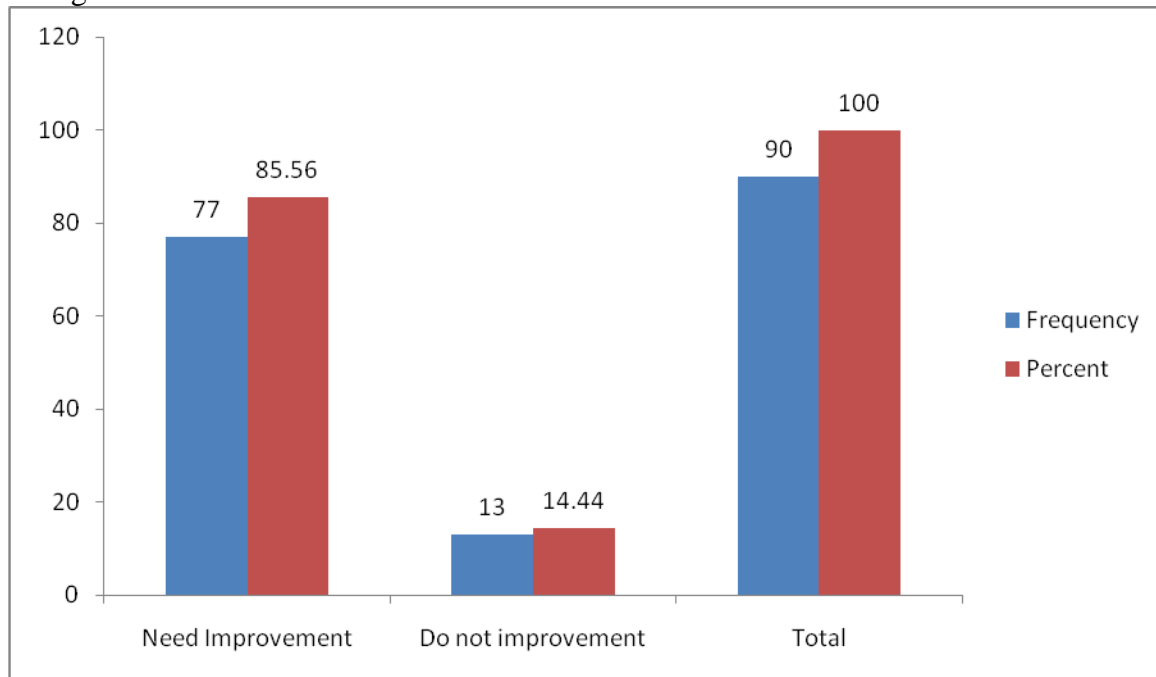
Source: Own survey (2021)

In the above figure 2 the knowledge and performance of the respondents before training taken, 77(85.56%) of the respondents need improvement and 13(14.44%) of the respondents do not need improvement. This indicates that the majority of the respondent's knowledge needs improvement so that training given to the employees is important to upgrade their performance to achieve organizational goal.

Figure 3: Response of respondents is training and development process is critical factor for employee performance
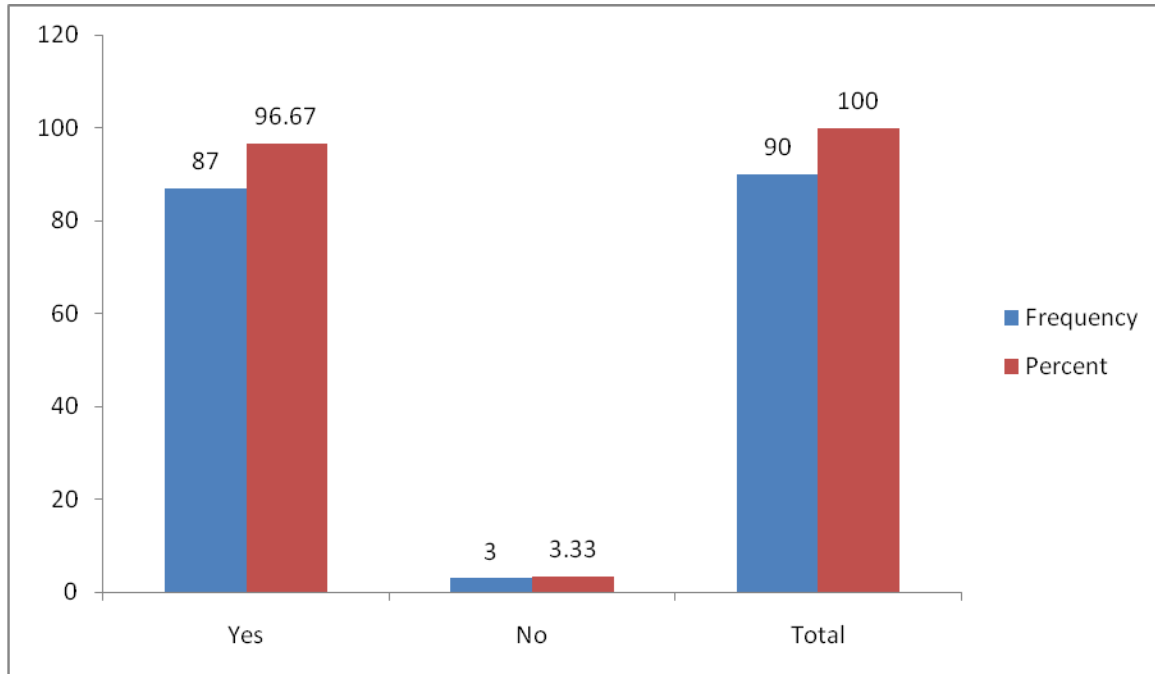
Source: Own survey (2021)

In figure3the respondents response in training is a critical factor to the organizational effectiveness, 87(96.67%) of the respondents answered yes and 3(3.33%) of the respondents answered no. This clearly shows the respondents of the organization believe that training is a critical factor to organizational effectiveness.

4.3 Data Analysis of the extent of training and development practice process

The study required to establish the extent of Training and Development practices implementation in WISE. In this section the questions that submitted to the respondents measures how training and development practices conducted in the organization, how effectively training and development practices are specifically how much the process of the training and development practice appropriate to the organizational goal and training evaluation are conducted in WISE and how much training and development practices process is helpful to the organizational effectiveness. Accordingly, the respondents were guided the following Likert scale approach listed from the table below:- Strongly Disagree (SDA)=1, Disagree(DA)=2, Neutral(N)=3,Agree(A) = 4 and Strongly Agree (SA) =5.

Table 9: The level of respondents agreeableness on factors which are the extent of employees training processes in training program.

Items	SDA		DA		Neutral		Agree		SA		Total F	Total P
	F	P	F	P	F	P	F	P	F	P		
Organization has trainees selection criteria	4	4.4	10	11.1	12	13.3	31	34.4	33	36.7	90	100%
Organization has well designed training and development program	4	4.4	8	8.9	8	8.9	25	27.8	45	50	90	100%
The training methods used by the organization are proper	-	-	1	1.1	4	4.4	27	30	58	64.4	90	100%
Training techniques used by the organization are appropriate	4	4.4	4	4.4	17	18.9	29	32.2	36	40	90	100%
Organization has suitable training period	5	5.5	5	5.5	15	16.7	38	42.2	27	30	90	100%
Organization trainers have skills and capability of the training program	9	10	13	14.4	17	18.9	36	40	15	16.7	90	100%
Appropriateness of the organizational training facilities	2	2.2	3	3.3	20	22.2	28	31.1	37	41.1	90	100%
Training and evaluation done in the organization	-	-	-	-	17	18.9	33	36.7	40	44.4	90	100%
Organization follows proper training and development policy	-	-	-	-	14	15.6	43	47.7	33	36.7	90	100%

Source: (Own survey, 2021)

In the above table 'training selection criteria in the organization' the majority 84.4% o of respondents answered agree and the rest 15.6 of the respondents in the stand of disagree.

In the table 'organization has well designed training and development program', The 86.7% of the respondents respond agree, it implies that the organization is open for new ideas, technologies and methods that increase job satisfaction and moral among employees, and it is one factor to direct the organization to the best performance.

In the above table 'Training methods used by the organization are helpful to organizational effectiveness', from the respondents 98.8% of them believes the method of the training conducted in the organization is very good. From the above result we understand that the method used in the organization creates overall trainable stuff with employees who can take over for one another as needed and work on team.

In the table 'Training techniques used by the organization is appropriate', Most of the respondents 91.1% agrees that the organization has used proper training techniques. It indicates that the organization give suitable and satisfactory training to the employees to accomplish the task that is given by the organization.

In the above table number 7 'Organization has suitable training period', the majority of the respondents 88.9% of the them believed that the organization training period is not suitable for the employee but the other 11% are not comfortable for the training period of the organization facilitate for the employees.

In the table the statement 'Organization trainers have skill and capability of the training program': From the response of the majority respondents 75.6% the organization has skilled trainers for the trainings that given to the employees in the organization. The result implies that the organization employees satisfied that the training given in the organization.

 In the above table 'Appropriateness of the organizational training facilities': The majority of the respondents 94.4% agreed and the rest of the respondents 5.5% are not satisfied. Almost all of the respondents are agree, so it implies that the organization well prepared to give good and motivational trainings to the employees by facilitate proper training facilities.

In the above 'Training evaluation done in the organization': all of the respondents 100% agreed. In this point the organization evaluated the trainee's knowledge after training that given in the office, to improve the outcome of future trainings to a considerable extend.

In the table the statement 'Organization follows proper training and development policy': So that, all 100% of the respondents believe the organization follows proper training and development policy. The result shows that there are proper outlines that the authority given to the training department and the policy gives broad directions to training activities.

Therefore, the majority of the respondents have responded agree in the points addressed in the training and development practice process in the organization. Therefore, as a researcher concludes in WISE the degree of training and development practice process is in a good performance to enhance employee's skill and knowledge to perform effectively in their job.

5. Qualitative results from interview analysis

To collect more information about employee training and management development practice of WISE both structured and unstructured interview questions were forwarded to the human resource. Interviewees' responses to the questions are shown briefly as follows.

Other ways of improving employees' competency level and organization's performance other than training in WISE:
In the organization, management development and employee training program are the paramount ways by which employee competency and productivity can be improved. Sometimes education opportunities are given for employees in local colleges, universities and cover the employees school fee to support them.

Allot sufficient funds to carry out training and development programs effectively:
In the organization there is no big problem with regards to the funds needed to implement the training and development program. Adequate fund is budgeted at the beginning of the new fiscal year to carry out effectively training and development programs as training is required for the organization development with the help of partners and donors.

Provide the required training materials:

As mentioned above, the organization is allocated fund to fulfill any relevant training facilities that are essential for the success of the program. Thus, no significant problems are observed with respects to the facilities as the interviewee replied.

The presence of right trainers who have adequate technical proficiency and skills for the right trainees:

The agency has appropriate trainers for the right trainees, particularly for local training and development program. There are institutions such as pharmaceutical supply chain management academic schools, local and foreign pharmaceutical manufacturers, by inviting the pharmaceutical fund and supply agency staffs with varieties of training and development programs, and other joined organizations that provide the organization with both planned unplanned trainings to its staffs. Moreover, some senior and skilled internal staffs are used as relevant trainers; especially for pharmaceutical management information systems and pharmaceutical supply chain management related trainings.

The base for selecting right trainees for the right trainings:

For internal training and development programs, the departmental managers and immediate work unit coordinators are responsible to propose appropriate trainees for appropriate training. For abroad short term trainings, top management of the organization is responsible to assign appropriate trainees.

Presence of well-known training and development objectives for the trainees:

As the interviewee said, training and development objectives are established for training and development programs and training objectives are known in advance the organization.

CHAPTER FIVE
Summary, Conclusion and Recommendations

Based on the data presented and analyzed in chapter four of the study, the following summary, conclusions and recommendations are drawn.

5.1 Summaries

The study has been conducted in WISE office to assess employee training and development practices. The methodologies used to undertake the study were both primary and secondary data collection. Based on this study, the major findings: ·

➢ Organization analysis and task analysis are mostly used in identifying employees training and development need. ·

➢ Ultimate value is mostly used measurement criteria for evaluation of the worth of training and development program in the organization.

➢ Mostly, methods used by WISE to implement training and development program are on-the-job training methods.

➢ Most of the time evaluations are implemented after training and development program conducted.

➢ The study reveals that the training given by the agency has positive impact to improve employees' job performance.

➢ As the study reveals that most employees are found in appropriate position with their specialization.

5.2 Conclusions

Regarding the training and development need assessment of the organization, organization analysis and task analysis are mostly used in identifying employees need with less emphasis of person analysis. Trainees are selected based on their academic qualification, length of service and the perception of immediate supervisor. That is, lack of transparency in this respect is the major problem of the organization..

Mostly, methods used by WISE to implement training and development program were on the-job training methods with less attention for off-the-job methods.

Evaluations, particularly before-training, have not been given much emphasis by the agency, since it is a means to assess the cost-benefit of the human resource training and development program to the organization. Most of the time evaluations are implemented after training and development program conducted.

Some employees are less agreed with the selection criteria, has well designed training and development program, suitability of training period and trainers have skill and capability of the training program and agreed with training evaluation, follows proper training policy, appropriateness of training facilities and training method that the organization follows .

As the study reveals that most employees are found in appropriate position with their specialization. For example saving and credit facilitators were graduated in accounting and finance, and most business trainers were graduated in management, business administration and economic. And also the program coordinator, the union manager and the training coordinator were graduated by business administration.

5.3 Recommendations

Based on the findings, the following recommendations are forwarded to alleviate or at least to minimize currently encountered problems in WISE with related to employee training and development practices.

> ➢ WISE should also use by balancing off-the-job training methods with that of on-the-job methods because the organization may lose the advantage that comes from off the job-training methods.

> ➢ Before-training evaluation should be given much emphasis by the organization, because it is a means to assess the cost/benefit of the human resource training and development program to the organization.

> ➢ Be engaged in analyzing employees training and development need periodically by taking it in to consideration as one of important factors for the organization as well as for the employees.

> ➢ Give attention in incorporating proper selection criteria, training methods, training period's adequacy, trainers skill and capability.

- It is better to place employees in appropriate position, since placing inappropriately increases the cost of training and development even though the inappropriate position for specialization is small in the finding.

- Even for new employees those who are placed in their specialization they needs training and development because the theories that they were learned in the class are different from the practice in the work place, therefore training should be given.

- Even the most well designed training and development system only is worthless unless the organization is committed in ensuring that it is conducted properly and consistently.

- To the end, WISE should be embedded in a well trained employee to coup-up with the present technologies and competition besides to gifted resources with much courage and excited.

References:

- Adamu, S. (2008), *Manpower Planning and Administration,* Lagos: National Open University of Nigeria.

- Apospori, E., Nikandrou, I., Brewster, C., and Papalexandris, N. (2008), HRM and Organizational Performance in Northern and Southern Europe, *" International Journalof Human Resource Management"* 19, 7, 1187–1207.

- Armstrong (1999), *Hand Book of Human Resource Practice*, 10th e.d Great Britain. Cambridge University Press.

- Armstrong, M. (2009) *"Armstrong's Handbook of Human Management Practice"*, 11th Edition.

- Beardwell, N. and Holden B. (1993), *"Managing for success"* 2nd edition, Prentice Hall Publisher, Eng-land.

- Booth, A.L., Zoega, G. (2000), "*Why Do Firms Invest in General Training? 'Good' Firms and 'Bad' Firms as a Source of Monopsony Power"*, CEPR Discussion Papers 2536, Centre for Economic Policy Research.

- Bryan, L. A. (1990), *"an Ounce of Prevention for Workplace Accidents"*, Training and Development Journal, 44(7), NY: USA.

- Carvalho J. (1984), *"Archival Application of mathematical sampling technique"*, Records management quarterly 18:63

- Chukwunenye, I.O., and Igbokwe, B.N. (June, 2011), *"Training, manpower development and job performance: perception and relevance among civil servants in Ebonyi State, Nigeria",*Journal of Economics and International Finance, 3(6), 399-406,

- Cole, G. A. (2002), *"Personal and Human Resource Management"*, 5th Edition. London: York Publisher.

- Collier, W., Green, F., Peirson, J., Wilkinson, D. (2003), *Training and EstablishmentSurvival*, Royal Economic Society Annual Conference. CommLab India (2013),*Importance of Training Need Analysis.*

- Ezeuwa L. (2009), *"Effective management of teacher education",* a panacea for national development Journal of Business and Management Technology.

- Fanibuyan.(2001),*"Training and development, a vital tool for organisational effectiveness"*, Journal of Business and Management.

- Flippo, E.R. (1984), Personnel Management (6th Ed), New York: McGraw-Hill.

- Horwitz, M. (1999), "*The emergence of strategic training and development the current state of play*", Journal of European Industrial Training, Vol. 23, No. 4, pp. 180-190

- Jerez-Gomez P, Cespedes-Lorente J, Valle-Cabrera RJ. "*Organisational learning capability",* A proposal of measurement Journal of Business Research. 2005

- Okotoni, O. and Erero, J. (Jan., 2005), *"Manpower training and development in the Nigerian public service"*, African Journal of Public Administration and Management*(AJPAM 16(1)).*

- Raja A.G., Furguan A.K., Dr Mohammed A.K., (2011), *"impact of training and development on organizational performance"*, global journal of management and business researchvol.11 issue 7 versions 1.

- Sommer RD. *"Retaining intellectual capital in the 21st century"* Society of Human Resource Management, Alexandria, VA; 2000.

- Stoner, J.A.F., Freeman, R.E and Gilbert, D.R. (2007), *"Management"* (6th Ed.). Delhi, India: Dorling Kindersley (India) Pvt. Ltd.

- Southern Europe,*" International Journal of Human Resource Management"* 19, 7, 1187–1207.

- Tai, W. T., (2006). *"Effects of Training Framing, General Self-efficacy and Training Motivation on Trainees' Training Effectiveness"*, Emerald Group Publishers.

- Tamkin, P. (2005), *"The contribution of skills to Business Performance"*, UK: Institute for Employment Studies (IES).

- Tsai, S.H. and Lin, Y.C. (2007), *"Promoting service quality in tourist hotels: the role of HRM practices and service behavior"*,Tourism Management, 25,pp.471-482.

- World Bank. (2005),*"Issues and Opinions for Improving Engagement between the World Bank and Civil Society Organizations"*, Washington D.C; USA.

Appendix I

<div align="center">

St.Mary's University

School Of Graduate Studies

Master of Business Administration Program

Research questionnaire for managers

</div>

This questionnaire is prepared by **Muluemebet Negussie**, who is Master of Business Administration student at St.Mary's University. The purpose of this questionnaire is to gather data in order to study training and development practices and its effect in organizational effectiveness. Please cooperate by filling the questionnaire.

Because your frank, genuine, and on time response is essential for the success of my study. Besides, the data gathered by this questionnaire is purely for academic purpose and your response will be secured anonymously. Thus, the researcher kindly requests you to respond each item carefully.

Please note that:

1. No need of writing your name.

2. Please fill the answer accordingly but for close ended question by putting "√" mark.

3. Please give attention and return the completed questionnaire.

4. If you need further explanation, you can contact me on through the address shown below.

Muluemebet Negussie

Mobile: +25191436905/921882234

E-mail: mulu.betsi@gmail.com

Thank you in advance, for your cooperation!

General information filled by staffs

I. **Part one: Demographic Data**

1. Gender:

        Male ☐   Female ☐

2. Age group?

<25 ☐   25 to 35 ☐   36 to 40 ☐   41 to 54 ☐   55 and above ☐

3. Marital status: Single ☐   Married ☐   Divorced ☐   Widowed ☐

4. What is your current educational status?

Post graduate degree and above ☐   College diploma ☐

First degree ☐   Grade 12 complete and below ☐

5. How many years do you serve in the organization?

Less than 3 years ☐   6 to 8 years ☐

3 to 5 years ☐   more than 8 years ☐

II. **Part Two: Training and development practices**

1. List your field/s of specialization in higher educational

status_____

2. How do you see the suitability of your present role for your higher education specialization?

Most likely appropriate ☐   Appropriate ☐   Inappropriate ☐

3. By which position are you currently functioning? _____

4. Did you ever had an opportunity for training and skill development practices since you joined

the organization? Yes ☐   No ☐

5. If yes for Q No 4, which of the following types of training methods have you taken so far?

(Tick "√" as many as applied).

On –the- job ☐   off- the – job ☐   both ☐

6. If yes for Q No 4, how frequent you had the opportunity for training and development since

you joined the organization? _____

7. If yes for Q No 4, what is the minimum and maximum days of training and development

sessions you attended? _____

8. If No for Q No 4, why?

_____

9. Which of the training method(s) in Q.5 are mostly employed by the organization and why?

_____

_____

_____

10. When training and development evaluation has been conducted in the organization?
(Tick "√" as many as applied).

Before training ☐   During training ☐   After training ☐

11. What did your knowledge and performance look like before you have taken training in the organization?

Needs improvement ☐   Do not need improvement ☐

12. Do you think training is the critical factor in increasing organizational effectiveness?

Yes ☐   No ☐

- If the answer is yes please explain the reason. If no explain the reason why.

_____

_____

13. To what extent are you agreeing with respects to the following factors which are parts of training processes?

S.No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Your organization has Trainees Selection Criteria					
2	Your organization has well designed training and development program					
3	The training methods used by your organization are helpful to organizational effectiveness					

4	Training techniques used by your organization are appropriate					
5	Organization has suitable Training period					
6	Your organization Trainer's have skills and capability of the training program.					
7	Appropriateness of the organizational training facilities					
8	Training and development evaluation done in your organization					
9	Your organization follows proper training and development policy					

If there are any additional comments:

_____

> Do you have any suggestion that you say about training and development program in the organization vis-à-vis its strengths and weaknesses?

   ✓ Strength_____

   _____

   ✓ Weakness_____

   _____

Appendix II

Interview Questions

Part-Three: Filled by Human Resource and general service directorate director o pharmaceutical fund and supply agency

1. What are ways of improving employee competency level and organization's Performance other than home training in the organization?

2. Does the agency allocate sufficient funds to carry out training and development program effectively?

3. Does the organization provide the required training materials?

4. Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?

5. What is your base for selecting appropriate trainees for appropriate training?

6. Have you ever established training and development objectives for the trainees?

THANK YOU FOR YOUR COOPERATION!