

An Assessment Of Human Resource Training And Development Practice In
Wolkite University Academic Staff.



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Abstract

This study was designed to assess human resource training and development practices of wolkite university. The methodologies used to undertake the study were both primary and secondary data collection instrument. The sampling techniques employed to collect primary information were random sampling .The sample of population were North and East Addis Ababa district . The finding reveals wolkite university strength in allocating sufficient budget for training and development of employees and the opportunities given to employees to participate in training and development in one or other way emphasis given by the University Training and development practice program. However the bank has major weakness in most of the tasks in the phase of system approach model especially with respect to training need assessment; trainee selection criteria; performance appraisal training evaluation and coaching role of line managers. According the researcher recommendation that the capacity of training and development should be updated periodically through training and development, trainee policy and procedure should be applied consistently; training impact evaluation technique should be in place of for future improvement. Finally wolkite university should follow its training and development system in order to make its T & D efforts as fruitful as desired.

ACRONYMS

TNA: Training Need Assessment

HRD: Human Resource Development

OJT: on-the- job Training

T & D: Training and Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

These days, human resource training and development has become increasingly vital to the success of modern organization. It plays a role in nurturing and strengthening the competencies (Bohlender and roll, 2004). Regarding this, (2009) argued that the nature of the modern business environment makes human resource training and development more important today than it ever has been, rapid change, especially, in the area of technology system antically to enhance the skills of their employees so as to provide quality product and services to the market for the customer. An organization success depends on knowledge skill and ability of employees particularly as they help establish a set of core competency that distinguish an organization from its competitors. When employee's talents are valuable Rare and difficult to imitate organization can achieve sustainable competitive advantage through people (Brien, 2004, p.152).

Recruiting and selecting high-potential employees doesn't guarantee that they will perform effectively (Dessler, 2009, p. 268). In most cases, there may be gap between employee knowledge and skill and what the job demands. The gap must be filled through training and development programs. Hence, personnel training retraining are one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvika, 1998, p.265)

Now a day, the information revaluation will transform everything it touches and at the same time it, will touch everything information and ideas are keys to the new create economy, because every country, every organization and every individual depends increasingly on knowledge work in the 21th e centuries it requires constant learning and higher prodder thinking as more jobs shift from manufacturing to services, (Casico, 2003).

Training refers to the teaching learning activities carries on for the primary purpose of helping members of an organization the acquire and apply the knowledge, skills, abilities needed by that organization, broadly seeking, training is the act of increasing the knowledge and skills of an employee for doing a particular job. Management has the responsibility, when is the first machine be of management, cannot be achieved without its key resources,

i.e. human beings. But one should remember that human beings as such is not a resource, it becomes a resource only if he/she trained, developed, associated to productive work. Therefore, supplying systematic training approach in human resource training in an organization helps to improve employee's performance and coming to Ethiopia, during the mid-half of the 20th century, training of servants has been emphasized as a result of the establishment of the central personal agency. Since then, the demand for training becomes higher and highest because of the world's dynamic and competitive nature. Thus, it is fact that, currently there is an attempt to provide training programs to improve the performance of employees and achieve organizational goals (federal democratic republic of Ethiopia, 2002). Therefore, this study will try to assess the human resource training and development practice in Wolkite university academic staff productively, which in turn implies that there are measurable changes in knowledge, skills, attitudes and social behaviors. However, many organizations meet there needs for training in addhoc and haphazard way. Training in development for much organization is more or less up panned and unsystematic. Coming to Ethiopia, during the mid-half of 20 centuries, training of servants has been emphasized as a result of the establishment of the central personal agency since then, the demand for training becomes higher and higher because the world dynamic and competitive nature thus it is, fact that, currently there is an attempt to provide training programs to improve the performance of employees and achieve organizational goals (federal democratic republic of Ethiopia, 2002). Therefore, this study will try to assess the human resource training and development practice in wolkite university academic staff.

1.2. Statement of the Problem

As generally known, technological development and organization changes have gradually led organization to realize that, success roles on the abilities and skills of their employees. This needs continuous not only just extensive training and development. New ways of training are demanding not only just extensive training and development about the work and doing work. To be competitive, organization is to become more innovative, flexible, good quality control, customer oriented and constantly to achieve others should improve performance via training (Beard wass, kolden and Daydon 2004). In today changing global context, both individual and collective skills are the most important assets for organizations and determine their productivity competitiveness and ability to adapt and to be proactive when faced with an uncertain environment. Thus training is a key strategy for generating skills in people, since it enables them to both learn and unlearn skills in other words to acquire new skills and change inappropriate skills (Pineda, 2010 p.674).

The delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance. However, the problem in training is that people usually like the training and performance material taught, but behavior and performance do not always reflect the extent of training and delivered and supposedly learned. Generally, absence of well-established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated training and development methods, lack of close supervision and follow up are some of the major problems that General about Ethiopia organization are facing (Tamrat ,2010, p.14).

The other issue related to training and development is the cost increased for training and development activities. For example, at present an average expenditure by a business firm in USA for training exceed 100 billion dollars annually (boss, Biogs, nytimes, com). Unfortunately, same amount of this money is wasted on unnecessary training programs in conducting training and development there as many good and bad practices. So the company needs to manage those bad practices to overcome or minimize their effect on training and development. So to identify the bad practices and suggest appropriate solution to the organization this proposal is valuable

1.3 Basic research questions

How to conduct training and development practice in Wolkite University?

What are the challenges during conducting training and development?

How to select the employees for training purpose?

Is the training given appropriate to improve employee's performance?

1.4 Objective of the Study

1.4.1. General objective

The general objectives of this study was to assess human resource training and development practice in wolkite university academic staff.

1.4.2 Specific Objective

The specific objective of this study were:-

To evaluate the practice of human resource training and development in wolkite university.

To assess opportunities offered for employees in the university.

To assess the significance of training and development for employees of the organization.

To identify the challenges that face in conducting training and development program in this university.

1.5. Significance of the Study

The basic significance of this study was to evaluate the existing training and development practice and identify its challenges and find solutions for identified solutions. And at the end, it tries to give recommendation that may help the organization to make adjustment based on the suggested recommendations.

Besides this, it provides valuable information for decision makers of the organizations with regarding to training and development programs of their employees. And also this study may provide valuable input and direction to the organization in assessing designing, implementing and evaluating training and development programs. Additionally, it helps to forward some basic and applicable solution that may help policy makers for future actions and correctives measures with regarding to the organizations training and development. And finally this study may be used by other researchers who have an interest to conduct a further study on this area.

1.6. Scope of the Study

In Ethiopia there are many universities in Ethiopia. But to conduct this study, the study was focus only on wolkite university academic staff that is found in SNNPR around Wolkite town and far from A/A by 159Km. This study had been conducted on the university as a whole it needs high amount of time, finance and experience. But, I was study only academic staff to asses training and development practice in a university. And additionally for the sake of its manageability and scarcity of resource the study is delimited to this university.

In this organization there may be so many issues and topics that need close study and investigation. But for this study, because of the above reasons, the concept of this research has been focused on the training and development practice of this university academic staff only. These study has completed 9months for the future.

1.7 Limitation of the study

This study have different limitations; among the limitations, unwillingness of respondents to give clear information about human resource training and development practice in wolkite university academic staff.

1.8 Origination of the paper

This paper consists of five chapters. The first chapter contains background of the study, statement of the problem, objective of the study, scope of the study, limitation of study and significance of the study. Chapter Two contains literature reviews. Chapter three consists of research methodology, source of data, method of data collection, sampling techniques, sample size and method of data analysis and interpretation. Chapter four contains data presentation and analysis. Chapter five contains conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Training and Development

The beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. Vocationally training started during the industrial revolutions when apprentices were provided direct instruction in operation of machines. Training and development is increasingly recognized, now as most important organizational activity rapid technological changes require never skills and knowledge in many areas. Therefore, training has to be offered (continuously to keep employees and effective (MIRxa S. Salyadin, 1999).

Human resources are the most dynamic of all organization resources. They need considerable attention from the organizations management, if they are the realize their full potential in the work. This motivation, leadership, communications, work restructuring, payments system and training and development may all be included in the issues which have to face by management to day. (CIA, COLE, 1992).

The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. There are many organizations in the commercial fields that caring out the minimum of staff training and development, because as a matter of policy, they prefer to recur staff are already trained to, or professionally qualified.

These organizations are prepared to pay the top market rated for skilled staff and what they put in to recruitment, selection and pay, and benefits they do not put in training and development. In fact, one of the reasons for the establishment of industrial boards in retain was precisely to insure that all organization in their scope contributed to total training cost, even if they carried out little or no training to themselves. (GA. COLE, 1992).

Evidences of training can trace as for backers several those and years. If is responsible to invert that training occurred in so far as those initiated the constriction of pyramids. Since then technological development and organizational change have gradually led employer to realize success relies on the skills and abilities of their employees, and continues investment

in training (Ferris and buckl, eg, 1996). Moreover, as foot and hook (2005), emphasis zed that investment in Development is the growth or realization of person ability through conscious or unconscious learning. Development usually include elements of planed study and experience and are frequently supported by coaching and counseling facility. This definition was subsequently broadened from person ability to individual or group thus reflects the growing concept of organization learning (Kushion, 2000, p.136).

Development is a long term educational process of improving the overall personality of employees. It is career oriented. The purpose of development it is to have a long term development of personal by providing philosophical, conceptual and theoretical knowledge. Both training and development programs are necessary for any organization (Abrham, 2012, p.203)

By Kumar and Ghosh (2003, p.253) Development occurs when a gain in experience is effectively combined with conceptual understanding that can illuminate it, giving increased confidence both to act and perceive how such action relates to context .it can be seen from the definition that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential we all possess. In many respects development indicates growth and movement by the learner rather than learning itself. Human capital training will be the foundation of success in the knowledge based global economy of the 21st century.

2.2. Employee Orientation

Employee orientation was one of the key elements in training program which sets the tone for the whole organization. And for new employees if familiarizes them with the rules, procedures, tasks and caules of the organizations, and adopt to the work context (Hill and meshone, 2005). Therefore, employee orientation has a paramount role in indicting new employees, what to work, why to work, how to work in the organization.

If also helps employees to aware the working environment and the organization culture, rules and polices (Hill and Meshone, 2008).

2.3 Training Employees

After comprehensive orientation and proper job replacement, new employees may not be able to perform satisfactorily. Often they must train in the duties they are expected to do. Even experienced employees in new job need training to improve their performance

capabilities and job demands must be balanced by orientation and training (weather W.B, 1993).

Although training helps employees to do their jobs, their benefits of training may extend through out a person's entire life and may help to develop that person for future responsibility. Development on the other hand, helps the individual to handle future responsibilities with less emphasis on present job duties. Since distinction between training and development is often blurred and primarily one of intent (Weather W.B, 1993).

2.4. Developing Human Resources

If the importance intervening variables is accepted, then one must assume that one of the responsibilities of manager regard less; weather are parents in managers should be rewarded for helping there people, developing be able to assume wore and more responsibilities on their own for example, in same progressive companies in which we have worked, we have been able to introduce a new policy which we have worked, we have been able to introduce a new policy which essentially states No managers will be promoted in this organizations, unless they do not least two things; first, they have to do a good job in what they are asked to do; i.e. good bottom line results, and second, they have to have already replacement who can take over their job timorous (Harrey, 1982).

The homer managers in business setting is developing the human resource for which they are responsible. Managers need to divot their times to nature the leadership potential, motivation, morale, climate, commitment of objectives and decision making activities and communication. Mangers are the development of the task relevant maturity of their followers (harsey, 1982).

2.5. Training and Development Objectives

The objectives of training differ according to the employees belonging to different levels of organizations. The basic objective of training and development is to establish a match between man and his job. This training is designed to improve knowledge, skills and attitude and thus equip the individual to be more effective in his present job or prepare him for a future assignment. In this context the objective of training can be induction, updating. Preparing for future assignments and competency development (Mirza S Salayaan, 1999).

2.6 Training Process

Training is a systematic process of changing the behavior, knowledge, and attitudes of present employees to improve and match employee's characteristics and employment

requirements (Milkovich and Bouurley, 1991). Regarding this, in systems approach there is an implores on cost effectiveness throughout training needs are identified and objectives are set, programs are designed and implemented, and evaluate (Bratlon and Gold, 2003).

This it indicates that training process in corporate and uses system approach of four strategies to be effective in human resource training. Therefore, organization human resource management department need to identify training needs and objectives, design and implement training programs and finally evaluate the training programs to improve and fill the gaps of knowledge and skills of their employees (Desminonde, warner, and harries, 2002).

2.6.1. Training Needs Assessment

A need can be current deficiency such as poor employee's performance, or a new challenge that demands change in the way the organization operates.

Thus, training need to be assessed from organizational, task related, person analysis. However, need assessment also should be mead when there is need to motivate and upgrade employees (desrminode, warred, and Harris, 2002).

2.6.2 Designing Training Programs

Once the training needs have been determined, the next step is designing the training programs, it begins with establishing objectives of the training and identifying training content, trainers, trainee and training methods d (Noel et, 2009).

2.6.3 Setting Twining Objectives'

After having need for training has been designed, then it is necessary to establish specific and measurable training objective and they should be expressed in behavioral terms (Desmimode, Warner and Harris, 2002).

2.6.4 Selection of Trainees and Trainees

2.6.4.1 Selection of Trainers

The trainer must have skills and the knowledge for which the programs is designed. The trainers need professional expertise, and have at least a minimum knowledge about the job for which he/she going to instruct. Moreover, the trainer should have a personal character such as sense of humor, sincerely, interest, ability and enthusiasm (Abuja and Shula, 2005).

2.6.4.2 Selection of Trainees

Selection for trainees who will participate in the training programs is designed to help employees fill gaps of skill and knowledge on their jobs. In some cases, they are selected to fill better jobs and elsewhere or to retain order employees (ivancevich, 2007).

2.6.5 Selection of Training Methods

After needs and objectives have determined and trainees and trainers have been selected, the next step is selection of appropriate training methods. The training program objectives and availability of resource greatly influence the selection of training methods use to conduct training. Hence, based on the objectives training can be classify in to two broad categories on job the training and off the job training (ivancevicc, 2007).

2.6.6 Implementing Training

The goal of the assessment and design phase is to implement effective training programs. The invention must be implemented using the appropriate data and means. In implementing the training program pricing and preparing training materials, scheduling the program, arranging the physical environment, registering and enrolment, and getting started area of the most concerns (Demimonde, warner and Harris, (2002).

2.6.7 Evaluating the Training Program

Training like any other \HRM functions, should be evaluated to determine its effectiveness. A variety of methods are available to assess the extent to which training programs involve learning, affect behavior on the job, and impact the bottom line performance of an organization. Unfortunately, few organizations adequately evaluate their training programs (Pinenda, 2010, p.674 and Bohlander, 2001, p.222-223).

Training represents an expensive investment that organizations make in their human resources and therefore, it is important for organizations to evaluate the effectiveness of their training effort. According to Benardin (2010, p.271) training evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job.

In general, evaluation is the final phase in the training cycle and it is the determination of the extent to which the training activities have met their goals. As indicated in Schuler and Jackson (1996, p.615), Bohlander, (2001, p.251), Anderson, (2000, p.251) and Dessler (2009, p.299), any evaluation of training should include at least four components:

Reaction to training

One of the simplest and most common approaches to training evaluation is assessing participant's reaction. Happy trainees will be more likely to want to focus on training principle and to utilize the information on the job.

Evaluation of trainees' reactions to the program will answer the following specific questions related to trainees. Did the trainees like the program, was the instruction clear and helpful? Do the trainees believe that they learned the material? Did they think it worthwhile?

ii. Learning

Beyond what participants think about the training, it might be a good idea to see whether or not they actually learned anything. Testing knowledge and skills before beginning a training program gives a base line standard on trainees that can be measured again after training to determine improvements. However, in addition to testing trainees before and after training, parallel standards can be measured for individuals in a control group to compare with those in training and not some other factor.

iii. Behavior or performance change

Evaluating training at the behavioral level measures the effect of training on job performance through interview of trainees and their co-workers and observations of job performance (Mathis and Jackson, 200, p.234).

2.7 Types of Human Resource Development Programs

The types of human resource development programs include training programs and management development program.

2.7.1 Training program

Training was of the most important tools available to the organization management can make used of training programs to enhance the achievement of organizational objectives. This possible by developing the skill and competencies of their employees for the purpose of improving performance (Mirza S Salyadian, 1999).

There are variety of training methods that are enviable and that can be used by training agencies and organization. The choice of training methods or mix of methods is a function of a number of considerations.

There are different types of training programs the most common ones are: _

on the job training

Off the job training

Vestibule training

On the job training

On the job training is conducted at the work site to develop the skills of managerial employees. The employee learns in the context of a real situation and learns by doing the job under the supervision of experienced workers or a supervisor. It is the most effective type of training as the trainee learns by seeking and performing the job. Moreover, this method of training has the following advantages.

The trainee is motivated and immediately becomes productive and gains experience on the actual equipment and materials.

It is less costly

The transfer of training to the job is maximum

Multiskilling is possible (Weather and Davies, 1996)

There are at least four identifiable OJT techniques, including job instruction training (JIT), job rotation, coaching and mentoring, and apprenticeship (Anderson, 2000, p.194).

Job instruction training

JIT is a sequence of instructional procedures used by a trainer to train employees while they work in their assigned job (Anderson, 2000, p.195). The content of a JIT program can be distinguished by its simplicity.

According to (Schuler, 1998, p.387) the disadvantages of on-the-job training can be minimized by making the training program as systematic and complete as possible. JIT represents such a technique.

Job rotation

Job rotation is a technique under which trainees are periodically rotated on different but related assignments. Job rotation can be in non-supervisory work situations, managerial training

passion; middle level passion. job rotation enables the employee to get experience of different job in organization (Abrham, 2012, p.199)

Coaching and mentoring

The other forms of on the job training, coaching and mentoring, also involve one-on-one instruction. Coaching typically occurs between an employee and that person's supervision and focuses on examining employee performance and taking actions to maintain effective performance and correct performance problems (Anderson, 2000, p.196). The effectiveness of supervisory assistance depends in part on whether the supervisor creates a climate where mutual confidence can flourish, provides opportunities of growth, and effectively delegate tasks (Schuler, 1998, p.387).

In mentoring a senior manager is paired with a more junior employee for the purpose of giving support, helping the employee learn the ropes, and preparing the employee for increasing responsibility (Anderson, 2000, p.387).

Apprenticeship Training

It is process by which people skilled workers usually through a combination of formal learning and long term on the training (Dessler, 24

2009, p.276). Apprenticeship training is used most often to train people for jobs in skilled crafts such as carpentry, plumbing, typesetting and welding. It can be said that apprenticeship can be considered as on-the-job training because it involves a substantial amount of on-the-job training even though it does consist of some off-the-job training Bernardion, 2010, p.265).

According to Bohlander (2001, p.237), Apprenticeship training is a system of training in which a worker entering the skill trades is given through instruction, and experience, both on and off the job, in the practical and theoretical aspects of the work.

Off the job Training

Off- the –job training programs take place outside the employees work environment. These can be course work al local collages or other training institutions specially equipped and staffed for managerial training (Dessler and Giay 2006). When the consequence of error is high, it is usually more appropriate to conduct training off- the job. Off-the –job training is also appropriate when complex skills need to be mastered or when the focus is on specific

interpersonal skills. For example, it is difficult to build a cohesive work team when members of management are constantly interrupted by telephone calls and subordinate inquires. However, the cost of off-the-job training is high. There also is a concern over transfer of knowledge to the work place (Schuler, 1998, p.389). Some of the off-the – jobs training methods are:

Formal courses

According to Schuler, (1998, p.3989-390) the formal courses of training and development can be accomplished either by one self- using programmed instruction, computer-assisted instruction, reading, and correspondence courses-or with teachers, as in formal class room courses and lectures. Lecturing has several advantages. It is a quick and **25** simple way to present knowledge to large groups of trainees (Dessler and Varkkey, 2009, p.306).

Conference

Under this technique of training employee of same organization come together to discuss various aspects of a particular subject. Participants exchange their ideas and experience to arrive at better methods of dealing with the given problem. The participants come to teach each other and to learn together. This technique is ideally suited for analyzing problem and issue examining them from different viewpoints. Participants often develop an analytical frame of mind and question attitude. The chairman is a key figure in the conference. He/she is responsible for summing up and controlling the proceeding (Abraham, 2012, p.200).

Vestibule Training

Vestibule training is a form of intense education held in proximately to the actual work environment. The training focuses on learning specific skill that enable employees to perform the present job better. For example, if there is a collage or management training institute near and organization, employees might move to one these institutions to develop their skills required by their jobs. The computer laboratory and the language center of colleges can also be used as vestibule center to train typists and others administrative staff (Holt, 11993). Additionally, in this category real work instances are taken for training to take place some of the examples which fall under this category are role playing, case method and management games (MIRza S Salyddian, 1993).

2.7.2 Management Development Programs

The realization of organization objectives depends to a great extent on the quality of leadership provided by managers. To this effect, organizations need to upgrade supervisory, managerial and executive skills of the they may lead and motivate employees for improved services or products deliver. There are many types of development programs for managers (Holt, 1993, Gruck, 1998). The most common types methods are: -

Managerial on the job training

Action Learning

Management games

Outside seminars

University related programs

Managerial on the job Training

On the job training was not only just for non-supervisory employees. It is also a popular management development method. Important variants include, job rotation, coaching understudy method, and action learning. (Dessler and Gray, 2006).

Action learning

Action learning means, letting managers work full time on real projects, analyzing, and solving problems, usually in other departments than their own. The trainees meet periodically within in four or five-person project group to discuss their findings. The group then presents its recommendation to the president and executive staff of the troubled divisions and fielded questions (Dessler and Gray, 2006).

Management games

In computerized management games; trainees split in to five or six person's companies, each of which has to compete with the others in a simulated market place. For example, the group may be allowed to decide how much to spend on advertising, how much to produce, how much inventory to maintain and how many of each product to produce. Generally, a management games can be good development programs ([www. Marketing gt.com](http://www.Marketinggt.com)).

Outside Seminars

Many organizations offer management development seminars and conferences that provide thousands of courses in areas such as –general management, human resources, sales and marketing and international management. (desster and gray, 2006). Most of these programs after continuing education unit (CEU’s) for course completion CEU’s, generally, can’t be used to obtain degree –granting credit of most of the fact the trainee participated in and completed a conference of a seminar (dessler and gray 2006).

University related Programs

Colleges and university provide several types of management development activities. First, many schools provide continuing education programs in leadership, supervision and the like many also offer individual courses in areas such as business management and health care administration. Manager can take this as matriculated or non-matriculated students to fill gaps in their backgrounds. Finally, school of course also after degree programs such as master of business administration. (desster and gray, 2006).

2.8 Challenges of Training and Development

Human resource training helps employees’ up- date in job knowledge, modify existing skills and abilities, and create new awareness in response to the changing environmental conditions (ferris and Buckley, 1996). However, organization face difficulties and constrained by various factors related to training

The most common Challenges Include

Availability of resources

Managerial attitude

Financial constraints (Redman and Wilhnsen, 20000)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design Strategy

To carry out this study, descriptive research type were used. The study used descriptive type, because it helps to review the theories and concepts and the data already in narrative forms and it involves gathering data that describes them. Additionally, from the survey design, the cross sectional survey designs had used, since this research is one-time research.

The research strategy had been used in the study is qualitative strategy. Which means the researcher collects open-ended, emerging data with the primary interest of developing themes from the data?

3.2 Sample and Sampling Technique

3.2.1 Sample

The target population for this study was Teachers of the university who are working at academic staff only. But it excludes administrative staff, technical staff and daily workers. This is because; since training and development activities are not merely on time activities and daily workers are not the main participants of the university.

The total number of population in the academic staff is 790. From these total population 89 samples was taken. This sample size is determined based on the following sample size determination formula. (Tayro Yamane formula).

$$\begin{aligned}n &= N / 1 + N (e)^2 \\ &= 790 / 1 + 790(0.1)^2 \\ &= 790 / 1 + 790(0.01) \\ &= 790 / 1 + 7.9 \\ &= 790 / 8.9 \\ &= 89\end{aligned}$$

Where n = Sample size

N =population

e =error term

The study used 90% of confidence level

$N = 790$

$C = 90\%$

$E=0.1$

Therefore,

the study used 89 Teachers as a sample from the total population (790).

3.2.1 Sampling Technique

The sampling technique that was employed in this study is probability sampling technique, especially simple random sampling technique, because, it provides fair way of selecting a sample from a given population. I.e. it gives equal opportunity of being selected. Therefore, from the total population (790), 89 Teachers were randomly selected.

3.3 Methods of Data Collection and Instrumentation

To collect relevant data; questionnaire, interview and document analysis were used in the study. To make it clear, the primary data source was collected using questionnaire and interviews. The type of questionnaire and interview had been both close ended and open ended questions. While, secondary data is collected through reading / referring to different written materials like, documents and manuals of the Universities.

3.3.1 Source of Data

Identifying the basic data source was very important to have a valuable study so, this study uses both primary and secondary source of data. Primary data were collected by questionnaire and interview from Universities' Teachers in the academic staff. In addition, data sources like reports, strategic plans, and directives are used as secondary data sources.

3.3.2 Data Analysis and Interpretations

This study had used descriptive methods of data analysis to analyze the data quantitatively i.e. after getting the data from different data sources, the researcher analyzes the data by using percentages, tabulations and statements.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. General Characteristics of Respondents

This chapter presents general characteristics of respondents' analysis and interpretation of the data collected through interview and questionnaire. The analysis of the data is processed in line with basic research question and objective of the study.

Table 4.1. Rate of return of distributed

Questionnaire	Normal distribution	Total	Percentage
Distributed	89	89	100
Returned	84	84	94
No returned	5	5	6

Source: own survey 2020

As indicated the above table questionnaire was distributed to all selected employees of the university. Which almost 94% were kind enough to fill and return the questionnaire and the rest 6% failed to return the questionnaire distrusted to them. An interview has been conducted with HR managers of the university. As stated in the course material of Chalchisa (2009, p. 51) return rate of more than 80% increase confidence that the returned data correctly reflects the sample, which in turn, reflects characteristics in the population from which the sample was drawn. Having this, the return rate of 94% in the above table implies the sample is representative of the population under study.

4.2 Demographic Characteristics of Respondent

The demographic information of the participant employees of university under the study is presented for analysis .The analysis was to provide information related to age, gender ,educational level the respondents.

Table 4.2. Demographic characteristics of respondent

Description of respondents	NO. Respondents	%
1 sex		
Male	50	60
Female	34	40
2. Age		
<26	4	4.76
26 to 35	36	42.84
36 to 40	20	23.8
41 to 50	16	19
>50	8	9.6
3.Educational status		
Third degree (PhD)	8	9.5
Second degree	64	76
First degree	12	14.5
Professor	-	-

Source: own survey 2020

As can be seen in the above table 4.2 the majority of respondents of the university are male, which accounts 60% and the rest, are females. Regarding age of respondent **table 4.2** shows out of 84 respondents who participated in the survey of the respondents falls in the age category of <26 ,4(4.76%) of them falls with the age category of 26to, 35 36 (42.84%) falls within the age category of 36 to 40 16(23.8%) of them falls within the age group of... and

the rest 8(9.6%) falls within the age group of >50 so the majority of the respondents for this study falls within the age group of 26 to35.

With regard to educational status, majority of the respondents 64 (76%) are second degree holders, and first degree holders 12(14.5%) the remaining 8(9.5%) have third degree. In general the figure implies that the existence of employees with different educational qualifications, which in turn require different level of training and development activities in a planned and systematic way to improve their competency.

4.3. Analysis of Data Pertaining to the Study

After collection and organizing of data gather through questioner and interview the researcher come across the following finding about human resource training and development practice in the university. The data collected are tabulated in which it shows the frequency, number of respondents and the percentage from selected sample size population.

4.4 Analysis of Data Collected Through Questionnaire

In this section the data collected through questionnaire from sample size of current population working with in the university are presented

A, Training Need Analysis

Table 4.3.Respondents' View on Training Needs Assessment practice

Question	Response	Frequency	%
1, Do you analyze employees T&D needs periodically?	YES	30	35.5
	NO	50	59.5
	I don't know	4	5
	Missing	-	-
	Total	84	100

2, Which method does university often use in order to identify training needs?	Organization analysis	40	47.6
	Person analysis	20	24
	Task analysis	15	17.8
	I don't know	9	10.6
	Missing	-	-
	Total	84	100
3, How much are you satisfied with training priorities?	Very much Satisfied	6	7
	Satisfied	20	23.8
	Moderately satisfied	40	48
	Very little satisfied	12	14.2
	Unsatisfied	4	4.7
	Missing	2	2.3
	Total	84	100

Source: own survey 2020

Accordingly to the respondents view the above **table 4.3** of item one shows that majority of the target population in the university with 50 representing 59.5% responded the university does not analyses training needs periodically. Whereas those who responded there is a

training need analysis constitute 30 (35.5%) and the remaining 4(5%) do not have any idea whether the university analyze training needs or not.

In the above **table 4.3** item two shown that With regard to method/type of analysis used the respondents of the university 10.6% does not give or answer the question. But when we see respondents of the majority which is 47.6% of respondents view shows organizational analysis is used by university to analysis training needs. Whereas 17.8% of respondents respond the university use task analysis to identify training needs. The response regarding a gives an evidence for the university to look for its training needs analysis practices since it is the basis for other processes.

Respondents are also asked about their satisfaction on the training priorities of the university. Accordingly the majority which is 71.8% are moderately satisfied and satisfied with the training priority of the university. Even when we see respondents form the respective districts the response shows they are moderately satisfied and satisfied. Respondents are moderately satisfied with the training propriety of the university 48%. Whereas 18.9% of respondents response shows they are very little satisfied and unsatisfied with the training priority of the university. The university needs to have a look at the practice of prioritizing training program.

To make certain that training is timely and focused on priority issues, HR mangers should approach needs assessment systematically by utilizing the three different types of analysis, i.e. organizational level, task level and individual level. With the same vein the study tried to assess the respondent’s opinion on whether the university analyzes training and development needs periodically and the method/type of analysis used.

Selection for training

Table 4.4.the Respondents’ view on Training selection criteria and satisfaction

Question	Response	Frequency	%
1, What do you	Experience	20	23.8

think is the bases on which you were chosen for the training?	Performance gap	32	38
	Change in job design/tech	15	18
	Own demand	12	14.2
	I don't know	5	6
	Missing	-	-
	Total	84	100
2, To what extent are you satisfied with the selection criteria?	Very much satisfied	8	9.6
	Satisfied	14	16.7
	Moderately satisfied	30	35.7
	Very little satisfied	20	23.8
	Unsatisfied	12	14.2
	Missing		
	Total	84	100

Source: own survey 2020

Accordingly, above table 4.4, Respondent view the majority, 32(38%) respond the bases for their selection is performance gap, 15 (18%) respond due to change in job design, whereas 5 (6%) do not know the bases for their selection.

Respondents are also asked regarding their satisfaction on the selection criteria accordingly, the majority, 52(62%) are above and moderately satisfied, 30 (35.7%) are moderately satisfied and 32 (38%) are below moderately satisfied with the selection criteria. But the respondent’s response regarding their satisfaction with the selection criteria implies the majority are more than moderately satisfied which a lot effort to improve the practice so as to change employee’s satisfaction since it affects their performance. The selection of trainees who are one of the most important factors of the training program has to be given due attention and take into account various factors. This is to say that it has to be based on the responsibility and levels of trainees, educational background and work experience, openness to new ideas and perceived need for self- improvement.

From the training budget and number of employees who have participated in training it is possible to say university has given due emphasis for training and development of its employees. Scholars believe selecting participants through a careful process of training needs identification is the proper process of initiating training. To this end respondents were asked how they are selected for training, How much they are satisfied with the selection criteria and whether their manger/supervisors take in to consideration their readiness and motivation of employees to select them for training.

Training objectives, content, training skill and capabilities and training period adequacy.

Hence, respondents were asked to what extent they are satisfied with the training objectives, training content, trainer’s skills and capabilities of the training program in university. The table below presented their response.

Table 4.5 Respondent’s view on training objective, content, trainer’s skill and capabilities

Factors	Level of satisfaction	Frequency	%

1. Training objective	Very much satisfied	10	11.9
	Satisfied	25	29.8
	Moderately satisfied	34	40.4
	Very little satisfied	9	10.72
	Unsatisfied	6	7.18
	Missing	-	-
	Total	84	100
2. Training content	Very much satisfied	4	4.8
	Satisfied	12	14.3
	Moderately satisfied	40	47.7
	Very little satisfied	20	23.8
	Unsatisfied	6	7
	Missing	2	2.4
	Total	84	100
3. Trainer's skills and capabilities	Very much satisfied	12	14.2
	Satisfied	20	23.8
	Moderately	36	42.8

	satisfied		
	Very little satisfied	8	9.6
	Unsatisfied	7	8.4
	Missing	1	1.2
	Total	84	100
4.Training period adequacy	Very much satisfied	5	6
	Satisfied	12	14.3
	Moderately satisfied	32	38
	Very little satisfied	30	35.7
	Unsatisfied	4	4.8
	Missing	1	1.2
	Total	84	100

Source: own survey 2020

As shown in the above table 4.1 the majority of respondents, representing 82.1% are moderately satisfied and above with the training objective of the university. This response is similar to the response obtained from HR management members but employees' response is based on their information on whether the trainer clearly communicated the training objectives whereas management members respond about the university's practice to communicate clear training objectives when asking them to send employees for training programs. The remaining 17.9% are very little satisfied and totally unsatisfied with the training objectives. The respondent's response also indicates that the majority are moderately

satisfied with the training objectives. Here the university need to work hard especially on communication issues to maintain those satisfied employees more satisfied and to change those unsatisfied employees to satisfied one.

In relation to this, respondents were also asked to express their satisfaction level in training periods adequacy, accordingly the majority representing 58.3% are moderately satisfied and above whereas the remaining 40.5% are very little satisfied and totally unsatisfied with the training periods adequacy of the university. Here the university may need to revise the training period for each training program. Regarding the training content and trainers skills and capabilities, the majority of the respondents representing 66.8% and 80.8% are moderately satisfied and above respectively. When we look at respondents response for the above factors the majority are almost near to very little satisfied with the training period's adequacy, since with regard to trainer's skills and capabilities indicates that the majority are moderately satisfied. Respondents are also moderately satisfied with the program contents.

Training Methods

Accordingly, respondents were asked on which on- the – job and off- the - job training they have been participated, to what extent they are satisfied with the training methods, appropriates of training facilities and mangers/supervisors role show blow table 4.6

Table 4.6 Respondents' View on university's training methods and their level of satisfaction

Question	Response	Frequency	%
1, Which on – the job training have You taken so far?	Job instruction	34	40.4
	Job rotation	26	31
	Coaching	20	23.8
	Apprenticeship	4	4.8

	Missing	-	-
	Total	84	100
2. Which off- the – job training have you taken so far?	Lecture/formal choruses	42	50
	Simulation	18	21.4
	Computer-based	20	23.8
	Missing	4	4.8
	Total	84	100
3.To what extent are you 4.satisfied with the training methods	Very much satisfied	10	11.9
	Satisfied	12	14.3
	Moderately satisfied	26	31
	Very little satisfied	6	7
	Unsatisfied	30	35.8
	Missing	-	-
	Total	84	100
5. To what extents are you satisfy with mangers/supervisions coaching role?	Very much satisfied	4	4.8
	Satisfied	12	14.3
	Moderately satisfied	6	7.1

	Very little satisfied	20	23.8
	Unsatisfied	42	50
	Missing	-	-
	Total	84	100

Source: own survey 2020

As shown in the table 4.6 the majority of respondents' response indicate that on – the – job and off- the – job training methods mostly used by the university are job rotation and lecture/formal courses representing 31%, and 50% respectively. From this response we can clearly understand how the coaching role of HR managers is limited since the response rate is only 4.8%. In relation to the respondent are also asked how much they are satisfied with the coaching role of their manger/supervisor accordingly, 73.8% are very little satisfied and totally unsatisfied, 7.1% are moderately satisfied and the remaining 19.1% are satisfied and very much satisfied with their coaching role. This shows the remains a lot of work by the concerned parties of the university to enhance the coaching role of HR managers. Regarding their satisfaction with the training methods the majority of respondents representing 31% are moderately satisfied, 26.2% are satisfied and very much satisfied. The rest 42.8% are very little satisfied and totally unsatisfied with the training methods used by the university. Whereas the respondent's response indicates the majority are less than moderately satisfied with the training methods. The data gives the university an evidence to work hard in implementing different training methods and to improve the weaknesses of existing methods so as to make those respondents who are moderately satisfied and below to be satisfied.

Table 4.7. Respondents' View on training significance for organizations and individuals

Question	Response	Frequency	%
1. Did you get any significance the	Yes	80	95.2
	No	4	4.8

training taken so far?	Total	84	100
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Source: own survey 2020

As shown in the above table 4.7 the majority of respondents' response representing 95.2%, shows training have many advantage among those it can be file performance gap, create strong linkage with occupation, reduce wastage, used to discharge responsibility in approver manner and also increase competency and confidence level of employees. Generally training and development are relevant for organization and individual success.

Training Evaluation

Training represents an expensive investment that organizations make in their human resources and therefore, it is important for organizations to evaluate the effectiveness of their training effort. Training evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job (Bernardin, 2010, p.271). Having this in mind respondents were asked whether there exist a practice of training evaluation in university, how much they are satisfied with the evaluation as well as how effective is the training and development practices of university.

Table 4.8. Respondents' view on the practices of training evaluation

Question	Response	Frequency	%
1. How do you rate the coaching role that your manager/supervisor plays in implementing the training contents that you acquired from off the job training to the	Very good	2	2.3
	Good	8	9.5
	Medium	34	40.4
	Poor	36	43
	Very poor	4	4.8
	Missing	-	-
	Total	84	100

actual job?			
2. To what extent are you satisfied with the T& D evaluation practices of university?	Very much satisfied	6	7.1
	Satisfied	12	14.3
	Moderately satisfied	26	31
	Very little satisfied	20	23.8
	UN SATISFIED	20	23.8
	Missing	-	-
	Total	84	100
3. How effective the T & D practice of university?	Highly effective	2	2.3
	Effective	8	9.6
	Moderately effective	24	28.6
	Less effective	40	47.6
	Ineffective	10	11.9
	Missing	-	-
	Total	84	100

Source: own survey 2020

As shown in table 4.8 the majorities of respondents representing 52.4% are moderately satisfied and above with the practice of training evaluation whereas 47.6% are very little satisfied and totally unsatisfied with the practice of training evaluation. The respondents' response regarding their satisfaction with the practices of training evaluation indicates the majority are less than moderately satisfied. There is no training evaluation practice in the university as indicated in the response majority of HR management members interviewed from the university this is due to the absence of training need assessment especially at individual and task level, well communicated training objectives and performance appraisal practices in the university.

Respondents are also asked how much they are satisfied with manager's/supervisor's role in helping them to implement the training contents they acquired from off-the-job training programs to the actual job accordingly, 40.4% responded medium, 9.5% respond good whereas the rest 43% and 4.8% respond poor and very poor respectively. The majority are below moderately satisfied with manager's/supervisor's role in assisting them to implement the training contents obtained from off the job training. In relation with effectiveness of training and development, 40.5% of respondent's response indicates the training program is above and moderately effective, whereas the rest 59.5% are below moderately effective.

4.5 Analysis of university's Training and Development practices by using systems approach to training model

From the broadest perspective, the goal of training is to contribute to the organization's overall goals. Training programs should be developed with this in mind. Managers should keep a close eye on the organizational goals and strategies and orient training accordingly. Unfortunately, many organizations never make the connection between their strategic objectives and their training programs. As a result much of an organization investment can be wasted – training programs are often misdirected, poorly designed, inadequately evaluated and these problems directly affect organizational performance.

The success of training can be gauged by the amount of learning that occurs and is transferred to the job. Too often, unplanned, uncoordinated, and random training efforts significantly reduce the learning that could have occurred. Without a well-designed, systematic approach to training what is learned may not be what is best for

the organization. Accordingly, there are four major relevant phases in a training process, as cited in (Bohlander, et al., 2001, p. 222-224).

With regard to university's TNA the data collected from respondents shown in table 4.3 indicates that the majority of respondents representing 59.5% responded university does not conduct TNA periodically, 35.5% respond there is a periodical TNA in university whereas the practice is not clear for some respondents as 5% do not have any idea about it. The results of the interview with management members also support employees' response. But when we refer secondary data in the university we found training needs assessed at process level. Literature also states TNA has a pivotal role in identifying the required skills to perform a specific task by analyzing the actual and the required performance. TNA also requires everyone in the organization to participate in identifying where the gap is and what types of training is required.

Without analyzing training needs periodically it is difficult to select who is going to train and what objective to achieve. Management members interviewed are also agreed with employees.

In relation to this, responses obtained from respondents regarding training effectiveness indicates it is below moderately effective. From this it can be deduced that TNA practice of university, particularly students learning processes and service procedure process need to be revised because with regard to systems approaches to training it is not in a perfect way to identify the real gap and the type of training required.

Training Design Phase

According to Bohlander (2001, p. 229) once the training needs have been determined, the next step is to design the type of learning environment necessary to enhance learning. The success of training programs depends on more than the organization's ability to identify training needs.

Four related issues that training design should focus include:

Instructional objectives

Trainee readiness and motivation

Principles of learning

Characteristics of instructors

On the basis of the information obtained from organizational, task and person analysis, managers can formally state the desired outcomes of training through written instructional objectives. Generally, instructional objectives describe the skills or knowledge to be acquired and/or the attitudes to be changed (Bohlander, 2001), p.229.230).

The design of a training program has to consider its appropriateness and suitability for the trainees. Therefore, the selection of trainees who are one of the most important factors of the training program has to be given due attention and take into account various factors. This is to say that it has to be based on the responsibility and levels of trainees, educational background, and work experience, openness to new ideas and perceived need for self-improvement learning is the goal of training. It occurs only when information is received, understood, internalized, and the learner makes an effort to use the information (Mathis and Jackson, 2000, p. 224). The success of any training effort will depend in large part on the teaching skills and personal characteristics of those responsible for conducting the training (Bohlander, 2001mp.234).

When we look at respondents response regarding bases for trainee selection, 18% are selected due to change in job design/technology, 38% due to performance gap, 6% do not know how they are selected and 23.8% due to their experience. In relation to this respondents were asked how much they are satisfied with the selection criteria accordingly, the majority representing 38% are below moderately satisfied, 35.7% are moderately satisfied whereas 26.3% are satisfied and very much satisfied. Managers interviewed were also asked on what bases they chose an employee for a particular training program and their response indicates sometimes the bases for selection is workload i.e. and employee with a lesser work load will be selected on other times employees have been selected randomly whereas very few respond and employee can be selected on the basis of their own observation regarding his/her overall job performance. Here the important thing that we should note is with the recurrent change in customer demand and the dynamism of the environment that we are operating in. it will not be wise to wait for change in job design/technology to train employees rather we need try to forecast what will happen in the near future in our TNA. However, the problems regarding employee selection is expected to be solved when the new HRD strategy is fully implemented. The strategy clearly stated selection of trainee's will be based on competency gap assessment. The competency model specifies the critical competency and associated proficiency levels required for specific job roles. Once the assessment at individual level is

done it becomes a basis for selection of target groups. The assessment will be conducted for all employees.

Regarding training period's adequacy the majority representing 41.7% are below moderately satisfied, 38% are moderately satisfied whereas the rest 20.3% are above moderately satisfied. This also indicates majority of respondents are nearly very little satisfied. This may be a reflection of the problems under TNA. On the other hand majority of respondents representing equally 42.8% are moderately satisfied with trainer's skills and capabilities. With regard to training content 47.7% are moderately satisfied, 19.1% are above moderately satisfied and the rest are below moderately satisfied. This indicates that majority are moderately satisfied. Respondent's response with regard to training objective shows 41.7% are above moderately satisfied. There for training objectives also shows respondents are moderately satisfied. In all the practice of university regarding the phase of systems approaches to training process is average.

Implementation phase

The third phase in the system approaches to training is implementation. Under this phase, there are factors to be considered in achieving the training objectives. One of them is selecting an appropriate training method that brings the desired result. In addition conducting the training is another factor in the implantation phase.

Successful implementation of training program depends on selecting the right program for the right people under the right conditions. Training can be provided by the supervisor, a lead worker, and different types of training methods. These are job rotation, lectures, simulation, coaching and other as indicated in the literature review part, under section. Among these, university used mainly lecture/formal courses and job rotation methods as indicated in respondents' response. In relation to this respondents were asked to express their level of satisfaction with the training methods used by the university, accordingly 31% of respondents are moderately satisfied 42.8% are below moderately satisfied whereas the rest are above moderately satisfied. This indicates that majority are below moderately satisfied. However, despite the implementation of different training methods scientific literatures highly focused on the involvement of line – managers. According to them the role of a line manager is critical in creating and simulating the appropriate work environment

supportive for learning. It requires the promotion of positive attitudes towards continuous learning, since learning is to something that happens only during formal classroom training activities, but it is an integral facet of every day working life. A line manager is expected to encourage the individual or team to take responsibility for how they will manage their own learning processes. It should happen though the provision of various opportunities for learning, for instance organizing meetings between employees with similar experience, creating mentor ad job rotation, coaching and others.

Evaluation phase

Evaluation of training is the final phase to the systems approach to training and the determination of the extent to which the training activities have met their goals, as indicated in the literature review. The evaluation can be done based on the criteria developed in the design phase of the system approach to training and should include at least four components.

These are trainees' reaction to the program, such as trainee's happiness with the training program, learning such as do the trainee talk about things they could not talk before behavior/ performance change such as the change in performance/behavior of trainees. The final evaluation point is result such as tangible results produced in terms of productivity, response time, cost saving, quantity and quality of performance.

Training evolution phase is hardly applicable in university since 47.6% of respondents said there is no practice of training evaluation in the university Besides, majority of respondents are below moderately satisfied with the training evaluation practices of the organization as respondents were also asked how they rate their manger's/supervisor's coaching role in helping them to implement the training content they acquired from off- the- job training to their actual job accordingly, 40.4% respond medium, 47.8% below medium and the rest 9.5% respond good.

HR Management members interviewed were also agreed with the absence of training evolution in the university but some of them mentioned, occasionally the training century try to know trainees reaction after training programs by distributing formats so as to evaluate the overall training content and trainers skill and capabilities which is not enough to say the training program's effectiveness is assessed the inability to conduct training evaluation based on clear criteria's effectiveness is assessed. The

inability to conduct training evaluation based on clear criteria in terms of quality, cost and quantity results in failing to know the impact of the training.. In addition, training evaluation ensures whether the training is conducted in a cost effective manner. This is important in today s competitive environment where organizations strive to cut- costs and improve quality. Furthermore, without evaluation it is very difficult to know whether the training is the reason for any performance improvements. In relation to this respondents were asked to evaluate the effectiveness of the training program of the university accordingly, 28.6% said moderately effective, 59.5% below moderately effective, 11.9% above moderately effective. The respondents response shows it is below to moderately effective.

Form this it can be deducted that the practice of training evaluation in in the university is below average when compared to systems approach to training process mode

4.6 Analysis of data collected through interview

To gather more information about employees training and development practice of university semi- structured interview and questions were forwarded to HR managers and employees who working in the university. The results of the interview made with selected management members of the university on issues related to training policy, training need assessment, training objectives, performance appraisal, trainee selection, training evaluation and others are presented as follows. These findings are also important in providing some sort of comparison between HR Management members and employees of the university perception regarding training and development practices of the university.

Training policy

The majority of respondents in the university and HR management members have an idea whether the university has written training policy or not. But respondents who respond there is training policy in the university agree on that the policy is not well communicated. According to them it is the employees“ right and event important to know the training and development policy of the university.

Training and Development Needs Assessment

All the HR management members interviewed agree on the absence of training and development need assessment which considered their university's specific training needs. But they do not deny the university effort and dedication to enhance its employee's skill and knowledge through training. This shows the university's training need assessment is based on organizational level assessment by considering the university's overall performance, organizational goals etc. regarding employee's selection for training almost all respondents' response shows the selection of employees for training is random and based on their performance gap. This means an employee who has a performance gap may be selected for training even if, he/she has a heavy workload to be perform in order to fill the gap by the specific training program.

Training Objectives

Regarding training objective setting practices of the university the majority of HR management members interviewed agree that even if the university set clear and specific training objectives the problem lies in communicating it with the concerned body and employees. According to them sometimes training programs are communicated through telephone and they have no chance to discuss with their employees regarding what is expected from that while returning to their job. This in turn makes trainee selection difficult.

Training Evaluation

There is a training evaluation practice in the university as indicated in the response majority of HR management members interviewed and from the respondents of the university.

But the absence of training need assessment especially at individual and task level, well communicated training objectives and performance appraisal practices in the university.

Management Development

The HR management members interviewed have agreed on the university's well organized management training program. According to them in addition to the special

management development program the university tries to develop the skill and knowledge of management members through off- the - job training, seminars and experiences sharing. Management members interviewed were also asked about the attitude of employees towards the training and the change in behavior they have in their return from the training accordingly majority of them agreed on employee's positive attitude towards the training and positive change in behavior. But some of the respondents mention employee's negative attitude towards the training some employees, because they consider as opportunity to take rest and it is common to hear employees saying let's go and sleep for these two /three training days. Regarding change in behavior managers response shows occasionally after some training programs employees reflect rigidity by sticking on the procedure or the material they have thought event in times which require some degree of flexibility.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

Based on the analysis and interpretation made on the previous chapter four the following conclusion and recommendation are made

5.1 Conclusion

Orientation was one of the key elements in training and development program which sets the tone for the whole organizations for the news employees and new positions. It used to familiarized the new employees with the rules, procedures, tasks and values of the organizations and adopt the work context. But the organization does not given due to attention for the new employees and new position holders. Only a small number of respondents have got orientation when they had joined the organization.

As the researcher tries to identify, most of the respondents do not have training and development program. Most of the respondents had said that the criteria that had been used to select employees for training are not clear and similar persons had been selected for different types of training program. Therefore, there is no transparency how each trainee is had selected for different types of training activities.

Even if the organization had arranged training and developments all employees does not get equal opportunity for the arranged program.

Most of the respondents had evaluated that the opportunity of training and development as poor and very poor. Therefore, the researcher also concluded that the organization does not arranged equal and participatory training and development for its employees.

The durations of time spent on training and development is also evaluated as insufficient and very insufficient. This implies that the employees are not given enough time to understand the task they are assigned and the training and development programs are ineffective to achieve their goals.

Unavailability of resources, management attitudes towards the training and development, finical constraints (scarcity) and lack of transparency and accountability are the main challenges to training and development program.

5.2 Recommendations

Based on the above conclusions the following recommendation was forwarded. It is clear that orientation is basic for new employees and new positions holders of an organization. Therefore, Wolkite University have to rearrange orientation service for new employees to facilitate and introduce new comers to the working environment of the organizations. The executives of the organizations have to capacitate and empower each and every department coordinators to have full knowledge and understanding about the selection in which they have been coordinating having this study will facilitate orientations, and training and development for new employees when they joined.

As the researcher investigated from total sampled respondents some of them to don't get training and development program while others have got the program

Therefore, the organization has to use the trained resourced persons to train the remaining untrained employees of the organization by arranging facilities. To generalize training needs more capital, resource and time. Therefore the organization has to arrange training program by supplying materials, which are crucial for the program and must also use the individual that had got training and development by different governmental and nongovernmental organization as a resource person for the program.

The researcher had found that among the total sampled respondents 69% of them had evaluated that the opportunity of the organization training and development program as poor and very poor. This indicates that the organization does not have transparent working guidelines how to select employees for training and development program.

Therefore the organization has to make transparent and accountable evaluation criteria to select employees for training and development program. When the organization plans any training and development program, an individual or groups who can take the man date and duties to that program have to be selected to be accountable to the program.

The time duration on training and development should be appropriate. I.e. not too long and too short. That it should be based on the nature of the course, the understanding capacity of trainees and other factors. In addition to this the material requirements of the training program should be assessed and fulfilled in conducting training program.

Generally the organization has to use the existing resources effectively and efficiently, the management must also support employees to acquire the necessary knowledge and

understanding in the work in which they had appointed by different training workshops and office have to work hard to get finances by preparing best and applicable project proposals to different donors.

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APPENDIX I

The questioner is developed to collect the data required for the study

Researcher: Molla Alehegn

Research topic: Human resource training and development practices in the university
Dear respondents:

This research is conducted for the partial fulfillment of the requirements for (BA) Degree in management. There for your answer is very important and valuable for the successful completion of the study .please fill out of the question to the best your knowledge accordingly the question required .The information you provide will kept confidential and will be used for this research purpose only. I would like to express my sincere appreciation and deepest thanks in advance for your generous time and frank and prompt repose.

General guideline

Please put a tick mark “” inside the box for those questions that are followed by choices and write your short and precise answer for those followed by blank spaces (i.e open ended questions). No need of writing your name.

Part 1 Basic Demographic data 1. Sex

Male Female

2. Age

Less than 26 26 to 35
36 to 40 41 to 50
51 and above

3. Educational status

Third degree (PhD) First degree
Second degree Professor
Other, specify _____

Part II Training and Development Related Questions

1, what do you think is the bases on which you were chosen for the training and development practice?

Experience change in job design/ technology
Performance gap my own demand to take the training
I do not know other (if any)

2, Have you had any form of training/development since you joined the university?

Yes No

3, if your answer is “Yes” for the above question to what extent were the contents of the training/development relevant for your current job?

Highly relevant moderately relevant
Relevant irrelevant

4. did your manger/ supervisor creates a climate where mutual confidence can flourish while you were a new employee (on- the – job trainee)

Yes No

5. Do you think the university analyze employees training and development needs periodically?

Yes No

6. If your answer for Q. No 5 is “Yes” which method does university often use in order to identify treeing needs?

Person analysis Organization analysis
Task analysis I do not know
other, specify _____

7. Which of the following on – the – job types of employee training program have you taken so far?

Job instruction training coaching
Job rotation apprenticeship

Mention others (if any) _____

8. Which of the following off- the – job types of employee training program have you ever taken so far?

Lecture/formal courses computer – based training

Simulation others (if any) _____

10. How do you rate the coaching role that your manger/supervisor plays in implementing the training contents that you acquired from off-the – job training to the actual job?

Very good Good Medium Poor Very poor

11. How do you rate the skill of your manger/supervisor in training you while you were/are on- the – job trainee?

Very good Good Medium Poor Very poor

12. Does University has an integrated/well organized performance appraisal system?

Yes No

13. Is there a practice of training and development evaluation in the university?

Yes No

14. If your answer for Q. no 13 is “yes” on what bases does the university often evaluate training?

Based on behavior (change in behavior)

Based on reaction (trainee’s attitude to the program)

Based on learning (what is learned from the training)

Based on results (tangible results)

Other, specify _____

15. How much effective the training and development practices of university?

Highly effective moderately effective

Effective less effective

Ineffective

Other, specify _____

16. Have you benefited from the Training and development that you took so far?

Yes No

APPENDIX II

INTERVIEW QUESTIONS FOR MANAGEMENT MEMBERS OF THE

University

Objective

The objective of the study in general and this questionnaire in particular is to assess the human resource training and development practices in in the university which will help the university in alleviating major problems related to the study to this end data collection is essential to conduct the research and so as to come up with a reliable result. Thus, you're honest and genuine response will help the research a lot in gathering reliable data. The data you provide will be used only for research purpose and be kept highly confidential.

1. Does the university have a written training and development policy?
2. How do you select an employee for a particular training?
3. As to your understanding do you think that university set clear, measurable & tangible objectives for the training and development program?
4. What method (s) of training is often used by the university?
5. Is there a practice of training evaluation? If so, how are training and development programs of the university evaluated?

