ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE PRACTICES AND CHALLENGES OF TRAINING PROGRAMS: THE CASE OF AGRICULTURAL TRANSFORMATION INSTITUTE IN ADDIS ABABA

BY

NANI BEDRI

JULY, 2023

ADDIS ABABA, ETHIOPIA

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Shoa Jemal. All sources of materials used for this thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or full to any other higher learning institution to earn any degree**.**

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St Mary's University, Addis Ababa **July 2023**

ENDORSEMENT

This thesis has been submitted to St. Mary University School of Graduate Studies for examination with my approval as a university advisor.

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LIST OF ACRONYMS

ATI - Agricultural Transformation Institute

ADLI - Agricultural Development led Industrialization

GDP - Gross Domestic Product

HRM - Human Resource Management

SMT – Senior Management Team

HRD – Human Resource Development

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ABSTRACT

The purpose of this study is to identify the training practices and challenges of Agricultural Transformation Institute. It looks through how training need assessment is conducted, how it is designed, delivered and evaluated, and find out the major challenges of training. The research used a descriptive research design. Both quantitative and qualitative research approaches are applied in this study. The data were collected through a combination of both an interview with human resource manager and a questionnaire addressed to the employees of the organization.100 employees' responses were gathered using a Purposive sampling technique. Descriptive statistics were employed to analyze the data. Findings show that there is a strong association between training programs in ATI and the institute's staff performance that is both positive and substantial. On the other hand, unavailability of funding, lack of Leadership focus for training, assignment of employees in different locations, frequent field work and lack of capacity are mostly considered as the factor that hinders training programs from becoming successful. Increasing allocation of funds, increasing manpower and giving the necessary awareness for supervisors about training are believed to solve the problems of the organization.

***Keywords**: Training Objective, Need Assessment, Design, Delivery, Evaluation, Challenges of training*

CHAPTER ONE: INTRODUCTION

1.1. Background of study

One of the most important sections of an organization is human resource management. It is the human resources that supply the knowledge, skills, and creativity in an organization. Human efforts are very important to effectively and efficiently utilize other resources of an organization for the successful realization of desired organizational goals. In contributing to the overall goal of an organization, training processes are implemented as they benefits not just organizations but also the individuals making up that organization. For the organization, training leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training improves job knowledge while also helping in identifying with the goals of the organization. Training is defined as the planned learning experiences that teach employees how to perform current and future jobs (Kleiman).

The economy of Ethiopia is based on agriculture, which accounts for 46.3% of gross domestic product (GDP), 60% of exports, and 80% of total employment (USAID). Many other economic activities depend on agriculture, including marketing, processing, and export of agricultural products. Because of this fact, development of the Ethiopian economy heavily depends upon the speed with which agricultural growth is achieved (Ashworth, 2005). Following the success of the Sasakawa Global-2000 scheme which resulted in a boom harvest in 1995, the government of Ethiopia adopted agricultural extension as a national intervention strategy and a major component of the Agricultural Development led Industrialization, ADLI, (Mathewos and Chandargi, 2005). Training serves as an act of intervention to improve organization's goods and services quality in stiff the competition by improvements in technical skills of employees.

Training has been invaluable in increasing productivity of organizations. It does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently. Various researches indicate the positive influence of training on employees' productivity. Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). Training is most effective way of motivating and retaining high quality in human resources within an organization. However, the optimum goal of every

organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce. Thus, a workforce is only efficient and effective if the appropriate training is provided for such and therefore leading to productivity.

The agriculture sector has been at the core of Ethiopia's development strategy for more than 20 years. ATI was created in December 2010 by the Government of Ethiopia with the support of the Gates Foundation – and its operation began in August 2011. It is a strategy and delivery-oriented government institution created to help accelerate the growth and transformation of Ethiopia's agriculture sector through the implementation of wider sectorial changes and the development of capacities at national and sub-national levels. The organization consist a total of 152 employees in Head office Addis Ababa.

The ATI believes strongly that it is through its employees that the realization of its mission and core values can be achieved. The ATI also understands that employees need ongoing training and upgrading of skills and knowledge if they are to contribute effectively to the realization of the organization's core mission. As such, the ATI is committed to supporting, training and capacity building effort of its staff. Subject to available funds, the ATI plans to provide financial support to qualified staff interested in pursuing further education and training opportunities.

1.2. Statement of problem

Nowadays, Organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment, organizations need to train their employees.

The absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, trying outdated training methods, lack of close supervision and follow up are some of the major problems that most organizations in Ethiopia are facing. These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism, and decrease in employee morale and confidence. (Dejene Adugna, December 2010)

Further some employees stated the following Problems; there is a lack of attention for prior training need assessment and design at an organizational level, the criteria for selection are not

well communicated, there is difficulty in attending trainings because of high workload and field work and lack of effective training evaluation after training programs is conducted.

There are several practices of employee training in ATI and the main objective of this research is to verify if such practices are experienced in a systematic and planned way, based on the training needs of the organization. This study mainly deals with investigating the actual practices of the ATI's training, identifying the challenges faced and forwarding a recommendation that helps align it with acceptable standards.

1.3 Research Questions

- How does training align with strategic objectives of ATI?
- How does the organization conduct training need assessment?
- What are the methods used to design the training programs?
- What kinds of training delivery techniques are used in ATI?
- What methods are used to evaluate training in ATI?
- What major challenges are encountered in conducting training at all levels?

1.4 Objective of the Study

1.4.1 General objective

The main purpose of the research is to examine the practices and challenges of training program in Agricultural Transformation Institute Addis Ababa

1.4.2 Specific objectives

- To investigate the alignment of training with strategic objectives of ATI
- To investigate the training need assessment practices of ATI
- To Identify the training design practice of the organization
- To Explore the training delivery practice of the organization
- To Assess the organization's practice on evaluation of training programs
- To examine the challenges of training program in ATI

1.5 Definition of Terms

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

Training Need assessment 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 Design is a process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training Delivery (Implementation) is a multitude of methods of training that is used to train employees. (Decenzo& Robbins, 2010)

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)

1.6 Significance of the study

The study investigated the practices and challenges of training program in Agricultural Transformation Institute Addis Ababa. The output of the study produced training strategies as academic sources for other studies. It would be used as a roadmap for human resources professionals in decision making process.

The research findings are expected to help in identifying the current practices and challenges at ATI, the study organization to have better training practices and as benchmark for designing and implementing effective and efficient training practices for other similar organizations.

1.7 Scope and limitation of the study

The study gives emphasis on the assessment of the training practices and challenges at ATI Addis Ababa. This study was only limited to the information and data gathered till the time frame of preparation of this paper. Geographically, the study is restricted to head office of ATI in Addis Ababa because of time and geographical unsuitability of the branch regions.

Methodologically, the study employed descriptive design. Besides, the study gathered the data via questionnaire and interview from the sampled employees of ATI in Addis Ababa head office. Conceptually, the study is also limited on the elements of human resource management, particularly in the area of training need assessment, training design, training delivery, training evaluation and challenges encountered in conducting training.

The limitation of study was respondents' unwillingness to fill the research questionnaires, delay of respondents when they returned the filled research questionnaires, unwillingness of management to divulge important information in the name of confidentiality.

1.8 Organization of the study

This research paper consists of five chapters, chapter one as an introductory part of the study, the literature review in chapter two to show the theoretical and empirical review of the study, research methodology of the study on chapter three to show the research mechanisms employed by the researcher, on chapter four to show data analysis and the fifth chapter comprises about findings, conclusion and recommendation. It also includes references that are employed by the researcher for this study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Human Resource Management

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources (McCourt & Eldridge 2003).

2.2 Human resource Training

Training is often used to close the gap between current performances and expected future performance. Training falls under HRD function which has been argued to be an important function of HRM. Amongst the functions activities of this function is the Identification of the needs for training and selecting methods and programs suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003, 237).

2.3 Objectives of Training

The main objectives of training are to ameliorate the performance rates of the trainee, expression of objectives for different requirements and ways of achieving it. The training ideal (objective) is veritably important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training involved. It's to increase labor force effectiveness, professional growth, and smooth and more effective association's operations (McCourt & Eldridge 2003).

2.4 Approaches to Training

The considerations for training vary in associations. Some of these considerations aren't inescapably grounded on need. The colorful influences of training are added up as follows

Executive approach: this is grounded on establishment of Budget and programs. Officers are thus transferred for training grounded on the vacuity of finances.

Welfare approach: This is grounded on extraneous considerations. Some associations shoot staff on training abroad with a view to perfecting their fiscal good or their chops to enable them secure employment away.

Political approach: Within the species of association are pressure groups, patriot and pets of directors, who use their privileged positions to secure training openings over and above their associates who in utmost cases rate the training programs available.

Organizational development approach: This approach uses departmental training needs as consideration for selection.

Methodical or need grounded training: This selection process then grounded on Identification of training requirements. It's used by associations for growth and development.

2.5 Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations (Satyendra 2021). There are so many benefits associated with training. Summarized as:

- **High morale:** employees who receive training have increased confidence and motivations;
- **Lower cost of production:** training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- **Lower turnover:** training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- **Change management:** training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

- **Provide recognition**, **enhanced responsibility** and the **possibility of increased pay and promotion;**

2.6 HR Training needs

According to Wognum (2001, 408), training needs may occur at three organizational levels namely; (1) strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. In order to enable an organization formulate human resource training goals that will enable both formal and informal human resource training methods and programs create a workforce that enables effectiveness and competitiveness.

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2001), there are three categories of identifying training needs. These include: Resolving problems, this focuses on workers' performance, improving certain working practices, this focuses on improvement regardless of the performance problems and changing or renewing the organization situation, which may arise because of innovations or changes in strategy. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills.

2.7 Training methods

There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not

limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons.

2.7.1 Job rotation and transfers

Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates.

2.7.2 Coaching and/or mentoring

This involves having the more experienced employees coach the less experienced employees (McCourt & Eldridge 2003, 256 ;). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager.

2.7.3 Orientation

This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment. (Olaniyan & Ojo, 2008)

2.7.4 Conferences

A as a training method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same

pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals. (Cole, 2002)

2.7.5 Role playing

Involves training techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees. (Blatner, 1995)

2.8 Training cycle

The question of examining training in any association of organization is veritably significant. It's so important that in utmost case it's taken as the starting point in the training process. Training is said to have five major phases as illustrated below;

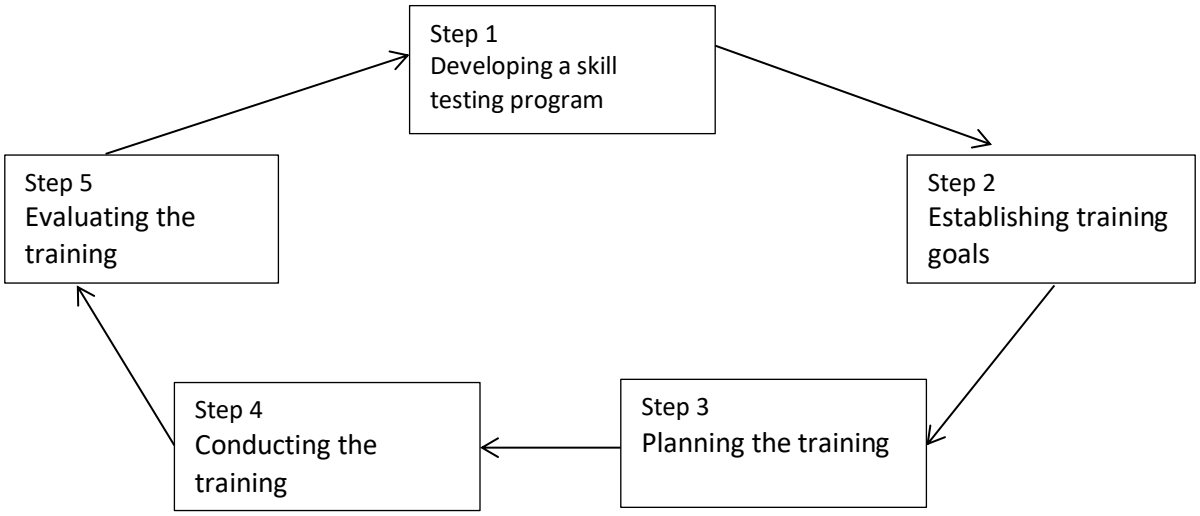

Figure 1.1`: frame work illustration of the five stages of training.

The first major step is developing a chops training program is to determine the organization's needs. According to French (2003) thus are of least two introductory reasons for first determining the need for training. First, training can be expensive, good training justifies its expenditure, but indecorous training (increases cost) corresponding benefits. Second, training that isn't of sufficient quality' to meet the requirements of the Organization and its members can

actually be damaging. Workers who go through training program and remain under trained for the tasks their jobs bear can come discouraged, blinked and maybe ex-employees. Once training requirements have been determined, the HR is ready to restate the skill demanded into specific training pretensions and objects. These gears are also used to determine the specific course that will be offered (French 2003). Immaculately training objects should include similar matters as the specific skills to be tutored, the number of people to be trained and from which units. After the training pretensions and objectives have been determined and restated into specific course areas and the trainees have linked and estimated operation it will be in position to decide the overall class that's the array of courses to be offered. The results of all training programs should be estimated.

Sherman, Bohlander Snell (1998). Emphasized that there are variety of styles available to assess the extent to which training programs ameliorate literacy, affect behavior on the job, and impact the nethermost line performance of an association. There are four introductory criteria available to estimate training response literacy behavior and results. The combination of these criteria can give total picture of the training program in order to help directors decide where problem areas lie. What to change about to program and whether or not continue with a program (Sherman, 13ohlander, similar 1(I 998).

2.9 Training Process

Training process refers to the stages or way within a training program that ensures that the intended objectives can be achieved. According to Desmone, Werner and Harris (2002), there are four stages or way involved in the training process. These are training requirements assessment, designing of the training, perpetration of the training and monitoring and evaluation of the training.

2.9.1 Training Needs Assessment

Noe (2013) indicates that training requirements assessment concerns the process of chancing out if training is needed demanded or not. Three analyses are performed employee (particular), organizational and task (job) analyses. Firdousi (2011) is of the view that training needs analysis is used to probe the educational courses or conditioning to be given to both workers and operation in a shot to enhance their delivery. Also, Barbazette (2006) discourses that training needs assessment is the process of gathering data to train workers in order to meet organizational

requirements. McConnell(2003) posits that training needs analysis is needed when there are changes in the system or in the work, when new technology is introduced, when new government's norms are introduced, when there's decline in the quality of work or performance, when there's lack of chops and knowledge and when there's lack of provocation. According to Noe (2013), the styles used to conduct training requirements analysis include observation, questionnaires, interview, focus groups and documents. He indicated that if training needs assessment isn't carried out, the content, objects and styles of the training program may be wrong. In addition, cost incurred may be wasted and won't yield the results impact anticipated by the association. Also, it'll not enable the association to get high quality labor and increased productivity (Firdousi, 2011).

2.9.2 Design of Training

Noe (2013) opines that training design concerns the factors or conditioning included in the training program in a shot to increase the probability that there will be a high degree of transfer of knowledge. Training design deals with defining and relating the objects and compass, styles and media to be espoused to deliver the training program. The ideal of the training program is deduced from the training needs analysis which involves what to be done and be achieved. These should be aligned with the charge and vision of the organization (Boudreau, Boswell & Judge, 2001). The design of the training should be done with views and full participation of operation, administrators and workers (Brown & Harvey, 2000).

2.9.3 Implementation of Training

According to Haile Michael (2014), training perpetration is concerned with starting the training program. Lehman (2007) is of the view that it's the undertaking of the factual training program. The association will make sure that the coaches and trainees have reported and are ready to deliver and learn independently. The program should also start on time as agreed upon. Resources similar as plutocrat, vehicles, tutoring aids and learning accoutrements are handed and are available to be used. The installations similar as classrooms, cabinetwork, lightening systems, the physical and the general terrain should also be conducive to literacy.

2.9.4. Evaluation of Training

Training evaluation is the process of collecting the issues demanded to determine the significance and utility of a literacy program. Evaluation of the training program is essential to

determine whether the training achieved its purposes. Companies have lost plutocrat on training because it's inadequately designed, and not linked to a performance (Pfau, and Kay, 2002). Training is precious, time consuming (Ruff, 2008) and the effectiveness of the training program should justify the cost incurred (DeCenzo and Robbins, 2005). Training should be estimated not on the base of the number of programs offered and training exertion in the company but how training addresses business needs relating to learning behavior. Change and performance enhancement (Noe, 2010). Organizations should estimate training sweats to ascertain the responses of actors in relation to training effectiveness, difficulty and the personality characteristics of the educator (Delahoussaye, 2002). Unfortunately, this important function is frequently overlooked. Evaluation can be used to determine changes in knowledge, situations of chops and stations through assessment and defense tools to offer the data for the evaluation. For DeCenzo and Robbins (2005), similar "claim is chaffy unless training is duly estimated". piecemeal from the general responses of the actors and directors, training should be estimated in relations to how much the actors learn, how well they apply their new chops on the jobs, and whether the training program reduces development, increase client services, etc.(Gay and LaBonte, 2003; Catalano and Kirkpatrick, 1968). Noe(2010) suggested that a training program should be estimated to identify the program strengths and sins, assess whether the content, association and administration of the program including the schedule, lodgment , coaches and accoutrements contribute to literacy and the use of the training content on the job, identify what trainees benefits most or the least from the program, help in marketing programs through collection of information from actors about whether they would plump the program to others, why attending the program, and their position of satisfaction with the program, determine the fiscal benefits and cost of the program to compare the cost and benefits of training versus non-training investments, compare the cost and benefits of different training program to choose the stylish program.

Training evaluation is a methodical process of collecting information for and about a training exertion. This information can be used for guiding decision timber and for assessing how well the course is progressing and the objects are being met. Evaluation isn't simply an exertion at the end of the training course, but is a nonstop process throughout the training. Evaluation of training program is part of the control process of training Cole (2000). To him evaluation styles are aimed to gain feedback about the results or labors of training, and to it to assess the value of

the training, with a view for enhancement, where necessary. Operation should value its effectiveness after the training program has been completed Certo (2003). As a control process, training evaluation is concerned with setting the applicable norms of training in the form of programs, objects, adherence to external norms and norms of training. Easily, the more precise the norms are set, the easier it's to estimate the success of training.

Armstrong (2001) emphasized that it's important to estimate the worth of the training so as to measure whether it's producing the specific literacy issues and to indicate where enhancement or changes are needed to make training more effective. Neil et al. (2002) also added that the benefits of assessing training programs help to identify whether the program is meeting the objects, enhancing literacy and performing in transfer of training to the job. Also, Pynes(2009) and Cascio(1986) proposed the following four situations upon which training programs can be estimated the party's response to the training programs, the measures whether literacy has passed as a result of attending the training, the training impact on knowledge, chops and capacities that were supposed important, the measure whether actors have been suitable to transfer to their jobs the chops, knowledge and stations they learned in training and the impact the training has had on the association. Added to the over, Kirkpatrick (2006) also suggested the following as evaluation training programs how training actors reply to it, the extent to which party change stations, increase knowledge and/ or increase chops, the extent to which change in behavior.

For DeCenzo and Robbins (2007) assessing training effectiveness need substantial data to determine whether training is correcting the scarcities in chops, knowledge, or attitudes that were assessed as demanding attention. Horwitz (1999) stated that reliance on information feedback from line director and trainees and formal course evaluations, further methodical, objective measures for assessing the transfer of learning from classroom to the job and more delicate are measured which totally estimate the effectiveness of HRD practices and action in enhancing competitive pretensions. For Neil et al. (2002), company morals regarding evaluation, cost of designing and conducting and evaluation, the need for speed in carrying program effective information and purpose of the training are factors that need to be considered in assessing training program. Whiles DeCenzo and Robins(2007) and Pynes(2009) are of the opinion that the four situations of evaluation training is pivotal in assessing training effectiveness, Lane and

Crane(2002), Prett and Bennet(1990) argued that the most refined system of assessing training is the measuring of performance before and after training.

Kirkpatrick (2009) identified four levels at which training can be evaluated; the first one is Reaction: Organizations evaluates the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees. Second Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes. The third one is Behavior: Evaluating training at the behavioral level means measuring the effect of training on job performance through observing job performance. Finally, Results: Employers evaluate results by measuring the effect of training on the achievement of organizational objectives.

2.10 The Importance of Training

Jacobs and Washington (2003) mentioned that investing in the training of workers is an effective plan to develop a competitive mortal resource pool. Training increase success of quality design, reduce design failures and blights, reduces staff development, minimizes supervision, and enables progress, lesser capabilities to carry out further design and changes in workers behavior.

(Nell et al. 2004) and prepares the hand for unborn job conditions (Solomon, 2016). Development programs allow operation to keep a pool that can sufficiently take over being workers who may leave the company or who are moved to other areas and allows workers to manage with recently developed technology, and ensures that acceptable mortal coffers are available for expansion into new areas. A well- trained workers increase productivity and gains, improves client satisfaction and creating new service ideas, saves labor by reducing time spent on problem- working and saves plutocrat in the long run by producing a better pool. Evans and Lindsay (1999) proposed that the quality of workers and their development through training are major factors in determining long- term profitability and optimum performance of associations. Appiah (2010) claimed that organizational training improves behavior and produces benefits to workers and associations by appreciatively impacting performance of hand. It's clear that training enables empower workers with added chops, knowledge and actions to meet arising challenges and changeable business world. It also improves performance as well as adding productivity, and ultimately putting companies in the stylish position to face competition and stay on top. This means that, there's a significant difference between the associations that train their workers and

those that don't (Appiah, 2010). With the constantly changing terrain, the chops acquired in the academic institutions no longer give a guarantee for unborn advancement for middle-aged workers. Workers differ greatly in the capacities as far as the work terrain is concerned. It becomes necessary to shape the capability for changing job terrain through training. To perform the required job, intellectual capability, essential intelligence and psychomotor capability that includes physical capacities to perform workshop are to be coordinated; hence effective training need to match the capacities of workers with the job conditions.

2.11 Challenges of Training program

Whether an organization is well-established or a brand new startup, one thing you cannot afford to ignore is providing employees with the best possible training. After all, it's the scaffold that will help the business grow and remain competitive. However, it's not necessarily easy to set up: each company is unique, and there is no one-size-fits-all training solution out there. One need to create a learning and development program that addresses the training challenges an organization and employees face. One that will help it remains at the top of the game and flexible enough to change as the company evolves. (Nikos Andriotis 2017)

The challenges of training program in an organization are fairly similar wherever go, especially when establishing its training program, and can be pared down into a few key considerations. So, what are the most common challenges faced by training managers? How can they be overcome? The first of the most common issues in training program is what exactly should the program be comprised of? A big problem some Learning and Development managers face is a portfolio of courses that is too big, too unwieldy, out of date, repetitive or just plain useless. A successful manager will avoid this by choosing and developing the courses that are most useful, not only for the organization as a whole but also for each individual learner. After all, the training needs of a senior manager are going to vary from a newly on boarded team employee, if it's tackling a well-established learning and development platform. (Nikos Andriotis 2017)

Who does the training?

Another one of the challenges in training program is the sometimes fraught issue of who exactly delivers the learning and development. Does an organization rely on internal knowledge and

expertise, which has the advantages of being fully under the organization's control and near its business niche? Or should an organization opt for external trainers, who will bring their own experience, skills and new concepts, but who can be a costly learning asset? The key to this issue is tied up with the first question. It really does depend on the nature or the training requirements. There will be times that will be much better off deploying an internal asset for example when delivering induction training but sometimes, bringing in external trainers is actually more cost effective. This is particularly the case when consider the next of problems associated with training program. (Nikos Andriotis 2017)

Who develops the training materials and environment?

This is a vitally important consideration, whether an organization is setting up its training platform from scratch or is giving an established system a makeover. The temptation is to do all of this in-house, but unless it has got a fully-fledged training program team that includes experts in training program Course Design, it'll be a false economy. A good training program Manager will want to establish links with a Learning Specialist, develop materials, and the learning platform in collaboration to create a unique solution to the training challenges the organization faces. It may find it useful at this point to have input from individual departments, as well as individual prospective trainees, as to what they feel they need to learn and how. (Nikos Andriotis 2017)

2.12 Standardization of training

Being consistent and producing the same training program outcomes from the same training materials is another of the challenges facing training program, particularly in large corporate environments. If it rely on external trainers for some delivery, it's hard to ensure that delivery mechanism and expertise are universally consistent. In this circumstance, this training challenge can be mitigated by developing a clear, unambiguous syllabus. Considering that the majority of training program nowadays will be much of online, consideration should be given to creating standardized training modules. For example, all modules could have identical time constraints, have highly-defined, clearly stated learning outcomes, or be delivered in a visually identical manner. (Nikos Andriotis 2017)

Global workforce, cultural differences

If an organization work in a multinational corporation, it'll know that considering the breadth and diversity of the workforce can be one of the big challenges faced by training managers. How do you not only deliver the required training globally but also take into consideration language and cultural issues? Training delivery varies around the world, and what may make a successful training session in one country might fall flat in another. Take into account the potential training audience, and develop resources that are not only multilingual but also multicultural. Also, consider the method of delivery: You'll find that some cultures benefit more from collaborative group training sessions, while others favor an individual approach. (Nikos Andriotis 2017)

Different generations in the same workplace

It's inevitable that an organization will have people of different generations on staff, and this is another one of the training program issues in the workplace. Much has been made of the millennial generation, and the fact that they are much more at home with training program. This is great for organizations, because they respond very well to training techniques that deploy things such as micro learning and augmented reality. However, it still needs to consider older employees. Just as different cultures have different learning styles, so do different generations. While one could develop different delivery methods for its content to address this issue, another technique is to deploy trainees as a training asset. Millennial are great ambassadors for new ways of training, being able to communicate what they have learned (and how) to their teams with passion and clarity. They are fantastic at passing on training objectives, so it consider them as part of its educational tool. (Nikos Andriotis 2017)

Engaging with training

Ensuring that employees are fully engaged with training platform and content is yet another of the problems faced in training program. This is mainly because the trainee either cannot understand the objectives or see the relevance of the training to him or her. Sometimes, it may be that the mode of delivery feels stale and uninteresting. Two ways to tackle this issue present themselves: The first is to create a dynamic training portfolio that uses a variety of methods to deliver its learning objectives. So, as mentioned above, use techniques such as micro learning, or use different audiovisual elements in training provision. However, a far more effective approach to ensuring engagement is to make the potential trainee a stakeholder in their own training. Using

surveys and appraisals create appealing custom content that will make employees feel that they have been involved in its development. (Nikos Andriotis 2017)

Getting feedback and course completion

Allied with the above, the exit process of course delivery is the last of the training challenges an organization training development might face. Just as organizations have life cycles, so do training courses. Ensuring course completion is vital. Without it, how can an organization ensure that the training objectives were achieved? With training, it's easy to monitor individual completion and achievement rates. Indeed, most training platforms have monitoring and reporting tools to help an organization with this task. It's also important, however, to get feedback on the course, and, crucially, to be seen acting on what organization been told. This way, it is more likely to keep trainees engaged. In turn, they'll feel more like stakeholders in their own development, and get insights into what worked well and what wasn't quite as good in its training offering. From that, it can then feed this into course development cycle, ensuring that the content remains up to date and relevant. It may want to embed the feedback into the course ending, so that the employee, by providing a response, then achieves course completion. This way, it solves two challenges in training program. (Nikos Andriotis 2017)

Overcoming training challenges

As highlighted above the main training challenges in organizations, but as it can be seen, they're all easily surmountable. The keys are consistency, logic, and flexibility, as well as an ability to consider the training process holistically – and to include employees in the process. It may be said that the trainees themselves are one of the challenges faced by trainers, but don't view them like that: In fact, they're often the solution. (Nikos Andriotis 2017)

2.13 Factors affecting employee performance

According to Anderson (2003:122), the following are the factors affecting employee performance to increase productivity:

Experience: Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training

but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work–home balance: As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2003).

Manager interaction: If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a program that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

Setting goals: to help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

2.14 Training program & employee Performance

Training program is highly related to performance (Nelson et al, 2012) that helps in generating numerous benefits for both the employee and the organization ranging from enhancing employees' knowledge, skills, behavior and competences that when properly translated into real life work situations will result to an increase in revenue and profitability. One of the major crucial human resource practices that have great influence on the quality of employee's knowledge, capabilities and possessed skills resulting to higher employee performance is identified as training program. Thus, signifying the existence of a positive relationship between training program and performance. Satterfield & Hughes (2007) stated that the behavior and work-related skills of employees are greatly influenced by training which to a large extent

positively contributes to employee's performance. Training Program has positive impact on employee knowledge, development of advanced skill and enriching the job, thereby reducing the rate of attrition, increasing job retention and additional value to the workforce. (Nelson et al, (2012) which to a large extent leads to organizational performance. Therefore, lack of training will adversely affect the productivity of an employee, as trained employees are more competent and happier to perform their jobs with enthusiasm and great motivation, thereby making them highly productive while untrained employee feel depressed and demotivated which often makes them perform less which in turn affects organizational performance, growth and development. Employee training is one of the keys that significantly increases performance (employee & organizational) that results to putting the organization in a position that is more desirable in meeting and surpassing competition. This implies that organizations that offer training to their employees are more likely stand to be better than organizations that do not see it as important or necessary. The relationship that exists between training program and performance has been evidently presented in the existing literature by several scholars.

However, an extensive literature review conducted by Singh & Mohanty (2012) titled "Measuring the practice of Training program on Employees' performance in various Sectors & Industries" found a varied result. The general findings from the study were that, training has a high influence on employee performance of the agricultural & automobile industry and a very low influence on luxury products and service industry such as banks, insurance. They further concluded that the relationship between training and performance exist even though its impact varies depending on sectors and industries and employee performance is also influenced by market and macro-economic factors. Thus, indicating that the effect of training on employees' performance varies from one sector / industry to another. From the studies above, it can be observed that training is regarded as behavioral factors that aid employees' learning and have positive influence on employees' performance. Employees' who partake in training programs are more likely to have greater knowledge of the job and well informed about modern work practices which in turn increase performance than employees' who did not partake in training programs.

2.15 Empirical Review

Dabale, Jagero and Nyauchi (2014) examined the relationship between training and hand performance in the Mutare City Council in Zimbabwe. They used 132 workers and the direct

multiple retrogression tests showed that training enhanced workers ' performance in terms of workers ' knowledge, chops, capability and capabilities. Also, training reduced literacy time of workers starting new jobs, workers on transfer or those on creation. Also, Sultana, Irum, Ahmed and Mahmoud (2012) delved the influence of training on hand performance in five telecommunication companies in Pakistan. Having used 360 workers for the study, the results of the descriptive statistics, the retrogression and the Pearson correlation tests revealed that training bettered workers ' chops and capabilities. Training also enabled workers to acclimatize to changes regarding technological invention, request competition, and organizational structuring in the telecommunication assiduity. Asfaw, Argaw and Bayissa (2015) studied five quarter councils in Ethiopia and with a sample size of 100 workers, the Pearson correlation and direct retrogression tests showed that training told employment performance. Also, Nganga Weru, Iravo and Sakwa (2013) examined the relationship between on performance of state possessed pots in Kenya. The study was grounded on 142 workers and the Pearson correlation tests demonstrated that training affected the performance of state owned pots. Sila (2014), on the other hand, delved into the relationship between training and performance of Women Finance Trust in the Eastern Nyanza region in Kenya. He used 36 workers for the study and the descriptive analysis revealed that training told workers ' performance in terms of workers ' stations, service delivery and job satisfaction. Reviewed Previous researches show that Training led to organizational performance. Significant gaps in the current provision of formal training and coursework related to institutional depositories. Training led to enhancement in trainees' knowledge and chops. Training also prepared the trainees mentally before the inception of the training program. In the same tone, training affected workers' promptitude, absenteeism and satisfaction. Both formal and informal training styles told workers' performance. In general, the results indicated that training enhanced organizational performance.

2.16 Conceptual framework

The conceptual framework for employee training model outlines the key concepts, principles, and practices that guide employee training programs. It provides a structure for designing, implementing, and evaluating training programs that are aligned with organizational goals and objectives. The framework typically includes several components such as needs assessment, training design, delivery methods, evaluation, and feedback mechanisms.

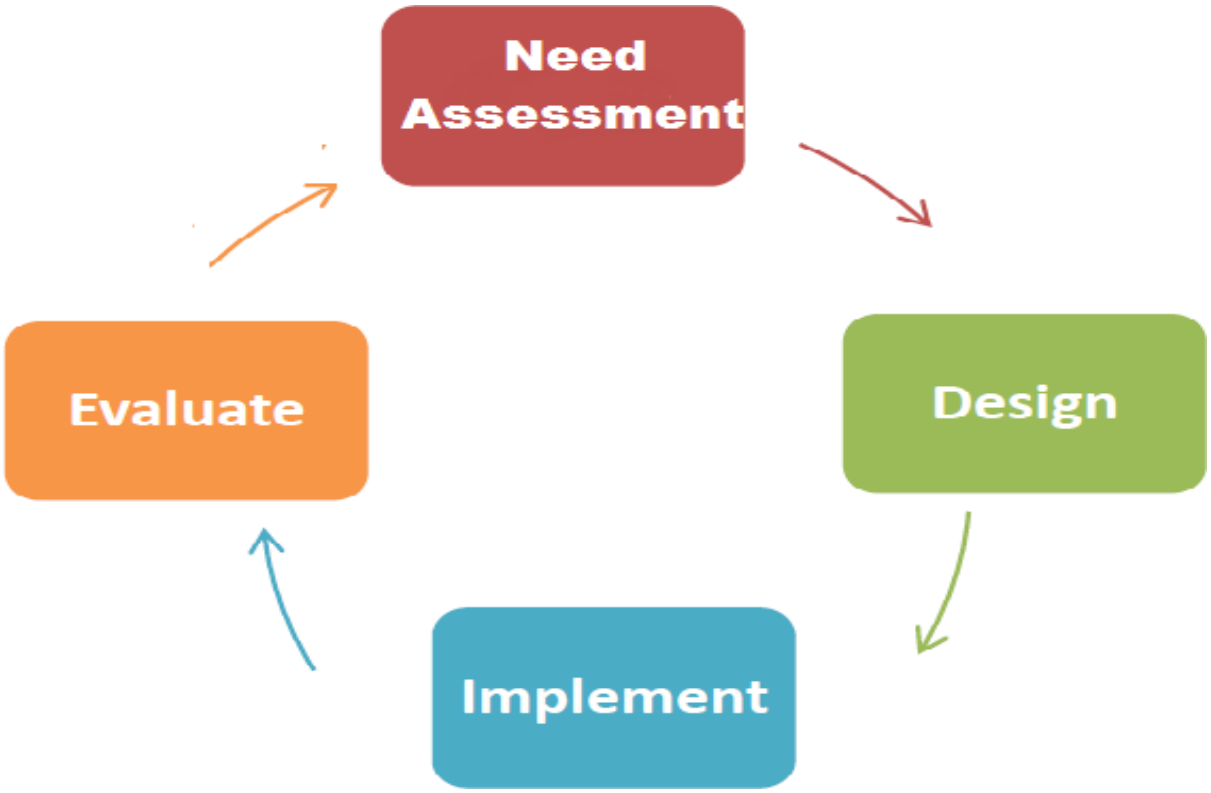

Figure 2.2: Conceptual Framework Model

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design and Approaches

This research implemented descriptive design. The descriptive method of research design help to the study clearly described relevant aspects of the phenomenon of interest about a particular situation. A descriptive study is concerned with describing the characteristics of a particular individual or of a group. As such, the study pursued to establish and described the prevailing training practices in Agricultural Transformation Institute.

In order to answer the study questions, this research used mixed (both quantitative and qualitative) research approach. By combining both quantitative and qualitative data, researcher neutralized the weaknesses involved in each single method of data collection (Creswell, 2003, p.11). In other words, mixed method research can provide broader, deeper, and/or more useful information: no single method is without its limitations, and different methods can provide complementary information that makes up for the shortcomings of using only one method (Richard, 2014). Mixed methods allow research to be conducted using both open and closed ended questions.

3.2. Description of the Study Population

As this study assesses the training practices and challenges in ATI Addis Ababa, the employees of ATI who are based in Addis Ababa have been taken as a population. According to the database of ATI, there are currently 152 employees working in the organization.

3.3. Sample Size and Sampling Method

The sample size aimed to have an appropriate number of respondents to participate in the study. In this study, the population size comprised of 152 employees at ATI head office. Then a total of selected sample respondents were surveyed for the study using a purposive sampling method. The sample sizes for the study were determined using the formula developed by Taro Yamane (1967).

$$n := \frac{N}{(1+N(e)^2)}$$

Where: n: is sample size

N: is the population size

e: is the error term, which is 5% (i.e. at 95% confidence interval)

$$n := \frac{152}{(1+152(0.05)^2)} = 110.14$$

The study used purposive sampling method. Purposive sampling (also known as judgment, selective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when "element selected for the sample are chosen by the judgments of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money.

3.4. Sources of Data

Primary data sources were employees of ATI who are based in Addis Ababa head office. In addition to this, primary data is gathered using interview with Human Resource department. The basic source of secondary data is the recorded document of the company and other related articles, selected websites, books, journals, and other materials related to training practices written by different authors.

3.5. Data Gathering Instruments

For quantitative data, questionnaire was the tool for data collection. The researcher employed primary sources of data which was gathered directly from ATI employees using closed- ended questionnaires. Questionnaires are used because they are the most appropriate tools for gathering primary data and are simple to use. In light of this, Saunders et al., (2009) noted that questionnaire is a means of gaining information from the respondents and enable to collect data from a large population. In addition to the questionnaire an interview was conducted with human resource manager to get qualitative data to enable the researcher triangulate the data gathered through quantitative method.

3.6. Procedures of Data Collection

The distributed questionnaire was collected within two weeks after the distribution. The questionnaire had two parts. The first part is about the demographic information of respondents,

and the second part focuses on the training practices of the institute. The interview was conducted with Human Resource Manager focusing on the overall training practices of ATI and the possible challenges.

3.7. Pilot Testing

The study was performed by pilot testing in order to check and overcome possible errors. In case of any discrepancy, it was refined ensure its consistency. The test was done on nine respondents from the study population who will then be excluded from the final analysis. This applied purposely to avoid empirical bias and to ensure the reliability and validity of data exists. When research is repeatedly conducted but provides similar results and completed information, the collected data are termed as reliable and valid, Kothari (2004).

3.6.1. Validity

Validity refers to the extent to which an instrument measures what is supposed to measure. Data need not only to be reliable but also true and accurate. If a measurement is valid, it is also reliable (Joppe G. 2000). The content of validity of the data collection instrument was determined through discussing the study instrument with the experts in the field of study especially the researcher supervisor. The valuable comments, corrections and suggestions given by the study experts assisted the validation of the instrument.

3.6.2. Reliability

Reliability refers to the consistence of measurements, given a specific measurement tool. A measurement is said to be reliable if is consistently produce result where the only variability is due to the process not to measurement error Anderson, (2008) Reliability has to do with the accuracy and precision of a measurement procedure, Kothari (2004).

3.8. Method of Data Analysis

The data collected through the questionnaire are analyzed through descriptive analysis and presented with the help of tables, frequency and percentage. The findings are discussed in relation to the research questions and the literature reviewed. In addition to this, the information gathered through interview is utilized to elaborate major factors related to training practices and

challenges of the organization and the results are presented in the form of a summary and narration.

3.9. Ethical Considerations

The researcher has consent of the organization for the study. Employees who completed the questionnaires were informed about the purpose of data collection, analysis and the covenant to maintain privacy of their responses. Therefore, it was conducted in such a way that was considered ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who's conducting the research, for what and who will benefit), also the study provided anonymity, means the information from the respondents was confidential and was not used for any personal interest.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Response Rate of Respondents

Out of the total number of 110 questionnaires distributed 95 of them were returned complete while 5 were returned incomplete. For the sake of more accurate results only the completed questionnaires were used for the analysis. So the response rate can be indicated as 86.36%. ((95/110)*100) which increased the representativeness of the samples.

4.2. Demographic Profile of Respondents

Gender of respondents are summarized in the table below,

Table 4.2.1 Gender of Respondents

Gender	Frequency	Percentage
Male	58	61.1
Female	37	38.9
Total	95	100

Source: Own Survey, 2023

The above table indicates 61.1% of the respondents were male and 38.9% were female, which shows the majority of the respondents are males, which makes the representation of the responses fair in terms of gender.

Table 4.2.2 Age of Respondents

Age	**Frequency**	**Percentage**
18-25	11	11.6
26-30	13	13.7
31-40	43	45.2
Above 40	28	29.5
Total	**95**	**100**

Source: own survey, 2023

The above table depicts age distribution of respondents, that is, 11.6% of respondents are wit in the age of 18-25, 13.7% fall within the age of 26-30, and 45.2% fall within 31-40, the rest 29.5% fall above the age of 40. This implies respondents were well distributed in terms of age.

Table 4.2.3 Educational Status of Respondents

Level of Education	**Frequency**	**Percentage**
Diploma	4	4.2
First Degree	40	42.1
Second Degree	49	51.6
PHD	1	1.05
Other	1	1.05
Total	**95**	**100**

Source: Own Survey, 2023

From the above table, we can infer that about 51.6% of respondents have second degree and 42.1% of respondents have first degree. This indicates that most of the employees in the organization are well educated. And since the majority of respondents are educated, it can be concluded that almost all employees are capable of understanding and answering the questions of the questionnaire.

Table 4.2.4 work Experience of Respondents

Year of Experience	**Frequency**	**Percentage**
1-3	14	14.7
4-6	10	10.5
7-10	19	20
Above 10	52	54.7
Total	**95**	**100**

Source: Own Survey, 2023

The above table shows that, 14.7% of respondents had worked for a period ranging 1 to 3 years, 10.5% for a period ranging 4 to 6, 20 % of respondents for a period 7 to 10 and 54.7%, and

finally 54.7% of respondents indicated that they had worked more than ten years. This implies that the majority of the respondents had served for a significant period.

Table 4.2.5 Current Positions of respondents

Current Position	**Frequency**	**Percentage**
Director	7	7.4
Manager	10	10.5
Senior Officer	25	26.3
Officer	35	36.8
Junior Officer	7	7.4
Other	11	11.6
Total	**95**	**100**

Source: Own Survey, 2023

The above table shows that 7.4% of respondents are at the position of director, 10.5% are at the manager position, and 26.3% are senior officer position, while the rest 36.8%, 7.4% and 11.6% are at the position of officer, junior officer and other position respectively. This shows that most of the respondents are in the non-managerial position. Most training is delivered to the employees rather than the supervisors and managers so those which are for non-managerial position more conscious how training is actually conducted.

4.3. Descriptive Analysis of the study Variables

The researcher analysis is based on the employees' awareness of following thematic areas: strategic objectives of the organization, training need assessment, training objectives and design, training delivery methods, training evaluation and finally training challenges of the organization.

Table 4.3.1 Alignment of Training with strategic objectives

Statements	Strongly Agree	Agree	Neutral	Disagree
The Institute has a clearly defined strategic objective	(34) 35.8 %	(54) 56.8%	(7) 7.4%	
The Institute has a clearly designed training plan	(14) 14.7%	(63) 66.3%	(15) 15.8%	(3) 3.15%
Training provide aligning with ATI strategic objectives	(19) 20%	(50) 52.6%	(22) 23.2%	(4) 4.2 %
The training program assisted the trainees effectively use their talent towards achieving the organization strategic objectives	(19) 20.4%	(50) 53.8%	(19) 20.4%	(5) 5.4%

Source: Own Survey, 2023

As shown in the above table (15) 15.8 % of respondents were neutral with training program has clearly defined strategic objective; it could be that these workers don't see any alignment between training program and clearly defined strategic objective. While 7.4 % were neutral to this issue, (34) 35.8 % of respondents strongly agreed that training handed has clearly defined strategic objective. These employees must have attended a training session, which was aligned with the tasks they were carrying out in the organization.

In agreement with the (50) 52.6 % of respondents who agreed that training handed is aligned with strategic objective, (22) 23.2 % of participants were neutral and an aggregate of 20 % of them strongly agreed that training handed is aligned with strategic objective. Aggregate of (4) 4.2 % respondents disagreed that the training handed is aligned with the strategic objective of the company.

According to the respondents, (63) 66.8 % of respondents agreed that the institute has a clearly designed training plan, (15) 15.8 % of participants were neutral on the matter and an aggregate of (14) 14.7 % dissented that he Institute has a clearly designed training plan. In terms of the 10 that agreed that with training program job knowledge increases in employees. It’s important that the

applicable training plans are prepared in order to fit the trainees, the job description, the directors and officers, and their different situations of education and background.

An aggregate of (50) 53.8 % of actors agreed that the training program assisted the trainees effectively use their talent towards achieving the organization strategic objectives, (19) 20.4 % were agreeing strongly on the training program assisted the trainees effectively use their talent towards achieving the organization strategic objectives. An aggregate (19) 20.4 % of respondents were neutral on the training program assisted the trainees effectively use their talent towards achieving the organization strategic objectives; these workers may be workers who are new to the company and who don't know whether training program increases job knowledge in employees. Remaining of (5) 5.4 % of respondents' dissent that the training program assisted the trainees effectively uses their talent towards achieving the organization strategic objectives. It's the employer's responsibility to give the hand with the information that enables to perceive and rightly interpret the prospects of the organization.

Table 4.3.2 Training Needs Assessment

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training need assessment is applied in ATI	(16) 16.84%	(54) 56.8%	(16) 16.84%	(8) 8.4%	(1) 1%
Training need assessment process is participatory	(16) 17%	(28) 29.8%	(27) 28.7%	(20) 21.3%	(3)3.1%
Training needs identified are helpful for upcoming training	(26) 27.4%	(41) 43.2%	(22) 23.2%	(5) 5.1%	(1) 1%
Training need assessment is well organized	(16) 17%	(31) 33%	(34) 36.2%	(11) 11.7%	(2) 2.1%
Employees are selected for training based on need assessment	(13) 13.8%	(33) 35.1%	(26) 27.7%	(19) 20.2%	(3) 3.2%

Source: Own Survey, 2023

Regarding to Training need assessment is applied in ATI, 8.4 % of the respondents disagree by the Training need assessment and (54) 56.8 % of the respondents agree with the ATI's Training need assessment, then (8) 8.4 % of the respondents were in agreement. The response also explained that the Training need assessment strongly disagree for 1 % of its employees.

Concerning training need assessment process (28) 29.8 % of the respondents agreed that training need assessment process is participatory; while (20) 21.3 % of the respondents do not agree that training need assessment process is participatory.

Similarly from the majority of the respondent groups, (31) 33.0 % of them agreed that Training need assessment is well organized and the (11) 11.1 % of them disagree that Training need assessment is well organized, While (34) 36.2 % of respondents were neutral on this criteria of training program.

Almost (41) 43.2 % of the respondents agreed that Training needs identified are helpful for upcoming training and (26) 27.4% of the respondents strongly agreed that Training needs identified are helpful for upcoming training.

Table 4.3.3 Training objective and design

Statements	Strongly Agree	Agree	Neutral	Disagree
ATI formulates SMART training objectives	(16) 16.8%	(44) 46.3%	(28) 29.5%	(7) 7.4%
All employees are clear about the training objectives	(13) 13.7%	(42) 44.2%	(31) 32.6%	(9) 9.5%
Training is designed compatible with the actual job to be performed	(17) 17.9%	(52) 54.7%	(21) 22.1%	(5) 5.3%
Training programs are designed to improve skills, knowledge attitude of employees	(18) 19.4%	(53) 57%	(18) 19.4%	(4) 4.2%

Source: Own Survey, 2023

Regarding from the below figure, almost (44) 46.3% of the respondents agreed that ATI formulates SMART training objectives and only (28) 29.5 % of the respondents were neutral that ATI formulates SMART training objectives. Question related with training objective and design, (16) 16.8 % of the respondents strongly agreed, but (7) 7.4. % of the respondents replied in disagreement.

As shown from the above table, (42) 44.2 % of the respondents agreed that all employees are clear about the training objectives in ATI As for (13) 13.7 % strongly agreed. However, (31) 32.6 % of the respondents were neutral on the matter. On the other side (9) 9.5 % replied in disagreement.

As shown from the above table, the (52) 54.7 % of respondents agreed that Training is designed compatible with the actual job to be performed, as per for (17) 17.9 % strongly agree with the design compatibility. Nevertheless, (5) 5.3 % of the respondents on the other side disagree about the compatibility.

As shown from the above table, (53) 57.0 % of the respondents agreed that training programs are designed to improve skills, knowledge attitude of employees. The rest (4) 4.2%, (18) 19.4% and (18) 19 % respectively disagree are neutral and strongly agree with the design.

Table 4.3.4 Training Delivery

Statements	Strongly Agree	Agree	Neutral	Disagree
The training delivery method is convenient to get the necessary knowledge and skill	(19) 20%	(59) 62.1%	(13) 13.6%	(4) 4.2%
ATI implements participatory training delivery method	(15) 15.8%	(51) 53.7%	(23) 24.2%	(6) 6.3%
The trainers are well trained and prepared on the subject matter	(14) 14.9%	(52) 55.3%	(24) 25.5%	(4) 4.2%

The training materials and training aids are complete and helpful	(15) 16.1%	(51) 54.8%	(23) 24.7%	(4) 4.3%
The training place and facilities are adequate and comfortable to conduct training	(15) 16.3%	(52) 56.5%	(22) 23.9%	(3) 3.3%

Source: Own Survey, 2023

Grounded of the table above, only (59) 62 % of participants agreed that the training delivery method is convenient to get the necessary knowledge and skill, 13.1 % of respondents were neutral on the issue and few dissented (3.2%) then only highly dissented (1%) that training delivery in ATI is convenient.

As per training delivery participation, (51) 53.7 % of the respondents agreed that ATI implements participatory training delivery method, (23) 24.2% of them were neutral and (15) 15.8 % of them strongly agree.

In addition, the majority of the respondents (54.7 %) agreed that training materials and training aids are complete and helpful, while (14) 16 % strongly agreed as a whole on the training material. the rest (23) 24 % were neutral on the matter, only (4) 4 % disagree on the completion.

Accordingly, (52) 55.3% respondent agreed that trainers are well trained and prepared; (14) 14% were in strongly agreeing, (24) 25.5% repliers were neutral and an aggregate of (4) 4.3% of respondents dissented that trainers are prepared and well trained.

Basing on the table above, the respondents were asked whether the training place and facilities are adequate and comfortable to conduct training, majority rated at (52) 56.5% agreed, for (15) 16% respondents agreeing strongly, (3) 4.3% disagreed and (22) 23.4% were neutral implying that the training place and facilities of ATI are adequate.

Table 4.3.5 Training Evaluation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The institute evaluates the reaction levels of trainees by conducting interview or questionnaire	(11) 11.6%	(34) 35.8%	(29) 30.5%	(21) 22.1%	
The institute evaluates how well trainees have learned facts, ideas, concepts, theories and attitudes	(15) 15.8%	(35) 36.8%	(31) 32.6%	(12) 12.6%	(2) 2.1%
The institute evaluates the effect of training on job performance	(9) 9.5%	(37) 38.9%	(31) 32.6%	(16) 16.8%	(2) 2.1%
Due to the learned knowledge and skills from the program, there is a positive result in the achievement of the organization objective	(17) 17.9%	(43) 45.3%	(26) 27.4%	(9) 9.5%	

Source: Own Survey, 2023

Regarding to the Training evaluation, (34) 35.8% of the respondents agree by the institute evaluation of the reaction levels of trainees by conducting interview or questionnaire and (21) 22.1% of the respondents disagree with the institute evaluation. (29) 30% of the remaining respondents are neutral on the matter of evaluation while the rest of (11) 11% strongly agreed on the evaluation of trainees' reaction levels by ATI.

In regards to the table above, employees were asked whether there is a positive result in the achievement of the organization objective, due to the learned knowledge and skills from training program. Majority rated at (35) 45.3% stated that there is a positive result, (17) 17.9% highly agreed, (9) 9.5 % were in disagreement on the evaluation's positive result and lastly (26) 27.4% stated that training evaluation affect the objective achievement in a very small extent, implying that training evaluation affect the achievement of an organization's objective since the majority agreed.

Table 4.3.6 Challenges encountered in training program

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training Use plain language & a variety of materials.	(12) 12.8%	(58) 61.7%	(20) 21.3%	(4) 4.3%	
Training Use relatable scenarios and clear outcomes.	(10) 10.5%	(63) 66.3%	(17) 17.9%	(5) 5.3%	
The training process includes discussion forums and social elements.	(11) 11.6%	(57) 60%	(24) 25.3%	(3) 3.2%	
Training involves employees in the course creation process.	(13) 13.8%	(36) 38.3%	(27) 28.7%	(16) 17%	(1) 1.1%
Training program take some ready-made courses.	(9) 9.5%	(56) 58.9%	(22) 23.2%	(8) 8.4%	

Source: Own Survey, 2023

A total of (57) 60% respondents agreed that the training process include discussion forums and social elements, (20) 25.3% of participants were neutral and (4) 3.2% dissented. Aggregate of (63) 61.7% respondents agree that Training Use plain language & a variety of materials, as of (21) 21.3% repliers were neutral on the matter. Consequently, a majority of 66.3% respondents agreed that training use relatable scenarios and clear outcomes; 17.9% of repliers were neutral and an aggregate of 5% respondents dissented that training use clear and relevant circumstances.

In regards to the table above, employees were asked whether Training involves employees in the course creation process, majority rated at (36) 38.3% stated training process involves employees and 12.4% stated a strong agreement to the issue. A total of (16) 17% were in disagreement with the statement. The respondents were asked whether Training program take some ready-made courses and the majority of (56) 58.9% agreed to the statement, (22) 23.2% were neutral and

4.4. Analysis of Interview Questions with Human Resource Manager

The result in the first interview question about the department that is responsible for the employee training program shows that Under the Human Resources Department, there is a division dedicated to overseeing staff training; the department is called "Organizations and Human Resources Development."

To manage employee training, the Human Resources Department of ATI has a division devoted to organizations and human resource development. It is in charge of a variety of training initiatives that assist individuals in settling into new roles and learning more about the business and its culture. The HRD protocol of ATI provides access to resources and educates employees the skills they might require for their professions.

Analysis of the second survey question conducted on training program alignment with strategic objectives of ATI shows all the training in the Institute is all expected to be aligned with strategic objectives. Which is done using the following manner: during Need Assessment, during the Budget process and during evaluation.

ATI ensure that employees receive the appropriate training in the proper areas to guarantee that employees are prepared to fulfill the goals and objectives. The training strategy is in line with the organization's priorities and assist coworkers in developing the mindsets, abilities, and knowledge they most urgently require. The training objectives fall in line with business goals by outlining the future, identifying gaps, establishing strategic training and development goals, communicating the purpose and goals of training, providing the ideal training, promoting continuous learning at work, measuring, and repeating.

There is a training assessment done in ATI. It is implemented in two levels. During the training session and Training program evaluation. The training assessment in ATI is an evaluation procedure used by ATI to identify the knowledge, skills, and abilities that its employees possess in order to meet performance objectives. ATI benefits from training assessment since it enables it to identify the employees who require training through performance reviews, self-evaluations, focus groups, customer feedback, etc. Finding employees that need training can help meet their educational demands and promote professional development. ATI’s training needs assessment

main advantage shows employees where they may improve or reskill. Employee training would be limited without recognizing the areas that require training.

Addressing skill and knowledge gaps in ATI, enhancing training efficiency, assessing how training affects the company's performance and improvement are further advantages.

An interview response in accordance of the annual performance objectives of ATI analyzed that ATI does have annual performance objectives with its own KPIs, work stream and specific activities with its budget. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound; ATI use the following steps to construct SMART annual performance objectives with their own KPIs, work streams, and particular activities with budgets: Decide what ATI want to accomplish and why it is crucial. Put the objectives into concrete language. Deciding how ATI will gauge the achievement in accomplishing the goal. Making sure the goal is doable and reasonable. Checking the target is pertinent to the priorities and goals of the organization thus establishing a deadline for completing the task.

Once the SMART goals have been established, ATI choose the KPIs that will allow company to track their progress. Key performance indicators (KPIs) are employed to track the progress toward the objectives ATI have set. KPIs are quantifiable metrics that assist it in monitoring the advancement toward those objectives. They can be applied to evaluate employee, team, or corporate performance.

ATI take the following actions to develop successful KPIs: Decide what ATI is aiming to accomplish and why it is significant. Determine the elements that are essential to reaching the objective of ATI. Establish the measurable metrics that will enable ATI to monitor the way toward that objective. Set objectives for every KPI. Keep track of the goals' progress, and provide regular updates. Keep track of how well is being done in achieving those objectives.

A work stream is a collection of connected projects that are managed jointly to accomplish a single objective. The tasks or actions ATI must carry out in order to accomplish the objectives are collectively referred to as specific activities. A budget is a financial plan that details anticipated earnings and outlays for a given time frame.

From the interview conducted in the guideline on training program of ATI the survey found that ATI has a training and development guide which indicates how to design its training program.

The training program is used by the firm to instruct new hires on its procedures and policies. A thorough document that describes the training procedure in ATI serves as a training program guide. It offers guidance on how to create employee training programs to advance the abilities of its employees, enhance its output, and boost retention. The Training cycle comprises Identifying and grouping of training needs; prioritizing the training needs, Training Design and Development of the training.

From the analysis of interview question about the training delivery method in ATI the study reached that ATI employs several training delivery systems. One way to provide training to employees in the company is through a training delivery system. It is necessary for workplace learning to be successful including classroom training, on-the-job training, online training, self-development, experience sharing, coaching and mentoring, panel discussion and project briefing sessions.

From the interview completed on evaluation of training program, a training program in ATI is evaluated in a number of ways. Asking the participants for their comments is one of the simplest techniques. This is quick and simple thanks to a ranking system. Surveys raise the bar for the rating system. Before, during, and after the implementation, evaluations are given to employees, employees' trainers, and the supervisor managing the training program. The most common way to evaluate training in ATI is to get the learners to complete a form at the end of the training where they give feedback on whether they thought it was useful, and what they thought of the trainer. The criteria used to assess a training program include knowledge and skill transfer, satisfaction, program effectiveness, behavioral change, outcomes attained, and performance change as a result of the training. A training program is also assessed by observation and reporting, knowledge retention exams, performance appraisals, and the creation of thorough reports.

Regarding the interview question forwarded on the practices of training the analyzed response is that ATI take into account the following to enhance the institute's training practices: coordinating training with strategic goals, performing a training evaluation, key performance indicators

(KPIs), Identifying work streams, defining particular activities, establishing a training program budget. ATI anticipate about creating a strong connection between training and project as well as strategic objectives, budgeting for the training and development, and offering training and development for the lower staffs as ways to enhance the institute's training practices. Setting up a reliable impact assessment mechanism remains crucial in ATI.

An analysis from the final interview question made was about the major challenges encountered in conducting training. Hence, found a feedback that Lack of Leadership focus for training, Unavailability of funds, Lack of capacity, having low capacity at HR level as well as all over the organization is another challenge we face; It is challenging to move people to the required level of commitment at leadership as well as at work level and Assignment of employees in different locations and frequent field work, making it difficult to organize training are the major encounters.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

The objective of this section is to refresh the reader's understanding of the findings or results. The main or the major findings that will be stated in chapter four are highlighted. And also it tells the readers how they have answered the research questions.

Most respondents agreed that ATI has a clearly designed training plan, and the majority of employees consented that the training program helped the trainees effectively use their talent toward achieving the organization's strategic objectives. These findings are supported by the responses, which indicate that the majority of respondents strongly agree that the training handed out has clearly defined strategic objectives. The responses from respondents also stated that nearly all of their staff members are happy with the training requirement assessment. The majority of responders (more than 50%) concur that ATI develops SMART training objectives. Additionally, the respondents concurred that training is created to be suitable with the actual task to be done. The respondents concurred that training programs are made to advance employees' knowledge, abilities, and attitudes.

The respondents acknowledged that ATI uses interactive training delivery technique, and they also agreed that the institute evaluates trainee reaction levels by conducting interviews or questionnaires. The training delivery method is practical for acquiring the necessary knowledge and skills. The majority of respondents felt that training evaluations have an impact on an organization's goal-achieving. The ATI training approach includes forums and social components, realistic scenarios, and unambiguous outcomes.

ATI Human Resources Department has a division devoted to organizations and human resource development to oversee staff training. To ensure that staffs are capable of achieving the goals and objectives, ATI makes sure that they receive the required training in the right areas. Through performance reviews, self-evaluations, focus groups, customer feedback, and other methods, ATI can use training assessment to determine which employees need training. Annual performance goals for ATI include its own KPIs, work streams, and particular tasks with a budget. According

to the poll, ATI has a training and development manual that describes how to create its training program. A training delivery system is one technique to train staff members at the organization. As a strategy to improve the institute's training procedures, ATI plans to establish a strong link between training and projects as well as strategic goals, budget for training and development, and provide training and development for lower staff members.

Lastly, ATI encounter a lack of capacity at the HR level as well as throughout the organization, Lack of leadership emphasis on training and little funding; it is difficult to move people to the required level of commitment at the leadership as well as at the work level; and assignment of employees in different locations and frequent field work, making it difficult to organize training.

5.2 Conclusions

The conclusion of this research relate directly to the research questions or objectives. The concluding remark relate directly to the significance of the study, which is always, in some way, to improve organizations. These are the major generalizations, the answers to the problems revealed in chapter one and two.

The preceding chapter has emphasized the significance of training program in agricultural transformation institute. Therefore, it is crucial to look into any problems with training program in the workplace. The present research aims to investigate how employee efficiency within ATI is affected by training. In addition, supporting goals are created to help the primary objective of the research be clearly achieved. At once, training program that affects employee efficiency has improved not only the institute's well-being but also most countries' wealth that has taken into account the planning and execution of training and workforce development. However, it is advised that management of the institute prioritize employee training program in order to get the most out of the workers and raise the organization's production. It is also advised to conduct more survey research on staff training in order to gain a deeper understanding of its beneficial effects.

As administrative management has become more of a focus in recent years, HRM has become more crucial in managing organizations due to its effects on innovation, "new working principles," for working relationships, and enhancing staff capabilities. An essential component of HRM is training of employees. It is crucial for ATI to hire talented and skilled workers.

Employees are more competent when they possess the necessary knowledge and abilities. Employees would have opportunities thanks to training and development to improve their professional lives and advance their status within the company. The efficiency of the institute would rise as a result. On the other hand, employees are the company's resources and assets, and those who are skilled and trained will outperform those who are not. Therefore, the goal of the research was to ascertain how, in the example of ATI, Training program relates to Employee Performance and Productivity. Based on the results of the analysis, it was determined that training program has a positive effect on employee efficiency and that training programs have a significant effect on staff productivity in the institute.

5.3 Recommendations

This study contributes to the body of examination on Training program in the institute. There is a lot of research on Training program, but these studies have mainly taken place in developed countries. Findings of the survey indicated that employees working in the organization considered the Training program as a main factor of employees' Productivity and were in favor of it. This study revealed that the ATI's administration interested in the productivity and efficiency is left with no other option than to adopt effective Training program.

Therefore, to achieve successful Training program, ATI should conduct manpower survey to identify the causes of less productiveness, where and how to address the problem, what type of training is required and for who in order to avoid unnecessary expenses and achieve desired training outcome. Based on the findings and conclusions of the study, the examiner recommends considering the importance of strategies proposed towards Training program practices at the institute as the following.

- ATI should see the necessity of having effective employee Training program policy with clear procedures as guidelines to manage the training program more effectively.
- ATI should have a compulsory training program for all employees to comprehend the significance of training programs to enhance their professional skills and the ability for a better understanding of the performance objectives and their job functions in order to perform their job more effectively and align with organizational strategy.

- ATI should commit to providing the training program of their experienced management staff that will help them to identify the potential for further development and promoted succession planning, and reduce staff turnover.
- ATI should organize the training programs in a way that enhances its abilities that are beneficial for the organization. The staff needs to be encouraged to go on further development both on the job and off the job.
- ATI should provide sufficient resources for training to improve the training program with up-to-date with the new process, or technology and methods.

Improving training managerial excellence can be difficult. There are, nevertheless, techniques to increase ATI's training abilities. The following are some forwarding ways: Make a strategy, be enthusiastic, Show them what excellent leadership looks like, don't undervalue its employee's abilities, Set specific goals and follow through on them, Accept failure and move forward, Motivate coworkers and Figure out the institutes' greater purpose.

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Appendix I

St. Mary's University

School of Graduate Studies

Master of Business Administration

Questionnaire to be filled by employees of Agricultural Transformation Institute

This questionnaire is designed to collect data for a research entitled "The Practice and Challenges of Training Program: The Case of Agricultural Transformation Institute" for partial fulfillment of Master of Business Administration.

The information obtained from the questionnaire will be used for academic purpose only. The quality of the study depends on the accuracy and truthfulness of the information. And hence, kindly request you to complete each part with at most commitment, care and honesty. I would like to thank you in advance for your cooperation and scarifying your valuable time.

Part I:

Demographic information of respondents

INSTRUCTION: Please indicate your selection by checking the box (☒) to the responses that are applicable

. Gender: ☐ Male ☐ Female

2. Age: ☐ 18-25 years ☐ 25-30 years ☐ 30-40 years ☐ above 40 years

3. Level of Education:

☐ Diploma ☐ First Degree ☐ Second Degree ☐ PHD

Other, please specify.....

4. Work experience:

☒ 1-3 years ☐ 3–5 years ☐ 5-10 years ☐ above 10 years

5. Current position:

☐ Director ☐ Manager ☐ Senior officer ☐ Officer ☐ Junior officer

Other, please specify.....

Part II

Alignment of Training and Strategic Objectives

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Institute has a clearly defined strategic objective					
The Institute has a clearly designed training plan					
Training provide aligning with ATI strategic objectives					
The training program assisted the trainees effectively use their talent towards achieving the organization strategic objectives					

Training need assessment

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training need assessment is applied in ATI					
Training need assessment process is participatory					
Training needs identified are helpful for upcoming training					
Training need assessment is well organized					
Employees are selected for training based on need assessment					

Training objective and design

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ATI formulates SMART training objectives					
All employees are clear about the training objectives					
Training is designed compatible with the actual job to be performed					
Training programs are designed to improve skills, knowledge attitude of employees					

Training Delivery

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training delivery method is convenient to get the necessary knowledge and skill					
ATI implements participatory training delivery method					
The trainers are well trained and prepared on the subject matter					
The training materials and training aids are complete and helpful					
The training place and facilities are adequate and comfortable to conduct training					

Training evaluation

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The institute evaluates the reaction levels of trainees by conducting interview or questionnaire					
The institute evaluates how well trainees have learned facts, ideas, concepts, theories and attitudes					
The institute evaluates the effect of training on job performance					
Due to the learned knowledge and skills from the program, there is a positive result in the achievement of the organization objective					

Challenges encountered in training program

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training Use plain language & a variety of materials.					
Training Use relatable scenarios and clear outcomes.					
The training process includes discussion forums and social elements.					
Training involves employees in the course creation process.					
Training program take some ready-made courses.					

Appendix II

Interview questions for Human Resource Department

1. Is there a separate department/unit that is responsible for the employee training program?
2. Is training program aligns with strategic objectives of ATI?
3. Is training need assessment applied in ATI?
4. Do you apply SMART training objectives?
5. How do you design the training program?
6. What kind of training delivery system do you apply?
7. How do you evaluate the training program?
8. What measures should be taken to improve the training practice of the institute?
9. What are the major challenges encountered in conducting training?