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**THE EFFECT OF TRAINING AND DEVELOPMENT ON THE EMPLOYEE'S
PERFORMANCE (IN CASE OF WOLKITE ROAD CONSTRUCTION AUTHORITY)**

**A research paper Submitted to Department of Management in Partial Fulfillment of the
Requirement of Bachelor of Arts Degree in Management**

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Abstract

The main objective of this study is to assess training and development practice and the effect of the prevailing practice on performance of WRCA employees. Specifically, these studies were intended to address the following questions; what is the effect training and development through what criteria are used in selecting trainee, training methods used, problems countered on the process of training, improper training. To conduct the study, both primary and secondary data would be used in the research, with a focus on the former. Interviews and questionnaire distribution would be used to gather the main data. Secondary data about the subject of study would be gathered from books, papers, and other written materials in the WRCA. The descriptive survey method would be used to conduct the study because it aims to describe the data from which the issue solution is sought. Because the population of the WRCA is so small about 41 employees—census methods were used because they were dependable and produce a great deal of accurate data to address the needs of the complete population. Tables and percentages were used to transform the data into a format that is easy to comprehend. The study showed that employee skill, knowledge and ability gained from training has significant effect on productivity. Further findings reveal that training has effect on employee commitment to the organization. The conclusion is that training enhances employee performance as well as employee commitment to the organization. It is therefore, recommended that public institutions like WRCA other related organizations should take more active interest in the training of its employees.

List of Acronyms

WRCA: Wolkite Road Construction Authority

GTP: growth and transformation plan

KSA: knowledge, skill and ability

HR: Human Resource

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CHAPTER ONE

1.Introduction

1.1 Background of the Study

Training and development have become the most important factors in today's business world because training increases the efficiency and effectiveness of both people and organizations. Training is an initiative initiated by an organization to facilitate employee learning, and development is an initiative aimed at expanding an individual's competence for future responsibilities (George et al, 2012).Resources used by an organization as a system include material, informational, financial, and human resources. The importance of human resources among these is greatest since they aid the organization in achieving its objective. Training and development are aspects that every organization must face and its main goal is to improve the capabilities of its employees so that the organization can maximize the effectiveness and efficiency of its human resources. Organizations can benefit from capturing the heart and minds of their employees and making them identify with the organization (Armstrong, 2009).

Because training increases the productivity and effectiveness of both people and the organization, training, and development are now essential components of supporting any business worldwide (Raja et al 2011). Training and development enhance the overall effectiveness of the business; claim (Jon et al,2003). It is thought that training and development are advantageous not only to the organization but also to the personnel because training and management development programs aim to strengthen employee and organizational capabilities.

Employees are not only the company's most important resource, but they are also one of the most expensive resources and also the problem (Mathis, 1997).

Organizations and their employees must continually expand their knowledge, skills, and behaviors to meet customer needs and complement today's demanding and rapidly changing business environment. Now More and more companies operate internationally, which requires employees to understand different cultures and customs. Customers rather than specialized functions, employees must therefore acquire a wide range of internal technical and personal

skills. Many companies expect employees at all levels to take on roles that were once reserved for management.

Modern organizations are expected to provide development opportunities to employees regardless of gender, ethnicity, or age so that they have equal opportunities for advancement. In this environment, organizations need to understand developments related to training and development. Training is the acquisition of knowledge, skills, and knowledge that leads to accurate useful feedback that is at the heart of our ongoing efforts to improve employee competencies and organizational performance. Development involves learning to look beyond the present work and take longer-term faces (Monday 2010:198). Development is a long-term process that enhances the capabilities and motivation of employees so that they become valuable future members of the organization.

Today, training also plays an important role in the implementation of management processes. It is in the graded process that employees use to ensure that employees are working towards the global goals of the organization. Many organizations, including government enterprises, need to train and develop their human resources to meet the challenges of the competitive environment they face. If an organization's human resources are well-trained and developed, an organization can be profitable and competitive.

1.2 Statement of the problem

The importance of training and development in achieving organizational aims and objectives is widely acknowledged. The input of employees into an organization's aims and goals must be maximized to maintain economic and effective performance (Armstrong , 1999). Training and development activities affect initiatives to enlist and motivate the workforce to improve performance. One of the main objectives of human resource management is to create the conditions that will allow employees' latent potential to be realized and their devotion to the success of the organization to be secured. According to Chang (1994), the goal of evaluating the training effort should be to show how training affects the "big picture" as it is put into practice to enhance job performance. Training's ultimate goal is to assist organizations in achieving their performance goals. Training initiatives have an impact on economic performance and relative competitiveness, both at the level of individual businesses as well as the overall national economy or industrial industry (Storey ,1999).

Training and development have a greater impact on the success of any organization. If the employees are satisfied with the training and development policies of the organization, this will have a positive impact on the organization's productivity. The perception or attitude of employees is transformed into positive or negative behavior. Some people believe that investing in training and development is a waste of time and resources that could have been used to create products and services that would be profitable for the company. Sometimes, the fear that an employee could leave the organization after training and development affects the employee's training and development and sometimes makes it unplanned and unsystematic.

The procedure and process usually adopted by some human resource departments in the identification of those employees that require training and development are worrisome. Employees sometimes go for training and development for personal reasons, which include enriching themselves, preparing themselves for other positions in other organizations, poor pay or politics, or because they know the person in charge of training, and not necessarily because there is an identified skill gap that needs to be filled through training and development. Oftentimes, the human resource department does not conduct training and development needs assessments. Employees' training selection criteria ought to be systematic and free from bias. It must follow a laid-down procedure to ensure that the right candidates are sent for training and development to have a positive effect on organizational performance. It is found that previous researchers have concentrated on the importance and benefits of training and development, but no study has been carried out on the challenges faced by the HR departments of the Wolkite road construction authority in the selection of employees for training and development. To bridge this gap, the researcher must conduct a study on the impact of employee training and development on organizational performance, focusing on processes and procedures for identifying skill gaps, training design, and delivery style, as well as the impact of training and development at the Wolkite road construction authority.

1.3 Research Question

The research question intended to address such a question:

- What is the effect of training and development on performance of employees?
- How training and development need is identified?
- What criteria are used in selecting trainees?

- What are the training and development methods used?
- What are the major problems countered during the training and development?
- What are the effects of improper training and development on performance of employees?

1.4 Research objective

1.4.1 General objective

The major goal of this study is to evaluate training and development procedures and how current practices affect the productivity of Wolkite road construction authority personnel.

1.4.2 Specific objective

- ❖ To determine the current level of training and development programs offered
- ❖ To identify the different methods used to assess training and development needs
- ❖ To identify the different criteria used to select trainees for training programs
- ❖ To identify any gaps or areas for improvement in the current training and development methods used
- ❖ To identify the major problems encountered during the training and development
- ❖ To evaluate the impact of improper training and development on employee performance

1.5 Significance of the study

The findings of the current study are expected to show the effects of training and development on the performance of the organization and would help managers in identifying the gap that needs to be bridged and also in their decision-making and that of other concerned bodies and stakeholders of the organization. As a result, the study's expected output is thought to motivate and guide managers of the study organization in particular, and other government enterprises in general, to work on the identified need gaps consistently to ensure their survival and the long-term success of their interventions. In addition, it was anticipated that the study's findings were highlight the need for additional research on the topic and, in turn, give the first data necessary for undertaking more inclusive and thorough studies on the problem at hand. The study's main goal was to

evaluate how training and development affected the performance of workers for the Wolkite road construction authority.

1.6 Scope of the study

There are a large number of government enterprises operating in Ethiopia in various intervention areas, such as road construction, environmental protection, and watershed management. Among these, the Wolkite road construction authority, which works on the construction of urban road infrastructure in Wolkite city, was selected for the study. The core emphasis of the current study is identifying the effect of training and development practices on performance. It specifically wants to identify criteria used in selecting trainees, training methods used, and problem areas of training and development. Both primary and secondary data were used. This study was going on from January to March.

1.7 Limitation of the study

Even though there are numerous local government enterprises operating throughout the nation, just one government enterprise is chosen for the case study at hand. The results of the effect of training and development on performance in the organization study may not be completely generalizable to other situations because it is a case study; therefore, additional research is needed to create a more complete picture of training and development practices in government enterprises. The likelihood of bias in respondents' comments is also very high because training and development are such sensitive and private matters, which could have an impact on the study's conclusions.

1.8 Organization of the paper

The study is structured in such a way that the basic findings are presented in a coherent flow of ideas. The study consists of four chapters. The first chapter deals with the introduction, which consists of the background of the study, a statement of the problem, the research question, the objective of the study and significance of the study, the scope and limitations of the study, and the organization of the study and methodology. The second chapter deals with the review of related literature, and chapter three deals with research methodology. Chapter four deals with analysis and interpretation. Finally, chapter five deals with the conclusion and recommendation.

CHAPTER TWO

2. Literature Review

2.1 Introduction

Training can be traced back to the stone age when people first began teaching others through signs and gestures. The importance of training and development as the most significant organizational action is rising. After an applicant has been chosen by an organization to join its staff, the next task is to place him in the appropriate position and give him the training and development resources he needs to suit the present position as well as the future. The career path for such is dividable (1999, Davar, p. 118). The employee must then be developed to better suit the position and company after being recruited, chosen, and incentivized. No one is a perfect match right away, so the same training and education must be provided to everyone (Churne,2000).

In today's competitive climate, upgrading employee performance and developing their skills through training is essential. As technology advances, job requirements are altering very quickly. For instance, with the constant advancements in computing hardware, businesses that fail to invest in the training of their workforce are robbing themselves of the human resources they require to thrive or even to live (Gomez 1995, p.293)

2.2 Definitions of Training and Development

According to Glueck, there are numerous definitions of training and development (1999, p.410). Training is a systematic process of changing an employee's behavior, knowledge, or motivation to increase the accomplishment of the organization's goals. The method by which a leader in their company can continue to be successful is called development. The goal of training, according to Gomez et al (1995, p. 293), is to give employees a particular skill or assist them in improving performance flaws. The goal of development is to give employees the skills the company will require in the future. Training equips students with the information and skills they need for their current jobs, claims Monday (2010, p. 198). On the other hand, growth entails mastering posture.

2.3. Concepts of training and development

According to Crawford in Adamu (2008), development involves a similar process in which people acquire more general abilities and knowledge, but in ways that cannot always be directly tied to a particular task they perform. Training is how specific knowledge and skills necessary to perform specific jobs are taught and learned. Training is the process of acquiring the abilities, information, and knowledge specifically needed to carry out a given job. It consists of conferences, classes, seminars, and on-the-job training. Development, in its broadest sense, refers to job enrichment with an innate mechanism to encourage a worker to embrace and participate in difficult organizational tasks (Igbokwe, 2011). Training is more focused; development is broader in its application.

Knowing that the purpose of training and development is to acquire or transfer the KSAs (knowledge, skill, and abilities) required to complete a particular activity or task, the advantages of training and development for both employers and employees are therefore strategic nature and considerably more extensive. Training and development encompass a wide variety of learning actions, from training employees for their current tasks to sharing knowledge to broaden the business horizon and enhance customer service to meet the present and future challenges facing the company. Additionally, it emphasizes their professional growth, enhancing their effectiveness as an individual, a group, and a company. The knowledge, skills, and attitudes required to accomplish organizational objectives can be determined with the aid of a comprehensive training and development program. The term training is often confused with the term development. Development refers to learning opportunities designed to help employees. (John Bernardin 2007: p 193)

Training and development are key activities for all organizations. The organization may decide to use its own trainers or buy in specialists' skills. Either way training serves a variety of purposes. For example, it can be used to motivate people: send them on a course to show them how much the organization loves them. It can also be used as a form of punishment: some people are not sent on the training courses areas where they are competent but perhaps made a small mistake. (John Bernardin, 1995, p. 105)

2.4. Training versus Development

Although they are commonly used interchangeably, training and development are not the same things. The only goal of training is to help employees develop their focus for both their current position and the one they will hold in the future. While professional development focuses on the entire team or company, training is more focused on individual employees. In other words, training is job-specific and addresses particular performance deficits or issues, whereas development focuses on the workforce's skills and adaptability. While training typically focuses on the immediate needs of a company, development focuses more on long-term requirements.

The objective of the training is to fairly quickly improve employee performance, whereas the objective of development is to generally enhance an organization's human resources by preparing employees for future employment demands. Development results in long-term capable and adaptable human resources, whereas training has a significant impact on current performance levels (Gomez-Mejia et al., 2004, p. 260).

2.5. Training and development objectives

Objectives of training and development should relate to the training analysis. These objectives must show the desired condition to be occurred. So that, it can be used as benchmark against which employee performance and the given training program can be measured. Setting the objective of training and development can also be used for trainers and trainees to be informed about their success. To close the gap between current performance ability and desired performance, training and development are used. The following points are a summary of what (Megginson 1981, p 206) calls "practical development goals."

- To advance the business.
- To evolve with technical advancement.
- To uphold one's societal obligations.
- To increase employee happiness at work.

Because the establishment of objectives serves as the foundation for all subsequent actions, great care must be taken when establishing training and development objectives.

As with all organizational activities, the training function must first have its objective clearly stated. The basic objective of training and development is to alter (change) the thinking and behavior of employees in the direction desired by management. Training that does not

accomplish this goal may be worse than vessels; it may actually damage the organization. It certainly will not benefit a company to start a training program with the vague notion that someone going through it will gain something. A training program must, as a result, be tailored to the needs a specific company for specific positions. (Herbert G.& hicks, 1976).

- ❖ Identify the critical element related to transfer of training.
- ❖ Identify criteria to use evaluate training effectiveness.
- ❖ Compare and contrast the various techniques available for training. (Herbert G hicks: 1976, p.302)

The particular objectives of training according to M. Armstrong, (1996, p 529) are to

- Developing the competence of employees and improve their performance.
- Help people to grow within the organization in order that, as far as possible, its future needs for human resources can be met from within.
- Reduce the learning time for employees starting in new job on appointment, transfer promotion and ensure that they become fully competent as quickly and economically as possible. In general, objectives should specify what learning trainees should be able to demonstrate by the end of training and development program.

2.6. Factors Influencing Training and Development

Mandy (2010, p. 199–200) asserts that several variables affect training and development as well as being affected by it. Top management support is necessary for training and development programs to be effective; without it, they will fail. The best method to succeed is for the executive to actively participate in the training and supply the necessary materials.

Technological Advance

Change is occurring at an amazing speed, with knowledge doubling every two years; perhaps no factor has influenced training and development more than technology. The computer internet, BlackBerry text messaging, and e-mail is dramatically affecting the conduct of all business functions.

World Complexity

The world is simply getting more complex, and this has had an impact on how an organization operates. The entire world provides opportunities and threats that must be addressed.

Organizations have to think of the entire work and how it will be staffed and trained in this environment.

Learning Styles

Although much remains unknown about the learning process, some generalizations stemming from the behavioral sciences have affected the way firms conduct training.

2.7. Human Resource Development Process

Enhancing the quality of an organization's human resources involves many activities newly hired employees must be introduced to the organization and their jobs. They must be trained to perform their jobs. Employee assistance and union relations (if applicable must be planned and managed. Also, current employees must regularly have their skills updated and managed. A business must also be concerned about developing the skill of its management team (De Nisi 2001, p. 245).

Job applicant gets the same orientation to the organization even if the organization refutation how it treats employees and the types of products or services it provides. Also, during the selection process, applicants often learn about other general aspects of the organization and what their duties working conditions and pay will be commonly cited objectives of company orientation programs are (Griffin 2001, p.246).

- ❖ Reduce of the new employees stress.
- ❖ Lower startup costs integrating the new employee in to the organization.
- ❖ Eventual reduction of turn over due to failure to understand the rule and culture of the organization.
- ❖ Reduce time required to integrate the employee in to the job.
- ❖ Helping the employee adjust to his, her work team or work environment more quickly.

2.8 Choosing Trainer and Trainees

Selection of trainers: A care must be exercised in the selection of effective instructors or training. To some extent, the success of the training program depends on the proper selection of the person who performs the training task. The process of need analysis and training for program development can be accomplished by company trainers. HRM specialists or hired outside

consultants who report to the HRM managers or other top managers are used to perform a needs analysis and conduct the training (Ivanovich 1989, p. 542).

Selection of trainees: In some cases, the selection of trainees who will participate in the program is obvious: the program may have been designed for new employees or to help reach equal employment opportunity goals. In other programs, the purpose may be to help employees find jobs elsewhere when layoffs are necessary or to retain older employees whose skills may be obsolete. If formal selection techniques are not used, quotas, supervisors, nominations, self-nominations, and seniority rules may develop either unofficially or officially as selection mechanisms for the programs (DANIEL R. & GILBERT JR. 2006).

Training methods: Training is one of the most important tools available to organizations. Management can make use of management programs to enhance the achievement of organizational objectives. This is possible by developing the skills and competencies of their employees to improve performance. There are a variety of training methods that are available and that can be used by training agencies and organizations.

On-the-Job Training: A method that occurs in a normal working environment using the actual tools, equipment, documents, or materials that the trainee will use when fully trained, on-the-job training has a general reputation for being the most effective for vocational work. More specifically, this method of training has the following advantages.

- The trainee is motivated, immediately productive, and gains experience with the actual equipment and materials.
- It is less costly.
- The transformation of training to the job is maximum.
- Multi-skilling is possible (Reward & Freeman, p. 392).
- On-the-job training is training that is focused on the job.

Off-the- Job training: is a technique that takes place outside of the typical working environment, suggesting that the employee is not considered to be directly productive while receiving this training. Additionally, it entails training employees at a location separate from their actual workplace (Glueck, 1982, p.426).

Near-the-job training: also known as vestibule training, provides entry to new knowledge (learning). A type of inters education that takes place close to the real workplace is called vestibule training. The primary goal of the training is to teach participants a particular skill that will improve their performance on the task at hand.

2.9. The Need for Training and Development

According to (Glueck 1995, p.413-141), the reason employees usually give for undertaking training and development include.

Orient new employees: while schools provide training many skills new employees may still require additional training to learn skills specific to the job.

Improve performance: the decision after training to improve performance often follows analysis indicators such as productivity turnover production cost quality, labor cost, and soon.

Maintain performance: obsolescence's skills and knowledge dual holding in position lacks the current skill and knowledge generally considered important to maintain effective performance in current or future work.

Prepare for new jobs: The present workforce is an excellent source of people to fill vacancies in other departments or other levels of the organization. But additional training is often necessary for these employees most people prefer organizations that offer the opportunity for internal advancement many companies try to anticipate vacancies through succession planning to have trained replacements on hand.

Training Categories

According to math is (2008, p.20-261). Training can be designed to meet a number of objectives and can be classified in various ways.

- Required and regular training complies with various mandated legal Requirements and is given to all employees.
- Job technical training an able employees to perform their job well
- Interpersonal and problem; solving training addresses both operational and interpersonal problems and seeks to improve organizational working relationships.
- Developmental and career training provide longer term focus to enhance individual and organizational capabilities for the future. (Ivancevich 1989, p.531)

Training Needs Assessment

Training must be direct to word the accomplishment of the organizational objectives such as more efficient production methods, improved quality of product or service or reduce operating costs. This means an organization should commit its resources only to those training activities that can be best helping in achieving its objectives (Leslie W, rise et al 2009, p. 244). Need assessment measure that competency of the accompany group or an in dividable as they relate to what is required in the strategic plan. It is necessary to find out what is happing and what should be happening before deciding if training will help and if it will help what kind is needed.

Need assessment is a systematic analysis of specific training activities a business requires to achieve its objectives. In general, a need assessment can be conducted in to three ways.

Organizational Analysis

Organizational analysis examines such as brood factors as the organization culture mission business calibrate long and short-term goals and structure. Its purpose is to identify both over all organizational needs and the level of support for training that exist in the organization perhaps the organization lacks the resources organization's strategy emphasizes innovations.

Person Analysis

Person analysis determined which employees need training by examining how well employees are caning out the takes make up their jobs. (Gomez 1999)

Task Analysis

Task analysis the process of identifying the task knowledge skill and behaviors that need to be emphasize in training (WRIGHT 2000, p. 270).

Setting Training Objectives

Training consists of planned programs designed to improve performance at the individuals group, and organization level. Improved performance in turn implies that there have been measurable chances in knowledge skills, attitudes and social behavior (Cascio, 2004, p.290) objectives for training can set in any area by using one of the following four dimensions.

- Quantity of work resulting (for example number of words per minute type or number of applications processed par days.
- Quality of work offer training (for example dollar of rework, scrap loss or errors).

- Time lines of work offer training (for example, schedules met or budget reports turned in on times.
- Cost saving as a result of training (for example, deviation from budget, sales expense or cost down times.

Training and development policy

Every organization should have a declared training policy that is understood and supported by employees at all levels. This is important since training can be supportive if there is no commitment comes from an understanding of what the training policy is all about, hence that need to explain in carefully to everyone. The statement of training is achieved by means of central control and application of the system approach in practice. (Mondy, 1990)

The training policy needs to be adapted to suit specific requirements of various organizations.

Training and development policies are necessary:

- To provide guidelines for those who are responsible for planning and implementing training.
- To ensure that the company's training resources are allocated to priority requirements.
- To provide for equality of opportunities for training throughout the company and to inform employees of training opportunities. (Robinson, 1981, p 32)

Training Design and Development Program

The actual design of program of course is the foundation to effective training and development without solid and relevant content training and development efforts are pointless. Selecting the most appropriate in structures completes the process (Denis Griffin 2001, p.276)

There are three primary considerations when designing training

Learner's Readiness

For training to be successful, learners must be ready to learn learner readiness means individual having the ability to learn, which many people have however if effective learning is to occur individual must also have the motivation to learn and self-efficacy.

Learning Styles

In designing training interventions, trainers also consider individual learning styles.

- Auditor learner best by listening to same one else tell them about the training content.
- Tactile learner must get their hands on the training resources and sue them.
- Visual learner’s thing in pictures and figures and need to see the purpose and process of the training.

Transfer of Training

Finally, trainers should design training for the highest possible transfer from the class to the job.

Transfer occurs when trainees actually use on the job what knowledge and information they learned in training.

2.10 Training and development approach

New instructional methods and techniques are under continuous development, several training methods have proven highly effective and are widely used to help new employee, impart new skills, and improve existing skills. They include apprenticeship, vestibule, on-the-job training, role-playing, self –instruction, team building, games and simulations; computer-based training, mentoring and job rotation. (Mabey, 19998)

In selecting a particular technique to use in training and development, there are several factors to be considered. That is the best method depends on

- Cost effectiveness.
- Desired program content.
- Trainee performance and capabilities.
- Learning principles.

The importance of these factors depends up on the situation (Robinson, 1981)

2.10.1 Apprenticeship training

According to Ivancevich, (1989, p. 544), “It is a combination of on- the- job and off- the- job training. It requires the cooperation of employees, trainers at the work place and in schools, government agencies and the skilled trade unions. The apprentice commits to a period of training and learning that involves both formal classes learning and practical on the job experience.”

2.10.2 Vestibule training

W. Mondy, (1990, p. 295) noted that; in vestibule training, the trainee learns the job in an environment that stimulates the real working environment as closely as possible. For example, a machine operator trainee might run a machine under the supervision of a trainer until he learns how to use it properly.

2.10.3 on- the –job training

One of the most common and least expensive methods of training and development is on- the-job training. It refers to the process of learning skills while working where workers, especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program. On-the-job training generally assumes that new employees lack certain skills and the goal of on-the-job training program is to instill these skills. (Ivancevich, 1989, p 547).

2.10.4 Role playing

In role playing, trainees assume various roles and within a group to learn and practice ways of handling different situations. Facilitators create a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario it self-allowing better understanding of their own behavior. This technique is used to change attitudes. It also helps develop interpersonal skill. (Ivancevich: 1989).

2.10.5 Self-instruction

Self-instruction is a method that emphasizes individual learning in self-instruction programs; the employees take primarily responsibility for their own learning. Unlike instruction or facilitator led instruction, trainees have a greater degree of control over topics the sequence of learning, and the pace of learning. Self-instruction allows trainees to learn at their own pace and receive immediate feedback. This method also benefits companies that have to train only a few people at a time (Ivancevich, 1989)

2.10.6 Team building

Team building is the active creation and maintenance of effective work group with similar goal and objectives. It helps to prepare organizational members to work more efficiently in-group (Ivancevich, 1999).

2.10.7 Computer based training

Computer and computer based instructional materials are the primary medium of instruction. Computer based training programs are designed to structure and present instructional materials and to facilitate the learning process for the trainees. The use of computer-based training enables the training organization to reduce training costs, while improving the effectiveness of the training (Ivancevich, 1999).

2.10.8 Job rotation

When there is a job rotation employee can have wide range of knowledge about different things. Through job rotation, companies can create a flexible work force capable of performing a variety of tasks and working for multiple departments. Furthermore, employees can cultivate a holistic understanding of a company through job rotation and can learn and appreciate how each department operates (Ivancevich 1989, p 549).

2.11 Designing effective training system

One of the characteristics of training system that contribute to competitive is that they are designed according to the instructional design process (Dayer, 1996).

Instructional design process refers to a systematic approach for developing training programs. Effective training practice involves more than just choosing the most popular and colorful training method (Dayer, 1996).

Components of instructional design

- ✓ Conducting need assessment
 - Organizational analysis
 - Personal (individual) analysis

- Task analysis
- ✓ Ensuring employees readiness for training
 - Attitude and motivation
 - Basic skills
- ✓ Selecting trainees
- ✓ Evaluating training program (Source: Dayer, 1996, pp 342-43)

2.12 Training evaluation

➤ **Evaluating Employee Training and Management Development Activity**

When the result of employees training and management development are evaluated, certain benefits occur. Less effective programs can with draw to save time and effort. Weakness with in programs can be identified and remedied. Evaluation of training and management development activity can be broken down in to four areas. According to (Rue.2009 p.244).

- Reaction: how well did the trainees like program?
- Learning: what principles facts and concept were learned in program?
- Behavior: did the job behavior of the trainees change because of the program?
- Results: what were the results of program in terms of factors such as reduce cost or reduction in turn over?

The evaluation training becomes successively more difficult as it moves from measuring reaction to measuring learning to measuring behavior and then to measure results.

➤ **Training Evaluation Metrics**

According to Mathis (2008, p.283-284). Training expansive and it is an HR function that requires measurement and monitoring. Cost benefits analysis and return an investment (role) analysis are commonly used to do so as are various benchmarking approaches.

Cost benefit analysis training result can be examined through cost benefit analysis which is comparison of costs of benefits associated with training. There four stages in calculating training of cost and benefits.

- Determine training cost consider direct cost such as design trainer fees materials facilities and other administration action activities.
- Identify pin fail saving result.
- Compute potential saving.

- Conduct cost and saving benefit comparisons.

➤ **Training of Evaluation Design**

According to Mathis (2008, p.285) with or without bench marking data, internal evaluation of training programs can be designed in a number of ways.

Post measure: the most obvious way to evaluate training of effectiveness is to determine after the training whether the individuals can perform the way management that them to perform.

Pre post measure: if the manager sees the data entry speeds before and after training the manager should have known whether the training made any difference.

According to Robert L. Cardy (2004, p. 283) in the evaluation phase of the training process the effectiveness of training program is assessed. Companies can measure effectiveness in monetary or non-monetary terms whatever the term training should be judged on how well it addressed the needs it was designed to address.

2.13 Performance and Training

❖ **Concept and definition of performance**

Although a person's job performance depends on some combination of ability, effort, and opportunity, it can be measured in terms of outcomes (result produced). Performance is defined as the record of outcomes produced on specified job functions or activities during a specified time period. Those outcomes were evaluated by the customers who received the training (Bernardin, 2007, p. 173-75)

The definition of performance refers to a set of outcomes produced during a certain period of time, and does not refer to the traits, personal characteristics, or competencies of the performer. It doesn't mean that there is no place for the measurement of competencies. Indeed, there is an important place. However, there should be a clear distinction between the measurement of the person and his or her competencies or knowledge and the person's performance. Competencies and performance are surely correlated but they are not the same thing. (Bernardin, 2007)

According to Heneman (1989, p. 142) managers often believe that the most significant personnel or human resource outcome involves the contributions employees make to the organization's goal attainment. These contributions are called performance. Meaning how

effectively employees carry out their responsibilities and thereby make a contribution of the goals of the organization.

❖ **Performance management system**

Performance management refers a means of addressing those requirements. It refers to a set of techniques and procedures which share the common features of:

- Provide information on the contribution of human resource to the strategic objectives of the organization.
- Forming a frame work of techniques to secure maximum achievement of objectives for given inputs.
- Providing a means of inspecting the functioning of the process link which deliver performance against objective.
- Performance management consists of defining what performance is desired, measuring actual performance, and providing feedback. (Wright Noe 1995, p. 442)

❖ **Measuring performance**

There are two measurement tools that organizations used to measure their employee's performance. These tools are: -

❖ **Quantitative measurement tool**

Most organization will use at least some quantitative which is numerical indicators of their financial performance regularly, and are likely to pass this objective down through the organization. They may monitor financial performance against budgets for groups and individuals. (Megginson, 1998)

❖ **Qualitative measurement tool**

Not all aspect of performance can be easily measured and quantified. You may able to judge whether someone is competent or not, but find it difficult to put a praise figure on how competent they are. Many aspects of performance identified for inclusion in a performance management system may, if they are to be assessed at all. Rely not on quantitative measures, but on qualitative judgments. Although quantitative measures have traditionally enjoyed a higher status, it is clear that many instances of hard data, such as accounting information, are actually more mutable than this commonly supposed (Mabey 1998, p. 134-35).

2.14 The relationship between training and performance

According to Mabey (1998, p. 166-167) “instead of being activities peripheral to the achievement of corporate objects, the human resource of the organization is seen as vital factor in corporate planning, and training and development as able to make an important contribution to the achievement of business objectives.

Heinemann (1989, p. 142) stated employer’s performance is the organization’s goals or objective attainment. From the above interrelated ideas, we can conclude that to achieve the organizations objective human resource training and development is a crucial thing, so that the better contribution of the employees to the company’s objective will be ensured that means good performance of employees will be achieved (Heinemann, 1989). Why companies invested in training and development is that to fill the gap between skill and performance. However, the culture towards training and development varies from firm to firm. To perform good the skill of employees must be up dated to the existing and dynamic knowledge and skills. The more on employee is trained the more he/she can contribute to the organizational objective by performing better than before. (Mabey, 1998, p. 167)

Generally training is provided to employees within an organization to provide orientation to new employees, so as to enable them improve their performances or else keep their existing performance. Thus, one can relate performance appraisal is identifying those who contribute more to the organization objective from those who contribute poor to the organizational objective and consequently providing them reward, so, even though training can be provided to both good performers and or performers certainty enable the good contributors to organizational objectives to sustain their performance grasp new ideas that help them to perform better than before. If training is conducted or managed it changes the poor performer’s ability and skill of doing things which he/she have never possess before so that they will contribute more to the business objective indeed, what anybody (specially manager) can surely say is that training and development, whoever the person is, he/ she adds something new to its ability and skill which are basis to perform well. (Herbert G. Hicks, 1976)

- **Performance:** is the accomplishment of a given task measured against present known standard of accuracy, competences, cost and speed.

The environment in which most organization orates today is continuously changing, and the rate of change is increasing. Training and development the work for offer an interesting case of change for any organization in light of uncertain and rapidly changing environment.

Employees who receive training in line with their individual organization goals will be come more efficient in what they do organization should look at the positive effect of training on employee performance and consider employee development as a targeted in to making the front-line worker stronger.

CHAPTER THREE

3. Research Methodology

To achieve the study objectives this section was divided into the following categories. Research design target group (study population), sample size determination and procedure, source of data, and method of data collection and analysis.

3.1 Research Design

The study was descriptive because it helps in obtaining information concerning the current status of a situation to describe what exists concerning variables or conditions in the situation under investigation. A descriptive study was used to describe various aspects of phenomena and it provides to get reliable information. The study used both quantitative and qualitative methods of study, both are elements of descriptive study and they explain quantitative and qualitative variables.

3.2 Population of the Study

The total population comprised 41 Wolkite road construction Authority, Permanent employees. This population of interest had the potential of providing relevant information regarding the effects of training and development on the employee's performance.

3.3 . Target Population

The staff of the Wolkite Road Construction Authority would be the subject of this study. Since the populations were about forty-one (41), census techniques would be interesting to used to carried out the study. The following justifications derived the scholar to employ census methods: The census data is extremely accurate, and it also provides a wealth of information. Since the census covers the complete population of the nation, the data it produces is generally accurate.

3.4 Source of data and method of data collection

The study used Both Primary and Secondary data sources. The primary data was collected through distributed questionnaires to respondents because the respondents give the information in relation to situations. On the other hand, previous studies, literature, journals, and publication

were used as secondary data references. In addition, organizational plans and reports issued by the organization, organizational documents of the organization on human resource management, development aspects and relevant study reports, website documents on the basics and practices of effective training were utilized for capturing the secondary data.

3.7 Method of Data analysis

The data collected from respondents through the self-administered questionnaire was analyze and interpret, then incorporated with the information was gathered from managers and non-managers through an unstructured interview in order to get meaningful findings from the research. The data obtained through self-administered questionnaires to categorize, tally, and analyze using descriptive statistics in the form of frequency count and percentages, which helps the researcher for analyzing and interpret the questions one by one in order to get meaningful results. Based on the data analysis, presentation, and interpretation, the researcher was addressing the conclusions and recommendations of the study.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents analysis and interprets the data collected through questionnaire. Both primary and secondary data was used as a source of information for the study. The researcher distributed 41 questionnaires completely. Therefore, the analyses of this research should be conducted based on the data collected from employees through questionnaires, unstructured interview and from other secondary sources.

4.1 Profile of respondents

Table 4.1 Total number of questionnaires distributed, returned and unreturned to the researchers.

Questioner	Number	Percentage
Returned	37	90.24%
Total distributed	41	100%

As tables shows, the questionnaire was distributed to 41 employees of the organization. Among these, 37(90.24%) were find enough to fill the questionnaire properly and returned them on time. The rest 4(9.76%) were failed to complete and return the questionnaire on time. All returned questionnaire was completed and considered the analysis.

4.2. Background of respondents

Table 4.2: personal information

Item		Number of respondents	Percentage
Sex	Male	25	67.57%
	Female	12	32.43%
	Total	37	100%
Age	<20	0	0

	21-30	21	56.76%
	31-40	9	24.32%
	41-50	5	13.51%
	50 and above	2	5.41%
	Total	37	100%
Educational back ground	Certificate	4	10.81%
	Diploma	9	24.32%
	Degree	24	64.86%
	Master and above	0	0
	Total	37	100%
Years of service	<5years	21	56.76%
	6-10years	7	18.92%
	11-15years	4	10.81%
	16-20years	3	8.11%
	20 and above	2	5.41%
	Total	37	100%

Source: Survey questionnaire, 2025

As can be seen from table 4.2 (Item) majority 25 (67.57%) employees were males, while 12(32.43%) employees were females. This shows that the number of males' employees is greater than the number of females. Concerning the age range respondents' majority 21 (56.76%) respondents were between 21-30 years, whereas 9(24.32%) employees found between 31-40 years 5(13.51%) of them were between the age of 41-50 years where as 2(5.41%) employees found between 50 and above. None of them were less than 20years. With regard to the educational back ground /majority of 24(64.86%) respondents were degree, 4(10.81%) respondents are certificate , 9 (24.32%) respondents are diploma. This implies that majority of the respondents were degree. Concerning years' service almost employees 21(56.76%) were less than 5 years' service, 7(18.92%) of them were between 6-10 years' service. Some 4(10.81%) of these employees were between 11-15 years of service. 3(8.11%) of these employees between 16-20 years of service. 2(5.41%) of them was above 20 year's service. This shows that the majority of the respondents have short term experience.

4.3 Training, development and performance

Training is viewed as an effective route to the development of human resource capacity in all organization. Training means that learning the basic skills and knowledge necessary for particular job or group of job. Training and development in WRCA have many benefits. Among these benefits: better quality, better job satisfaction, low absenteeism, low performance. Therefore, WRCA can accomplish their goals by training and educating employees, because any activity of an organization cannot be accomplished without skilled man power.

Table 4.3: Frequency of training

Item	Alternative	Number of respondents	Percentage
How many times your trainee a year?	One times	26	70.27%
	Two times	6	16.23%
	Three times	3	8.11%
	Four and above	2	5.41%
	Total	37	100%

Source: Survey questionnaire, 2023

From the above table 4.3 indicates 26(70.27%) of respondents said that they took training one a year, 6 (16.23%) took two per year, 3(8.11%) respond they took three times per year and 2(5.41%) of respond they took four times and above. From this table we can conclude that most of employees taken training once a year.

Table 4.3.1: Number of employees who take training and method of training taken by them.

Item		Number of respondents	Percentage
Have you taken training in WRCA?	Yes	32	86.49%
	No	5	13.51%
	Total	37	100%

Source: Survey questionnaire, 2023

As shown from the above table majority 32(86.49%) respondents taken training in WRCA and 5(13.51%) respondents are not taking training.

Table 4.3.2: which training methods have you taken?

Item		Number of respondents	Percentage
Which training method have you taken?	On the job	27	72.97%
	Apprenticeship	0	0
	Vestibule training	7	18.92%
	Off the job	3	8.11%
	Other	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

The respondents asked training method used in their WRCA. As employees took one 27(72.97%) on the job training, 7(18.29%) employees of vestibule training, 3(8.11%) employees off the job training . This shows that the WRCA mainly gives on the Apprenticeship training and other training method are not given.

Table 4.3.3: Trainee's selection

Item	Alternatives	Number of respondents	Percentage
Who is responsible for selection of trainees' development in your department?	Supervisor	24	64.86%
	Employee's initiation	8	21.62%
	Training center	0	0
	Other	5	13.51%
	Total	37	100%

Source: Survey questionnaire, 2023

The second item of the above table the respondents were asked who select them for training as per their response 24(64.86%) of WRCA employees were selected by supervisor. In WRCA employee 5(13.51%) were selected by other, 8(21.62%) of them by their employee's initiation. This shows that the WRCA mostly used selection of trainees by supervisor.

Table 4.3.4: Method of identifying training and development needs.

Item	Alternative	Number of respondents	Percentage
How are training and development needs identified in your organization	Customer complaint	0	0
	Requirement of job	11	29.73%
	Skills and knowledge	24	64.86%
	Employees performance	2	5.41%
	Total	37	100%

Source: Survey questionnaire, 2023

From the table 4.3.4 indicates 11(29.73%) employees training need identified by requirement job, 24(64.86%) employees training needs identified by skills and knowledge of employees and 2(5.41%) respondents that training needs identified by employee's performance. This show that the WRCA identifies training and development need by requirement job with employee skills and knowledge. This called task analysis.

Table 4.3.5: Trainee's selection

Item	Alternatives	Numberof respondents	Percentage
What are the criterions for selection of trainee?	Performance	23	62.16%
	Experience	3	8.11%
	Education	7	18.92%
	Other	4	10.81%
	Total	37	100%

Source: Survey questionnaire, 2023

In the first item of the above table the respondents asked the criterions that they were selected. From the respondents 23(62.16%) employees were selected based on performance, 3(8.11%) of employees were selected based on experience, 7(18.92%) employees were selected based on education and other like random selection 4(10.81%). Here we can conclude that the employees were mostly selected based on Performance.

Table 4.3.6: Trainers of the organization

Item	Alternative	Number of respondents	Percentage
Who carries out the training and development	Staff trainer	31	83.78%
	Outside trainer	6	16.22%
	Other	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

The table indicates that 31(83.78%) of respondents were trained by staff trainer and 6(16.22%) employees took training throughout side trainer. This shows that the WRCA gives training mostly through staff trainer.

Table 4.3.7: The contribution of training and development for performance of the organization.

Item	Alternative	Number of respondents	Percentage
Is there any contribution that training and development can provide to enhance performance of the WRCA?	Yes	30	81.08%
	Partialities	7	18.92%
	No	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

From the first item of the above table indicate that majority of respondents 30(81.08%) employees said that training and development of the WRCA provide contribution for enhancing performance of the WRCA. 7(18.92%) respondents said partially yes.

Table 4.3.8 After taking training

Item	Alternative	Number of respondents	Percentage
Have you realized any change on your performance after taking training?	Yes	37	100%
	No	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

As clearly seen in the above table 37 (100%) of the respondents also asked their performance after taking training. The greater portion of employees 37(100%) of respond that they were realized employees change on their performance after taking training. None of the total respondent said “No” this tells us that the at least all of the participant gain some change on their performance after taking training.

Table 4.3.9: Training objectives and benefits

Item	Alternative	No of respondent	Percentage
What do you think are the objectives of training and development program?	To familiarize employees with new system	9	24.32%
	To improve basic skill of employees	7	18.92%
	improve moral and satisfaction	21	56.76%
	Other	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

The first item of the above table shows the respondents view about objectives of training. Accordingly, about 9(24.32%) employees said that the objective of training program that they had participated were to familiarize employees with new system, procedures and method of work and 7(18.92%) of employees said that objectives of training program was to improve basic skills. 21(56.76%) of employees said that objectives of training program was to improve moral and satisfaction None of the respondent said to facilitate promotion. This shows that the more the

objectives of training program are improve moral and satisfaction method and to familiarize employees with new system.

This leads us to think the WRCA should give training employees.

Table 4.4 The Effect of training and development on performance of the WRCA.

Item	Alternative	Number of respondents	Percentage
What do you think the effect of training and development on performance of WRCA?	Encourage	28	75.68%
	Need improvement	9	24.32%
	Discourage	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

As the above table indicates most of respondents 28(75.68%) employees believed that is effects of training and development has an encouraging on performance of WRCA. The rest 9(24.32%) respondents believe training and development on performance of the WRCA need improvement. We can conclude that effect of training and development of performance of the WRCA encourage.

Table4.5 problems observed in training and development.

Item	Alternative	Number of respondents	Percentage
What the problem do you observe in training and development program?	Lack of completed trainer	0	0
	Lack of training material	12	32.43%
	Shortage of time	25	67.57%
	Lack of space	0	0
	Total	37	100%

Source: Survey questionnaire, 2023

As it is clearly indicated in the table,12(32.43%) of respondents said that lack of training material is problem encountered during training. 25(67.57%) of respondent claimed that shortage

of time is the problem of training. Generally, shortage of time is a major problem as indicated by both management and non-management respondents.

CHAPTER FIVE

5. Summary, Conclusions and Recommendation

5.1 Summary of the findings

This chapter covers a review of research results, a conclusion from the findings, and some recommendations for the effect of training and development on the employees' performance in Wolkite road construction authority as suggestions obtained from the respondents' answers.

Based on the analyzed and interpreted data on chapter four the researcher summarized the study as the following.

- ✓ For the research, 37 (90.24%) were find enough to fill the questionnaire properly and returned them on time.
- ✓ Majority of respondents, 25(67.57%) employees were males.
- ✓ Concerning the age range respondents' majority 21 (56.76%) respondents were between 21-30 years.
- ✓ With regard to the educational back ground /majority of 24(64.86%) respondents were degree.
- ✓ Concerning years' service almost employees 21(56.76%) were less than 5 years' service.
- ✓ Majority of respondents, 26 (70.27%) said that they took training ones a year.
- ✓ As shown in the analysis the majority 32(86.49%) of respondents taken training in WRCA.
- ✓ Majority of the employees took 27(72.97%) on the job training method.
- ✓ Respondents were asked who select them for training as per their response, 24(64.86%) of WRCA employees were selected by supervisor.
- ✓ Majority of respondent 24(64.86%) training needs identified by skills and knowledge of employees.
- ✓ Majority of respondent said, 23(62.16%) of employees were selected based on performance.
- ✓ The analysis indicates that 31(83.78%) of respondents were trained by staff trainer.
- ✓ Majority of respondents 30(81.08%) employees said that training and development provide contribution for enhancing performance of the WRCA.

- ✓ The greater portion of employees 37(100%) of respond that they were realized employees change on their performance after taking training and development.
- ✓ Accordingly, about 21(56.76%) employees said that the objective of training program that they had participated were to improve moral and satisfaction.
- ✓ The analysis indicates most of respondents 28(75.86%) employees believed that is effects of training and development has an encouraging on performance of WRCA.
- ✓ As the research indicates 25(67.57%) of respondent claimed that shortage of time is the problem of training.

5.2 Conclusions

On the basis of the above findings the following conclusions are drawn: Majority of employees took training. However, other training, most of finding indicates that the selection criteria were based on performance. The selection of employees for training is mostly taken by supervisor.

Majority of respondents confirmed that training and development needs were identified by job requirement with employee's knowledge, skill and ability (KSA). And some employees said that there is no other criterion. Generally speaking, it is found that training is given by staff trainer. As majority of employees claimed the objective to improve moral and satisfaction method of work, to empire skill of employee.

All employees have got chance of training and development programs, the programs gave the participants benefits on increased work performance which was rated by them as high and medium. This implies that the program has been contributed a great to improve productivity. Majority of the respondents said that the effect of training and development on performance of the organization encourages.

Most of respondents that they had no relationship with other government institution concerning training and development.

From those said that they had relationship majority of employees said encouraging. However, some of respond it needs improvement. Majority issue of this study is to know the effect of training and development on performance of the organization. This finding show performance of the organization is good because of training and development. This indicated training and development have a positive effect on performance of WRCA.

5.3 Recommendations

From the finding and conclusion, the following recommendation are drawn in general on the basis of the information from respondents though questionnaire the following can be forwarded towards the improvement of the training and development process of WRCA

- ✓ There should be training of employees by different training methods.
- ✓ Since most of trainees are selected by supervisor, employees who have deficiency are not well known more than by training center. To cope up with these problem employees should be selected by training center.
- ✓ On identifying training and development needs the bank are identified by job requirement with employee's knowledge, skill and ability (KSA). And also, some employees not know how training and development need identified.
- ✓ Most employees prefer on the job training as effective thus the training and development division should give effective training and development methods on the basis of trainees need as much as possible.
- ✓ The WRCA should consider other proposes training not only to improve their moral and satisfaction and method and improve skill but also train employees to familiarize employees with new system procedure and to facilitate promotion.
- ✓ Even majority of employees respond that they took training only once a year. So, there should be given training to employees more than one time to increase the organization performance.
- ✓ Finally, the researcher recommends that WRCA should give training and development continuously with sufficient time, space, budget and material and tools. This in turn enables the achievement of goals of the organization, efficient and modernized service to customer which helps the WRCA to be become effective and competitive one.

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Appendix

Wolkite University

College of Business and Economics

Department of Management

Dear respondents; This questionnaire is prepared by the student of Wolkite University, program of management.

First, I would like to thank you for your cooperation in filling this questionnaire.

This questionnaire is prepared to conduct a study on the effect of training and development on the performance of employees of the organization (Wolkite Road Construction Authority). The information collected useonly for academic purpose. Your prompt response and completion of the questionnaire is very important for the success of the research.

Instruction

- Read and analyze the question carefully before you give the answer
- For multiple choice question you can choose more than one answer
- No need of writing your name
- Thick “√” in the box you choose to show your response.

Part I. Personal information

1. Sex: Male Female

2. Age: Below 20 21-35 35-50 50-Above

3. Educational Background: below Certificate

Certificate Diploma Degree Master & Above

4. How long have you been working in the organization? Less than 5 years 6- 10 years
11-15 years 16-20 years 20&Above

Part II: Training, Development, and Performance

5. How many times do you take training and performance per year?

One time two time

Three-time four time and above

6. Have you taken training in the organization?

Yes

7. If your answer for question “no” ‘6’ is “yes” which method of training is conducted by the organization?

On the job Vestibule training

Apprentices ship Off the job

Other(specify)_____

8. Who is responsible for selection of trainees and development in your department?

Supervisor employee’s initiation training center

9. How are training and development need identified in the organization?

Requirement of jobs skills and knowledge Employees performance

10. What are the criteria for the selection of trainee?

Performance Education Experience

other_____

11. Who carries out the training and development?

Staff trainer outside trainer other

12. Is there any contribution that training and development can provide to enhance performance of the organization?

Yes No

13. Have you realized any change on your performance after taking the training and development?

Yes No

14. What do you think are the objectives of the training and development program?

To familiarize employees with new system

To improve basic skill of employees

To improve moral and satisfaction

Other (specify) _____

15. What do you think about the effect of training and development upon employee's performance in organization?

Encouraging Discouraging Need improvement

16. What problems do you observe in training and development program?

Lack of completed trainer Lack of training material Shortage of time

