



# **ST. MARY'S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF TRAINING AND DEVELOPMENT  
PRACTICE IN SATCON CONSTRUCTION PRIVATE  
LIMITED COMPANY**

**BY**

**EDEN HIBRET**

**FEBRUARY, 2017**

**ADDIS ABABA, ETHIOPIA**

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**ADDIS ABABA, ETHIOPIA**

**ST.MARY'S UNIVERSTY**  
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**BY: EDEN HIBRET**

**APPROVED BY BOARED OF EXAMNERS**

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## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of zemenu Aynadis (Asst. Prof) .All source of material used for the thesis have been duly acknowledged. I future confirm that has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree

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Name

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Date and signature

**St. Mary's University, Addis Ababa**

**February, 2017**

## **ENDORSEMENT**

This thesis has been submitted to St. Mary's University, school of business for examination with my approval as university advisor

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Advisor

**St. Mary's University, Addis Ababa**

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signature

**February, 2017**



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## **ABBREVIATIONS**

**HR** : Human Resource

**HRM**: Human Resource Management

**HR** : Human resource development

**JIT** : Job Instruction Training

**T&D** : Training and Development

**SAC** : Sat Con

## **ABSTRACT**

Systematic training plays a paramount role in equipping employees with the required knowledge and skill in order to remain competitive in the dynamic society whether in developing or in developed word. The main objective of this paper was to investigate current practice and challenges of the training and development system of sat con construction private limited company. Samples of 196 questioners were distributed for the collection off data. Interview was also conducted with three managers. A simple random sampling technique been applied. The data obtained through questionnaire were presented and analyzed using SPSS such as frequency and percentage. While the data obtained from interview thematically. According to the data collected the findings shows that; Development program is not implement ,sat con not give attention for training program ,employees of sat con are not interested, satisfied and benefited on the training program of the company . Based on the findings, the researcher recommended, the institute to carefully revise its training practices for the success of training and organizational objectives.

**Key words:** training, development, employee performance and Sat con Construction Company

# CHAPTER ONE

## 1.1 Back Ground of the Study

An organization is a group of people that exists to achieve a purpose through the collective efforts of the people who work for it (Armstrong, 2010). Among the resources of an organization which can be grouped as the human and non-human, the human includes those resources such as employees, skills and knowledge. Organizations depend on people. We can be more direct and say, there can be no organization without people. Organizations do what people do. An organization behaves the way its employees behave, the way its managers direct it.

As John (2005) said that having recognized the importance of people as a resource, organizations should provides encouragement to employees to identify and then improve the quality of this human capital. Among the mechanisms to keep employees on track, employing training programs is a mentionable one. It is most powerful outcomes for the business are to do with enhanced organizational effectiveness and sustainability. For the individual they are to do with enhanced personal competence, adaptability and employability. It is therefore critical business process in for-profit or not-for-profit organizations (Armstrong 2006).

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Bhat, 2013).

According to Ivancevich et al (1989), training is a tool to fill the gap and the firms should use it wisely to improve employee productivity. Effective training is an investment in the human resources of an organization, with both immediate and long-range returns. Training is a key element for improved performance; it can increase the level of individual and organizational competency. Training holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. Training programs helps in making acquaintance of employees with more advance technology and attaining robust competencies and skills. Training facilitates the updating of skills and lead to increase commitment, well – being, and sense of belongingness, thus directly strengthening the organization’s competitiveness. Training plays a vital role by improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top.

According to Tony (2010), employee’s performance is defined as how effective and efficient employees use organizational resources to satisfy customers and achieve organizational goals and objectives. Employee’s performance evaluation is a rating system used in most organization to determine the abilities and output of an employee. It is seen as a way to appraise the employee for their performance effectiveness in the company. It is a system designed on individual performance rather than group performance. Many business organizations evaluate performance of their employees annually or quarterly in order to help them to identify and suggest areas for improvement. Performance evaluations results are usually the base for promotion, remaining in the same position, or termination of employees Training has direct relationship with the employees’ performance. A significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. By the help of training, employees become proficient in their jobs and they become capable to give better results.

The success or failure of any organization depends ultimately upon the level of education, productive skill and knowledge of its employees.

## 1.2 Statement of the Problem

The success of an organization in achieving its objective and fulfilling its mission is highly dependent up on its employees. Employees are the key and vital assets of an organization. Effective training and development programs are important for the success of the organizations.

Training and development make employees capable in improving their performance through updating knowledge, skills, or attitudes. In a broad sense, it includes experiences intended to meet essential job requirements, update skills, prepare people for career development, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge. It is thus an important tool for changing individuals by giving them new knowledge and skills. The presence of non value adding activities and people in the value chain affects quality, cost, speed, efficiency and effectiveness of the product /service that the organization provides. This affects customer satisfaction, image and interest. So therefore in order to achieve its objective every organization needs to update the skills that the employees need to perform their jobs, thus training and development given much weight and many organizations used it in their respective area, (Dessler, 1997).

By considering the above statement Sat Con construction private limited company faces a number of challenges and gap in implementing effective training program. Since training is a short term mechanism and should focus on the day to day activities performance and development a long term and mainly depends on knowledge base to the future ,it must be assessed on how well Sat Con construction private limited company gives attention for both, applying training program by itself is not the final phase, but evaluating the skill of the trainees, follow up the training program an forwarding feedback is vital . Hence, these areas of the training program should be assessed and have to improved; otherwise it will be difficult to remain success full within this competitive training program.

Therefore, there is a need to know the current status of training and development program of Sat Con construction private limited company in order to find out a workable training strategy which insures the desired organizational excellence.



## **1.3 Research Questions**

The study gives an answer for the following basic research question

- How effective are training and development programs in improving employees' performance?
- What criteria are considered in selecting trainers?
- Does the organization use different mechanism to solve challenges and problem of training and development program?

## **1.4 Objectives of the study**

### **1.4.1 General objectives**

- The general objective of the study is: To assess the training and development practice in sat con construction private limited company to achieve short term and long term goals.

### **1.4.2 Specific objectives**

- To examine the implement of training and development program so as to suggest possible solutions.
- Identify the effect of training and development programs on the performance of employees and the organization as a whole.
- Examining the trainers' selection criteria.
- To Examine the different mechanism that the organization use to solve challenges and problem of training and development program

## **1.5 Significance of the Study**

The study will help the organization to understand the importance of training and development programs and its outcome to serve for various purpose, first the result of the study is expected to serve as an input for the organization to revise its training policies ,directives and guidelines; so that training program in the future are designed ,implemented and monitored to effectively enhance performance of the employees and competitiveness of the organization. Secondly ,it can also serve as a source of information for academicians, researcher and policy makers and finally it can be provided the research to acquire depth knowledge and experience on writing the research in the area of the field .

## **1.6 Scope of the Study**

The scope of the study is limited to describe the extent of "Assessment of training and development program at sat con construction private limited company" it targeting the employees and management at Mekanisa, head office Addis Ababa and researcher believes it could be harder to include training and development programs given by other organizations due to time, information, supporting document, budget constraints.

## **1.7 Definition of key term**

**Human Resource (HR):** people in work environment gifted with the right ability, skills and attitudes (Bratton and Gold, 2007).

**Human Resource Management (HRM):** body of knowledge that encompass, staffing rewarding, employee maintenance, and employee relations (Bratton and Gold, 2007).

**Training and Development** are processes that attempt to provide an employee with information, skills, and an understanding of the organization and its goals. (John, 2004)

## **1.8. Limitation of the Study**

Due to time, and financial capacity, the researcher was forced to gather data from head office employees and human resource department managers due to geographical, financial, and time limitation.

## **1.9 Organization of the paper**

The paper is organized in to five chapters. Chapter one which is the introductory part includes the background, the important research questions addressed in the study, the research problem and objectives, value of the study, the scope, and the organization of the study. The second chapter discusses the different literatures written on the subject matter of the study. The third chapter is about the research methodology. It tries to explain the research design population and sample, data collection methods. The fourth chapter analyzes and interprets the data gathered with respect to the research questions. The final and fifth chapter summarizes the findings from the research, conclusions as per the findings provided, and relevant recommendations noted to the company.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Theoretical literature**

##### **2.1 .1 Training and Development Philosophy**

According to Armstrong (1999), there are three broad approaches of employee training. Some adopt a lassie-faire approach believing that employees will find out what to do for themselves or through others. Secondly, organizations may invest in training in good times, but in bad times training budgets will be the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to realize that organizations are showing an enhancement of their skills. This is the positive approach designating training as a continuous and an ongoing process within the organization.

##### **2.1.2 .Concept of Training and development**

Training and development are processes that attempt to provide an employee with information, skills, and an understanding of the organization and its goals. (John, 2004) In addition, training and development are designed to help a person continue to make positive contributions in the form of good performance. Orientation is designed to start the employee in a direction that is compatible with the firm's mission, goals, and culture. Before training or development occurs in some firms and employee proceeds through and orientation to learn what the organization stands for and the type of work he or she is expected to perform.

### **2.1.3 Human Resource Management**

Human resource management is planning ,organizing ,directing ,and controlling of procurement ,development ,compensation ,integration ,maintenance and separation of human resource to the end that individual ,organizational ,and social objectives are accomplished, (Dessler, 1997).

As Kogan (2001), Human Resource Management (HRM) is management functions that help managers' recruit, select, train and develop members for an organization. HRM is concerned with the people's dimension in organization.

The scope of HRM is indeed vast. All major activities in the working life of a worker-from the time of his or her entry into an organization until he or she leaves-come under the purview of HRM. Specifically, the activities included are HR planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal and job evaluation, employee and executive remuneration, motivation and communication, welfare, safety and health, industrial relations (IR) and the like, (Dessler, 1997).

### **2.1.4 Function of Human Resource Management**

Human resource management deals with design of formal systems in an organization to insure the effective and efficient use of human talent to accomplish the organizational goal (Kogan,

### **2.1.5 Objective of Human Resource**

Different authors put the different kinds of objectives of Human Resource the main are: To have highly committed eligible/qualified, talented 'and happy workers.

Development of employees:-by giving attention for employees' growth, it will lead to efficient working maintenance, motivation and retention of work force. (Kumar and Ghosh, 2003)

Growth and development of the organization:-is to bring about the overall development and growth of the organization. Human resource management department serves all the department of the organization, (Dessler, 1997).

To develop human resource function and climate:-to develop an effective human resource function for development and maintenance of human resource, (Olaniyan, 2008).

Objective for the welfare of the society:-human resource management seeks to do maximum good to the society and also tries to minimize the effects of the so called social problem, (Sharma, 2005).

## **2.1.6 Human Resource Development (HRD)**

### **2.1.6.1 Development**

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility. This definition was subsequently broadened from 'a person's ability' to 'an individual's or a group's ability' thus reflecting the growing concept of organizational learning, (Kushion, 2000).

By Kumar and Ghosh, (2003) Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context. It can be seen from the definitions 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 Resource Development (HRD) is a title which represents the latest evolutionary stage in the long tradition of training, educating and developing people for the purpose of contributing towards the achievement of individual, organizational and societal objectives. (Sharma, 2005). In other term Human resource development is the study and practice of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness, (Chalofsky, 1992).

As Kogan,( 2001) defined HRD is a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.

HRD is both an area of professional practice and an emerging interdisciplinary body of knowledge. The inter-relatedness of these two aspects makes HRD similar to most other applied professions, most of which have emerged to meet some important social or organizational need. HRD is concerned with improved performance within the work environment. It is not concerned with improving people's health or their personal relations with their family, (Kumar and Ghosh, 2003).

HRD utilizes the theories of change and how these relate to the organization. Change affects individuals, groups and the organization and HRD is predominantly concerned with the change of individuals. There would thus appear to be a professional need to define the territory of HRD, no matter how limited it may be, in order that those involved with it either as deliverers or receivers can have a reasonable understanding of what it encompasses, (Chalofsky, 1992).

#### **2.1.6.2. Strategic HRD**

Strategy is the direction and scope of an organization over the long term: ideally, which matches its resources to the changing environment and in particular its markets, customers or clients so as to meet stakeholder expectations. A number of strategic pressures have contributed to the increasing importance and strategic role of HRD (McLagan and Suhadolnik, 1989) and these include:

- Accelerated rate of change
- Focus on quality
- Globalization of business
- Increased flexibility and responsiveness of organizations
- Increased pressure to demonstrate the contribution of human resources
- New competitive structures
- New technology

With all these pressures it is apparent that HRD contributes in a variety of ways and at all organizational levels to provide support.

Today's business environment requires that HRD not only supports the business strategies or organizations, but that it assumes a pivotal role in the shaping of business strategy. As a primary means of sustaining an organization's competitive edge, HRD serves a strategic role by assuring the competence of employees to meet the organization's present performance demands. Along with meeting present organizational needs, HRD also serves a vital role in shaping strategy and enabling organizations to take full advantage of emergent business strategies, (Kogan, 2001).

(Rothwell and Kazanas, 2005), suggests, Strategic HRD can be viewed as a proactive, system-wide intervention; with it linked to strategic planning and cultural change. HRD can only be strategic if it is incorporated into the overall corporate business strategy. It is in this way that the HRD function attains the status it needs to survive and to have a long term impact on overall business performance and respond to significant competitive and technological pressures.

In the present environment, sources of competitive advantage are quickly overcome by competitors and, thus, the only source of competitive advantage is the ability of an organization to learn more quickly than others. This learning does not occur in an abstract form within the organization but in the minds of individuals and groups. Building on this understanding of value residing with the employees has been a recognition that, unlike capital assets which can be used up and also depreciate over time, the value of individuals can actually increase. For this reason and from a strategic perspective there is increased emphasis on the investment in human assets through training and development, (Chalofsky, 1992).

### **2.1.7 Training**

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training program, (Aguinis 2009).

Kogan, (2001), defines training as; Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include



knowledge, skills, or behaviors that are critical for successful job performance in the immediate term or near future. This is in contrast with development, which is training that provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities.

According to (Chalofsky, 1992), training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things.

Employees are expected to acquire new skills and knowledge, apply them on the job, and share this information with other employees. Managers take an active role in identifying training needs and help to ensure that employees use training in their work. To facilitate the sharing of knowledge, managers may use informational maps that show where knowledge lies within the company, (Kumar and Ghosh, 2003).

#### **2.1.7.1 Significance of Training**

Training is essential for any human resource development exercise in organizations in the rapidly changing environment. It is an essential, useful and productive activity for all human resources working in an organization, irrespective of the job positions that they hold. It benefits both employers and the employees, (Kumar and Ghosh, 2003).

As Chalofsky, (1992), defined the basic purpose of training is to develop skills and efficiency. Every organization has to introduce systematic training programs for its employees. This is because trained personnel are like valuable assets of an organization, who are responsible for its progress and stability. Training is important as it constitutes a vital part of managerial control. Most progressive organizations view expenditure on training as a profitable investment. Large organizations hire a large number of persons every year, who might not know how to perform their jobs. There are also certain types of jobs where no one can afford an untrained person.

The responsibility for imparting training to the employees rests with the employer. If there is no formal training program in an organization, the workers will try to train themselves by

trial and error or by observing others. But this process will take a lot of time, lead too many losses by way of errors and will ultimately result in higher costs of training. The workers may not be able to learn the best operative methods on their own, (Sharma, 2005).

### **Benefits of Training to Employers**

(Pallavi, 2013) puts some major benefits that the employer gets from training. The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

#### **(i) Faster learning of new skills**

Training helps the employers to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing others. If a formal training program exists in the organization, the qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.

#### **(ii) Increased productivity**

Training increases the skill of the new employee in while performing a particular job. Increased skill levels usually help in increasing both quantity and quality of output and hence increase productivity. Training can be of great help even to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

#### **(iii) Standardization of procedures**

Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work intelligently and make fewer mistakes when they possess the required know-how and skills, ( Pallavi, 2013).

#### **(iv) Lesser the need for supervision**

As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because the employee knows what to do and how to do. Under such situations, close supervision might not be required.

#### **(v) Economy of operations**

Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents

and damage to machinery and equipment. Such reductions can contribute to increased cost savings and overall economy of operations, ( Pallavi, 2013).

**(vi) Higher moral**

The morale of employees is increased if they are given proper training. A good training program moulds employees' attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

**(vii) Managerial Development**

The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization, ( Pallavi, 2013).

**Benefits of Training to Employees**

The employees are the ultimate link in /an/ any organization, who carry out the operations. Training can help them in several ways, as mentioned below:

**(i) Increasing Confidence**

Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place, (Pallavi, 2013).

**(ii) New Skills.**

Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

**(iii) Career advancement.**

The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster, (Sharma, 2005).

**(iv)Higher earnings**

Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contended.

**(v) Resilience to change**

In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel

threatened or resist any change. Such adaptability is essential for survival and growth of an organization in the present times, (Neitzel, 2006).

**(vi) Increased Safety**

Trained workers handle the machines safely. They also know the use of various safety devices in the factory, thus, they are less prone to accidents. It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers, (Sharma, 2005).

**Benefit for the Company**

In general terms the following benefits can be expected, as training is only one of many variables which influence business activities:

The standard of quality of work required by the company is more likely to be achieved and maintained if employees are well trained.

A greater volume of work can be expected from a trained staff, partly because they work more rapidly and partly as they make fewer mistakes. A reduction in work errors benefits a company to other ways, first, management can spend more time on planning and development activities instead of correcting mistakes. Secondly costs of correcting errors, often involving over time, are eliminated, (Neitzel, 2006).

Labor turnover among new staff, if caused by effective learning and inadequate training, can be reduced. Staff members, who are helped by efficient training to learn their job rapidly, are more likely to achieve a high level of job satisfaction soon after joining the company and thereby tend to remain longer, (Neitzel, 2006).

Retaining of staffs is an advantage to a company only so long as the skills and knowledge of its employees contribute to the companies' operations. By retaining staffs new abilities replace obsolescent expertise. Training in safe working practices reduces accidentals resulting social financial benefits to both the employees and the company, a company needs a flexible work force to operate efficiently when the staff members are absent on sicknesses or a way on holiday. A company with reputation for providing good training tends to attract better applicants.

Finally, there are the private benefits enjoyed by those who trained. Training increases the knowledge of an individual. There are also important non financial benefits which trained people enjoy, including higher status a greater degree of job security (trained staffs are a valuable asset which employers are loath to lose) better promotion prospects, and, because their work talents are fully used, greater job satisfaction, (Neitzel, 2006).

## **2.1.8 Training and Development**

No longer do the organizations talk of training in isolation. It is usually addressed along with development. While referring to the conjugation of the two processes, (Dale Yoder 2004) has observed “The use of the terms training and development in today’s employment setting is far more appropriate than ‘training’ alone since human resources can exert their full potential only when the learning process goes far beyond simple routine”.

Although the terms training and development are used together, they are often confused. Training means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the knowledge for doing a particular job. But development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development program aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Increasing the capacities implies that change must, occur in the executive and through him in his subordinates.

### **2.1.8.1 Objective of Training and Development**

Werther and Davis (1996) stated that Training and Development objectives must be specific, measurable, and time-targeted. The main objectives of staff training and development are to improve the qualities of the trainee, formulation, of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, and smooth and more effective organization’s operations. (Olaniyan and Lucas, 2008), an objective is a specific outcome that the training or the development program is intended to achieve. In most cases, training and development objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training, ( Scarpello and Ledvinka, 1988). The objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the

current skill levels. It is difficult to draw generalizations but many organizations believe that the principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social, as stated by Pallavi (2013).

- ✓ Individual Objectives – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.
- ✓ Organizational Objectives – Organizational objectives assists the organization with its primary objective by bringing individual effectiveness.
- ✓ Functional Objectives – Functional objectives are maintaining the department's contribution at a level suitable to the organization's needs.
- ✓ Social Objectives – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society.

Further, the additional objectives are as follows:

- To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
- To improve the overall performance of the organization.
- To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
- To impart the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job.
- To prepare the employees for higher level tasks.
- To build up a second line of competent officers and prepare them to occupy more responsible positions.
- To ensure smooth and efficient working of the departments.
- To ensure economical output of required quality, (Pallavi, 2013).

## **2.1.9 The Five Steps in Training and Development process**

Training programs consists of five steps. The first, or need analysis step, identifies the specific job performance skills needed, analyzes the skills and needs of the prospective trainees, and develops specific, measurable knowledge and performance objectives. In the second step, instructional design, you decide on compile and produce the training program content, including work books exercises and activities; here, you will probably use techniques like on the job training, computer assessing learning. There may be third, validating step in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by actually training the target employee group. Fifth is an evaluation and follow up step, in which management asses the program's success or failure. Most employers probably do not (and need not) create their own training materials, since many materials are available on and off line, (Dessler, 1997).

### **2.1.10 Selection of Trainees and Trainers**

#### **2.1.10.1 Trainers**

Selection of trainer: who actually conducts the training depends on the types of training needed and who will be receiving it. On-the job training is conducted mostly by supervisors. Off-the job training by either in-house personnel or outside instructors. In – house training is the daily responsibilities of supervisors and employees. Supervisors are ultimately responsible for the production and therefore the training of their subordinates. The trainer needs to have both subject matter knowledge and knowledge of training principle and techniques used in training and developing employees (Meyer, 2008). According to Kenney (1979), the trainer or instructor can be thought of as learning leader who assists trainees by structuring learning opportunities for them and by offering guidance at appropriate time. The trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. The approaches used by trainers to assist learning depend on the learning objectives, the trainees and on the time and other resources available.

### **2.1.10.2 Trainees**

Once you have decided what training is necessary and what it is needed the next decision is who should be trained? Training on employee is expensive, especially when he or she leaves your firm for better job. Therefore it is important to carefully select who will be trained. Training program should be designed to consider the ability of the employee to learn the material and to use it effectively and make the most efficient use of resources possible. A well designed training program alone cannot produce the required result, if the trainers are poorly qualified and did not follow the training principles appropriately. More over selection of trainee is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees. Educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement are very important (Rae, 1999).

### **2.1.11 Methods of Training and Development**

Training methods are the means, which enable to change the designed program in to practice. Variety of training methods are available and used by training agencies and organizations(Saiyadain;195:223).As Foot and Hook (2005:211) explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use. According to (Spector,2000:380-381) many of the styles and techniques to be described and also Decauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

(Dessler, 1997). “Once you have decided to train employees and identified their training needs and goals, you have to decide the training program. You can create the content and program sequence yourself, but there is also a vast selection of online and offline content and packages from which choose.”

In any case, there are a various methods companies use to actually deliver the training. They include:



### **2.1.11.1 On the Job Training**

It means having a person learn a job by actually doing it. Every employee, from mailroom clerk to company president, gets on the job training when he or she joins a firm. In many firms on the job training is the only training available, (Dessler,1997).

The most familiar type of on the job training is the coaching or under study method. Here, an experienced worker or the trainee's supervisor trains the employee. At lower levels trainees may acquire skills by observing the supervisors. But this technique is widely used as top management levels, too. Job rotation, in which an employee, (usually a management trainee) moves from job to job at planned interval, is another on the job training technique, (Kumar and Ghosh, 2003).

On the job training has several advantages. It is relatively in expensive; trainees learn while producing; and there is no need for expensive off-site facilities like class room or programmed learning devices. The method also facilitates learning, since trainees learn by doing get quick feedback on their performances, (Dessler, 1997).

Here are some steps to help ensure on the job training success. Prepare the learner, present the operation, do a tryout, follow up.

### **2.1.11.2. Off the Job training**

This is any form of training which takes place away from the immediate workplace. Off-the-job training includes more general skills and knowledge useful for work, as well as job-specific training. Training may be provided by specialist trainers working for National Grid or by an outside company hired to help with training. Off-the-job training is particularly effective for non-technical skills, as employees can use these across different areas of the company, (Dessler, 1997).

According to (Sharma, 2005) this occurs when employees are taken away from their place of work to be trained. Common methods of off-the-job training include:

Day release (employee takes time off work to attend a local college or training centre)

Distance learning / evening classes

Block release courses - which may involve several weeks at a local college  
Sandwich courses - where the employee spends a longer period of time at college (e.g. six months) before returning to work

Sponsored courses in higher education

Self-study, computer-based training

### **2.1.11.3. Apprenticeship Training**

It is a structured process by which people become skill workers through a combination of class room instruction and on the job training. It is widely used to train individuals for many occupations.

### **2.1.11.4. Informal learning**

Employers should not underestimate the importance or value of informal training. Most surveys show that employees learn on the job they learn not through formal training programs but through informal means, including performing their jobs on daily basis in collaboration with their colleagues, (Dessler, 1997).

### **2.1.11.5 Job instruction training**

As (Dessler, 1997). stated many jobs consist of a logical sequence of steps and are best through step by step. This step by step process is called job instruction training. To begin, list all necessary steps in the job, each in its proper sequence, alongside each step also list corresponding key pointes if any. The steps show what is to be done, and the key pointes show how it is to be done and why.

### **2.1.11.6. Lectures**

Lecturing has several advantages. It is quick and simple way to provide knowledge to large group of trainees, (Dessler, 1997).

### **2.1.11.7 Programmed learning**

Whether the medium is textbook, computer or the internet programmed learning (or programmed instruction) is a step by step, self learning method that consists of three parts.

- a. Presenting questions, facts or problems to the learner
- b. Allowing the person to respond
- c. Providing feedback on the accuracy of answers.

Generally, programmed learning presents facts and follow-up questions. The learner can then respond in subsequent frames provide feedback on the accuracy of his/her answers.

### **2.1.11.8 Audiovisual Based training**

Audiovisual based training techniques like films power points, video conferencing, audio tapes and video tapes can be very effective and are widely used.

Audiovisuals are more expensive than conventional lectures. But offer some advantages. Of course, they usually tend to be more interesting, (Dessler,1997).

### **2.1.12. Implementing the Training Program**

The actual hard copy products of this stage are the completed knowledge /skills /attitude assessments ,attendance recorders and completed participant feedback forms (B.lynn lehman,2007).

Depending on the size of the of the audience and amount of time and resource allocation to this endeavor ,the following consideration should be taken into account the day before or the morning of presentation day.

- Set up and prepare venue
- The learning environment, i.e. .room, is setup and prepared prior to the arrival of the book, etc.
- Hands on equipment ,computer ,tools ,software ,etc. are in place at each station or seat .make sure that if using a learning application ,an external link ,website or internet connection that it is live and functioning.

- Conduct training session.

### **2.1.13. Evaluating the Training Program**

Evaluation of the training is the final phase of the training program. The evaluation needs to be made by comparing the results with the objective of the program that were set in the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994). Thus any one comes from a training program or process needs to be evaluated and judged what has changed as a result of training? Does the person feel different? Does he/she know something new? Has he or she acquired new skills? The criteria used to evaluate training depend on the objective of the program before it was implemented. Pre post test approaches, post training performance and pre-post training performance are the most common approaches used to determine the effectiveness of training program (Desimone, 1994). Result of training evaluation gives crucial evidence of training effectiveness through linking Training and Development performance evaluation criteria which has set by the organization.

### **2.14. Challenge of Training and Development**

A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomez - Mejia, 1995). It has been increasingly recognized that peoples endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilitates everybody participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are

become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (Gomez - Mejia 1995). However, human resource training and development programs might hampered by different factors. Among others the following are the major ones. Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Gomez - Mejia 1995).Managers at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to involve in the HRD process which are curial in integrating the training and development activities to the strategic process. Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization.

Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Gomez- Mejia 1995).Managers at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to involve in the HRD process which are curial in integrating the training and development activities to the strategic process.

## **2.2 Empirical literature**

Human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). As the Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization (Qaiser Abbas and Sara Yaqoob, 2009).

# CHAPTRE THREE

## RESEARCH DESIGN AND METHODOLOGY

In this chapter the overall research design and methodology is explained .Hence ,the types of research design , sample size and sampling techniques ,data source ,data analysis techniques and data gathering tools been presented .

### 3.1 Research Design and Method

The researcher adopted descriptive research design method in order to collect detailed and factual information, since, the aim of the research is to describe and present actual happenings, and hence descriptive survey research was selected as an appropriate design. In addition to this both qualitative and quantitative techniques were used. Thus, applying those mixed approaches help to capture the best of both research methods, and to obtain the desired data type for the study.

### 3.2 Data source

Source of the data for this research work are SAC employees at head office employees and HR department. Low level employees, engineers, training committee and human resource head were the main focus and source of primary data.

### 3.3 Population and Sample Techniques

Saunders et al, (2009), defined target population as the set of individuals, cases or objects with some observable characteristic, to which a researcher wants to generalize the results of the research. Population refers to an entire group of persons or elements that have at least one thing in common. The population of the study include the employees and management of SAC at the head office thus ,there are total number of 400 population of size at the head office, since it is not possible to study the whole population ,simple random sample technique is installed in order to select the number of sample respondent and research a total number of 196 respondent will use . Simple random sampling technique has assured representation of all groups of employees in the sample by reducing sampling error as explained on the sampling techniques of the study

Kothari (2004) sample size for this study was determined as indicated below:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$

Where, N= size of population= 400

Z= confidence level of 95%= 1.96

e= acceptable error =5%

p = chance of success to be included in the sample = 0.5

q = chance of failure to be included in the sample = 0.5

I.e. 1- p = 0.5(In random sampling, there is equal chance of success or failure to be included in the sample)

n= size of sample

$$n = \frac{1.96^2(0.5)(0.5)(400)}{0.05^2(400-1) + 1.96^2(0.5)(0.5)}$$

n=196

The size of the total population was 400, where p was 0.5 because at “p” value of “n” was the maximum and the sample yielded the desired precision. The z value at 95% of confidence level was 1.96. Thus, the sample size of this study was 196 employees of Afro sat con Construction PLC was representative of the total population of 400 at 95% confidence level.

In addition, interviews were conducted with three managers at head office of the Company.

### **3.4 Data Analysis Methods**

The data obtained from the interview was analyzed using a specific form of textual analysis. Interview transcripts will be read in detail, and all apparently significant phrases will be highlighted. The results were collected in a spreadsheet.

The data from the Questionnaires are used to determine employee performance after undergoing a training program which consists of five responses on liker’s scale. These are strongly agree (SAGR), Agree (AGR), neutral (NTR), Disagree (DA) and strongly disagree (SDA). By using SPSS regression analysis will be applied which is used to find relationships between variables for the purpose of predicting future values.



### 3.5. Reliability Analysis

Cronbach Alpha was regarded as a measure of internal consistency of the mean of the items at the time of administration of the questionnaire. It is a reliability coefficient that indicates how well the items in a set are positively related to one another it is computed in terms of the average inter correlations among the items measuring the concept.

Alpha value ranges between 0-1, a value near to 1 shows greater reliability. The result of reliability test for the questionnaire was 0.865 or 86% reliable with 20 items as shown below:

Table 3.1 Reliability Analysis

Cronbach's Alpha	No of Items
0.865	20

Source: Respondents Questionnaire Data, 2016

### 3.6. Validity Analysis

The study has high validity. Since the researcher has obtained the real responses of respondents who were under the study and compared their responses with true training and development practices of the company. The data collection and analysis of the research also captured the reality being studied.

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## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRITATION

#### 4.1 INTRODACTION

This chapter deals with data presentation, analysis and interpretation .the data obtained though questionnaire and interview was treated in combination.

Two technique were used in collecting the data for the study ;questionnaire and interview .a total of 196 questioners were distributed to the employees of sat con construction limited company head office employees .out of questioners administered ,184 have been collected .The remaining eight questions not returned and interview was conducted with three different managerial position. The basic rationale of using this different data gathering technique is mainly to obtain clear information and to improve the validity of the information for interpretation .

#### 4.2 Demographic Characteristics of the Respondents

Under this section, the profile of the respondents of the study is summarized in light of their gender, age group, educational status, work experience, and their position classification.

**Table 4.1 gender of employees**

Gender			
	Frequency	Percent	Valid Percent
Female	66	35.9	35.9
Male	114	62.0	62.0
Total	184	100.0	100.0

Source: survey questionnaire (2016)

**Table 4.2 age group**

Age group			
	Frequency	Percent	Valid Percent
20-30	42	22.8	22.8
31-40	102	55.4	55.4
41-50	29	15.8	15.8
Above 50	11	6	6
Total	184	100.0	100.0

Source: survey questionnaire (2016)

Out of the total 184 respondent, about 62% (114) of the respondents were male while the remaining 35.9 (70) were female .regarding the age group of the respondents, the larger portion of respondents that is 55.4 (102) fall within the age group of 31-40. The age group from 20-30 and 41-50 holds 22.8% (42) and 29% (15.8) number of respondent's .and above 50 age groups contains the least number of respondents, which is 6 %(11).

This implies that majority of employees are with the age group of 20-40 .this shows SAC organized with fresh and young age work force .This benefit the company to easily adapt with a new technology and global working environment .

**Table 4.3 educational status**

Educational status			
	Frequency	Percent	Valid Percent
Certificate	18	9.8	9.8
Diploma	72	39.1	39.1
degree and above	90	51.1	45.7
Total	184	100.0	100.0

Source: survey questionnaire (2016)

Regarding educational status of the respondents, the number of degree and above graduates takes the largest share which is around 51.1%(90) of the total respondents,

respondents with diploma graduate holders take the second share of respondents which is 39.1%(72)the remaining 9.8 %( 18) of the total respondents were certificate graduates.

From the above analysis the greater numbers of employees are degree and above, this implies that the organization organized with educated and skilled employee

**Table 4.4 Year of service in SAC**

Year of service in SAC			
	Frequency	Percent	Valid Percent
<2	36	19.6	19.6
2-5	48	26.1	26.1
6-10	70	38	38
>10	30	16.3	16.3
Total	184	100.0	100.0

Source: survey questionnaire (2016)

Around 38%(70) of the total respondents fall within 6-10 years servicing in SAC, which takes the largest portion of the total respondent .on the other hand, the numbers of respondents with >10 years working experience in SAC is found takes the least proportion 16.3(30)

The numbers of respondents with <2years and 2-5 years working experience holds 19.6 %( 36) and26.1 %( 48) respectively.

**Table 4.5 Position classification**

Position classification			
	Frequency	Percent	Valid Percent
Managerial	24	13.0	13.0
Supervisor	18	9.8	9.8
Professional	88	47.9	42.4
other support staff	54	29.3	29.3
Total	184	100.0	100.0

Source: survey questionnaire (2016)

With regard to the position classification of respondents, the largest share of respondents was professional and other support staff, comprising around 47.9 % ( 88) and 29.3 % ( 54) of respondents respectively, the remaining 13 % ( 24) working with managerial and supervisor with around 9.8 % ( 18).

### 4.3 Data analysis

After collection, screening and organizing of the data gathered through questioner filled by employees, the research came across the following findings about training development practice in the institute. The data collected are tabulated in which it shows the frequency /number of respondents and the percentage from the total 184 sample size

#### 4.3.1 The Implementation of training and development program

**Table 4.6 Implementation of training and development program**

No	Item	SAGR		AGR		NTR		DA		SDA		Total %
		F	%	F	%	F	%	F	%	F	%	
1	SAC implement development program	-	-	-	-	-	-	-	-	184	100	100
2	The training program is important for the employees and the company	184	100	-	-	-	-	-	-	-	-	100

Source: survey questionnaire (2016)

The above table indicates that all 184(100%) respondent argue that training program is important for both the employees and the organization.

An interview was conducted with training and development department manager, as to why SAC didn't implement program to the employees? The manager response was that the company knows development program is important for the organization, however it needs much budget and time, but in the future SAC plans to build a development program.

From the above analysis once can realize that training and development is important for all employees and for the company as well. From the interview question three higher level managers were asked if there are untrained employees in the company. The manager response was yes, it is because of shortage time and budget

### 4.3.2 Problem toward the training program

**Table 4.7 Problems towards the training program**

No	Item	SAGR		AGR		NTR		DA		SDA		Total %
		F	%	F	%	F	%	F	%	F	%	
1	Sat con give attention for training	7	3.8	13	7.0	24	13.0	26	14.6	114	61.6	100
2	Sat con continuous training on different kind of job performance	20	10.8	6	3.2	43	23.2	43	23.9	72	38.9	100
3	Sat con provide the required material and equipment at the time of training	7	3.8	6	3.2	50	27.0	42	23.3	79	42.7	100

Source: survey questionnaire (2016)

Regarding the questions distributed about the problem towards the training program given in SAC , 7(3.8%) respondents strongly agree that Sat con give attention for training and 13(7%) respondents agree that Sat con give attention for training. 24(13.0%) respondents

are neutral . at least 26(14.6%) and 114(61.6%) of the respondents suggest that they disagree and strongly disagree respectively.

The continuity training on different kind of job performed the majority i.e. 79 (42.7%) of respondents strongly disagree and 42(23.3%) respondents disagree that continuity training on different kind of job performed .43(23.9%) respondents are neutral .the other group which are 20(10.8%) and 6(3.2%) of the total respondents' responds strongly agree and agree respectively.

As the above table indicates that 7(3.8%)respondents strongly agree that Sat con provide the required material and equipment at the time of training and 6(3.2%) respondents agree that Sat con provide the required material and equipment at the time of training.50(27.0%) respondents are neutral .at least 79(42.7%) and42(22.7%) of the respondents suggest that they strongly disagree and disagree respectively.

From the above analysis we can depict that, for most of the employees, SAC didn't give attention for training, sac didn't make continuous training on different kind of job performance and not provided the required material and equipment at the time of training.

### 4.3.3 Employees satisfaction towards training program

Table 4.8 Employees satisfaction towards training program

No	Items	SAGR		AGR		NTR		DA		SDA		Total %
		F	%	F	%	F	%	F	%	F	%	
1	I am satisfied with the training program of sat con	7	3.8	-	-	30	16.2	49	27	98	53.0	100
2	The training program is related with your job	7	3.8	12	6.5	18	9.7	55	30.3	92	49.7	100
3	Employs are committed for their work and for the company because of the good training practice of the company	7	3.8	6	3.2	43	23.2	73	39.5	55	29.7	100
4	I get additional skill1 from the training	7	3.8	12	6.5	49	26.5	61	33.0	55	29.7	100
5	This training program benefit me as I expects	7	3.8	12	6.5	30	16.2	74	40.5	61	33.0	100

Source: survey questionnaire (2016)

Regarding the question distributed above employees satisfaction on training program given in SAC 7 (3.8 %) respondents strongly agree which makes the least and 30(16.2%) respondents are neutral. The highest number recorded on strongly disagree side and the rest 49(27) of respondents disagree on the above idea.

As the above table indicates that 7(3.8%)respondents strongly agree that the training program is related with your job and 12(6.5%) respondents agree that Sat The training



program is related with your job .18(9.7%) respondents are neutral .at least 92(49.7) and 55(30.3) of the respondents suggest that they strongly disagree and disagree respectively.

Respondents were asked about the relation between the training and employees commitment, 7(3.8%) and 6 (3.2%) of respondents suggested that they strongly agree and agree respectively.43 (23.2%) respondents are neutral and 55(29.7%) and 73(39.5%) respondents are strongly disagree and disagree respectively.

The table portray that 7(3.8%)strongly agree ,12(6.5%)agree ,49(26.5%)neutral , 61(33.0)and 55(29.7) respondents are strongly disagree and disagree respectively about the additional skill gain from the training.

With regard to the benefit of the training program with respect to employees expectation, the largest share of respondents, 74(40.5%) disagree whereas 61(33.0%) strongly disagree and 30(16.2%) of respondent are neutral. The remaining 7(3.8%) and 12 (6.5%) respondents are strongly agree and agree respectively.

From the above analysis we can depict that majority of employee believed that SAC training program is not interesting, employees are not committed , didn't benefit , and gave additional skill them as they expected and the training program not related to their job .

### 4.3.4 The effectiveness of training program on sat con

Table 4.9 The effectiveness of training program

No	Question	SAGR		AGR		NTR		DA		SDA		Total %
		F	%	F	%	F	%	F	%	F	%	
1	Training content consider the ability and interest of the trainees	32	17.3	-	-	30	16.2	56	34.1	60	32.4	100
2	The training program include different way of learning	13	7.0	36	19.5	36	19.5	31	17.6	68	36.8	100
3	Sat con training program include practical exercise of the job	-	-	49	26.5	39	21.1	36	20.0	60	32.4	100

Source: survey questionnaire (2016)

As the above table indicates that 32 (17.3%) respondents strongly agree that content consider the ability and interest of the trainees and 30(16.2%) respondents are neutral .at last 56(30.3%) and 60(32.4%) of the respondents suggest that they strongly disagree and disagree respectively.

From the above table, respondents were asked if the training program include different way of learning mechanism, but around68 (36.8 %) respondents strongly disagree followed by disagree which are 31 (17.6%) of them. The neutral and agree alternatives got equal share 36 (19.5%) each and the rest 13(7.0%) fall on strongly agreed choose. From the above analysis once can say that SAC didn't use different mechanism to facilitate the training program.

On the other hand, respondents were also asked that if the training program includes actual exercise and more than half strongly disagree and disagree i.e.60(32.4%) and 36(20%) respectively. Respondents that select neutral contribute 39(21.1%) and agree49 (26.5) respond that the training program includes different practical exercise

An interview was conducted with training and development department manager, if your institute evaluates its training programs, what methods are usually used? The manager response was that the company predicts, review and evaluate an individual job performance by this way they evaluate the training program and the company used on the job training.

An interview made with the managers about the evaluation mechanism of the trainees. They said after training ends the trainees are evaluated by written exams and by giving rank to know how much they follow the training

From the above analysis we can point out that SAC didn't use different mechanism to facilitate the training program, and also Training content didn't consider the ability and interest of the trainees and training program includes actual exercise.

### 4.3.5 Training methods used

**Table 4.10 Training methods**

<b>Item</b>	<b>Method</b>	<b>Frequency</b>	<b>Percent</b>
<b>Training method used at SAC</b>	<b>On the job training</b>	<b>57</b>	<b>31.0</b>
	<b>Apprenticeship</b>	-	
	<b>Informal learning</b>	-	
	<b>Lectures</b>	<b>41</b>	<b>22.3</b>
	<b>Programmed learning</b>	<b>39</b>	<b>21.2</b>
	<b>Audio visual based training</b>	<b>47</b>	<b>25.5</b>
<b>Total</b>		<b>184</b>	<b>100</b>

Source: survey questionnaire (2016)

Respondents were asked about the methods that SAC uses for training according to table 4.9 the majority which is 57(31%) of the respondent takes the training on the job training

47(26.8%) of them takes it through audiovisual based and 41(22.3%) takes the training is in lecture model .The remaining39 (21.2) of the total respondent mark on the program learning method to train.

From the above analysis we can point out that the company mainly uses on the job training method followed by audiovisual, lecture model and programmed learning method .but, yet apprenticeship and informal training are not introduced.

### 4.3.6 Capability of the trainer

**Table 4.11 Capability of the trainer**

No	Item	SAGR		AGR		NTR		DA		SDA		Total %
		F	%	F	%	F	%	F	%	F	%	
1	Sat con trainers have good knowledge to train you	25	13.5	18	9.7	38	20.5	37	20.6	66	35.7	100
2	The trainers related the trains with the work environment	13	7.0	18	9.7	19	10.3	74	40.6	60	32.4	100

Source: survey questionnaire (2016)

The table portray that 25(13.5%) strongly agree, 18(9.7) agree, 38(20.5) neutral, 66(35.7) the strongly disagree and disagree alternatives got 37(20.6 %) each about good knowledge to trainers.

The second question which deals about whether the trainer relates the training with the working environment, majority falls on disagree which is 74(40.6%) and 60(32.4%) strongly disagree. 13(7.0%) and18 (9.7 %) respondents are strongly agree and agree respectively, the rest 19(10.3%) are neutral.

From the above analysis we can point out that SAC not enough knowledge trainers to trainer and didn't relate the training with the working environment of employees.

### 4.3.7 Training resource development activities

**Table 4.12 Training resource development activities**

No	Item	SAGR		AGR		NTR		DA		SDA		Total I%
		F	%	F	%	F	%	F	%	F	%	
1	<b>Training resource are adequate</b>	30	16.3	30	16.3	36	19.6	58	31.5	30	16.3	100
2	<b>There is well designed training manual</b>	100	54.4	-	-	24	13.0	30	16.3	30	16.3	100

Source: survey questionnaire (2016)

From the above table, respondents were asked if Training resource are adequate, but around 58 (31.5 %) respondents disagree, strongly disagree, strongly agree and agree alternatives got equal share 30 (16.3%) each and the rest 36(19.6%) fall on neutral.

As the above table indicates that 100(54.4%) respondents strongly agree that There is well designed training manual and 24(13.0%) respondents are neutral. At last disagree and strongly disagree, alternatives got equal share 30 (16.3%) each.

From the above analysis we can depict that majority of employee believed that there is well designed training manual, but Training resource are not adequate.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the major finding and conclusion drawn and recommendation sought in light of the relevant literature developed by scholars on the subject under study.

#### **5.1 Summary of the findings**

SAC employee clearly know the important of training program in the company but there are untrained employees working in the company and development program didn't implement because of shortage of budget and time regarding to the problem faced toward training program, the company didn't give attention for training program also SAC didn't give continuous training and didn't provided the required material and equipment at the time of training.

The employees of SAC are not interested on the training program of the company because of this they are not excited for their work also the employees are not such benefited , gave additional skill as the expected and not related to their job.

The mechanism that is used in SAC is the same didn't use different methods to train employees like exercising the job in practical manner. The company evaluates the training program moderately during and at the end of training program by using questioners in the exam form and by evaluating performance in their job. And the company focuses on the job training technique.

The trainers were not well-equipped with the required skill and knowledge and didn't relate the training with the working environment of employees where they face difficulty to train employee.

## 5.2. Conclusions

The training and development programs practiced by sat con construction privat limited company were evaluated by data collected through questionnaires, and interview of three managers. The organization not implement development program because of budget and time constraint.

Organizations can no longer afford to provide training and development that has not been evaluated for its contribution to the organization's strategic goals and mission and its effectiveness and use on the job to achieve those goals (Brinkerhoff and Gill, 1994; Human Technology, 1994;). Yet this study confirms that SAC, didn't give attention, the employees of SAC are not satisfied, the effect of training and development is not evaluated.

Respondents' negative perceptions of the effectiveness of training and development offered by the institute are perhaps the most serious of the findings for the institute. As per the data the in-effectiveness of training and development programs are due to; problem in identifying the right trainee and the real performance gap. Effectiveness goes to the heart of what training and development are all about in an organization: giving employees the knowledge and skills they need to perform their jobs effectively (Rothwell and Kazanas, 1994).

In spite of many weaknesses of the institute on its training practices it has also good strengths according to the interview and questioners data;

- The Company evaluates the training program moderately during and at the end of training program
- The Company has well designed training manual

### 5.3 Recommendations

The major goal of training was to enhance the knowledge, skill and attitude of employees in order to reach at the desired level of job performance in the organization. Having a well trained employee is one of the first requirements to survive in a competitive environment.

After analyzing the information gathered from respondents through questionnaire and interviews, the researcher has forwarded the following recommendations:

- In sat con construction private limited company development program has to be contained because up grading employees means getting loyal ,skilled employees not only short period of time but also for long period
- The skill gap of employees have to be clearly identified and analyzed in order to reach to the solution or to eliminate the skill gap of the employees within their jobs.
- SAC has to give a high attention for training and development program. It should also examine and be accustomed to apply other feasible methods of training as it needed such as off-the-job training, vestibule training, and apprenticeship in addition to on-the- job training to bring about positive impact on the performance of employees.
- SAC has to give continuous training on different kind of work performed by following their knowledge gap.
- More attention should also be given to the evaluation of training outcome both at the end of the training program and work place since it is the best way to examine whether trainees have got the necessary knowledge, skill and have become capable and competent after they have participated on the training. Besides, this will help to get constructive feedback for future improvements of the training.
- The trainers have to use different way of learning and practical exercise to make interesting the trainers and before the trainers train employee's the skill talent ,ability ,knowledge motivation of the trainers have to be measure and evaluate
- The companies have to participate other training institutes how have good experience on the training and development program.
- The manager and the employees of the company integrate, share ideas and information to solve their problems in every activity of the job.



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## APPENDICES A

St .Mary's University

School of Graduate studies

### **MBA Thesis Research on training and development practices' at sat con Constriction Company**

Dear Respondent.

This questionnaire is designed to collect data about the training & development program on satcon construction private limited company. Its purpose is to analyze the collected data and recommend the alternative measures that can be used to improve on the issue.

Therefore, since your genuine and accurate answer to each question has a great contribution to this research outcome; you are kindly requested to give your responses to all questions honestly and sincerely.

Please put check mark (☑) adjacent to your choice of answer. You can choose multiple answers when appropriate.

**Dear respondent**

**Demographic information** Instruction1: Write your choice where it is appropriate. No need to write your Name

1. Gender

Male	Female

2. Age

20-30	31-40	41-50	Above 50

3. Highest Education Achieved

Certificate	Diploma	Degree and above

4. Length of stay in the organization (Year)

<2	2-5	6-10	10 and above

5. Your current position

Managerial	Supervisor	professional	other support staff

**Keys:** strongly agree (SAGR) Agree (AGR) Neutral (NTR) Disagree (DA)

Strongly Disagree (DA)

### **1. The Implementation of training and development program**

<b>No</b>	<b>Question</b>	<b>SAGR</b>	<b>AGR</b>	<b>NTR</b>	<b>DA</b>	<b>SDA</b>
<b>1</b>	<b>SAC implement development program</b>					
<b>2</b>	<b>The training program is important for the employees and the company</b>					

### **2. Problem toward the training program**

<b>No</b>	<b>Question</b>	<b>SAGR</b>	<b>AGR</b>	<b>NTR</b>	<b>DA</b>	<b>SDA</b>
<b>5</b>	<b>Sat con give attention for training</b>					
<b>6</b>	<b>Sat con continuous training on different kind of job performance</b>					
<b>7</b>	<b>Sat con provide the required material and equipment at the time of training</b>					

### **3. Employees satisfaction towards training program**

No	Question	SAGR	AGR	NTR	DA	SDA
8	I am satisfied with the training program of sat con					
9	The training program is related with your job					
10	Employs are committed for their work and for the company because of the good training practice of the company					
11	I get additional skill from the training					
12	This training program benefit me as I expects					

#### 4. The effectiveness of training program

No	Question	SAGR	AGR	NTR	DA	SDA
13	Training content are clear ,simple ,and understandable					
14	Training content consider the ability and interest of the trainees					
15	The training program include different way of learning					
16	Sat con training program include practical exercise of the job					

### 5. Training methods used

No	Question	Method	Mark (X)
17	Training method used at SAC	On the job training	
		Apprenticeship	
		Informal learning	
		Lectures	
		Programmed learning	
		Audiovisual based training	

### 6. Capability of the trainer

No	Question	SAGR	AGR	NTR	DA	SDA
18	Sat con trainers have good knowledge to train you					
19	The trainers related the trains with the work environment					

### 7. Training resource development activities

No	Question	SAGR	AGR	NTR	DA	SDA



20	Training resource are adequate					
21	There is well designed training manual					

## APPENDICES B

### Interview questions

1. SAC implement development program? If no why?
2. In your institution, what are the selection criteria that used to select trainers?
3. If your institute evaluates its training and development programs, what methods are usually used?
4. Is there an untrained employee in your company? If yes, why?
5. Do you critically analyze the skill gap of the employees?
6. How do you evaluate the trainees after training?