



**SAINT MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF TRAINING PRACTICE
IN KIDS NEW FLOWER HIGH SCHOOL**

BY

SELAMAWIT GETACHEW

ADVISOR

GOITOM ABRAHAM (ASSISTANT. PROFESSOR)

**JULY, 2019
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
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**JULY, 2019
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APPROVED BY BOARD OF EXAMINERS

Dean Graduate Studies

Signature and Date

Advisor

Signature and Date

Internal Examiner

Signature and Date

External Examiner

Signature and Date

DECLARATION

I hereby declare that this thesis entitled “Assessment of Training Practice in Kids New Flower High School” is my original work, prepared under guidance of Assistant Professor Goitom Abraham and has not been presented for any other program or university. I also assure that all sources of materials used in undertaking this thesis have been duly acknowledged.

Name

St. Mary’s University, Addis Ababa

Signature

July 2019

ENDORSEMENT

This Thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as university advisor.

Advisor

St. Mary's University, Addis Ababa

Signature

July 2019

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ACRONYMS

- OJT : On-the-Job Training
- HR : Human Resource
- T and D: Training and Development
- HRD: Human Resource Development

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ABSTRACT

Training is required for employees to enable the company achieve its goal. The training function plays a further enhanced role and holds more importance as it deals with knowledge of workers. Training is required for employees to enable the company achieve its goals. In particular, this study was designed to assess the training practice in Kids New Flower School. The school strategy on training is very essential to show the benefits of using strategic view and perception of training, since by linking this strategy with human resource actively, particularly on training practice it contribute to the success and enrichment of the school. The methodology used to undertake the study include both primary and secondary data collection instrument. The research was conducted using descriptive research design. Stratified random sampling method was used to select samples from the target population. The back bone of this study is also the secondary data comprised of comprehensive literature review and documentary source. In order to assess the existing training practice of the school, the study emphasized on the four steps of the training process. These are training needs assessment, design, delivery method and evaluation practices. And all of them were checked separately on the analysis. After the required data were collected descriptive statistics (i.e. frequency, percentage and mean) were used to analyze the data processed SPSS version 20. The results of this study revealed that each of the training processes is not conduct properly in the school. Moreover, since the overall training practice of the school were not effectively conducted as they should be it affects on the performance improvement of the employees' as well as the school in general. Thus, the school should keep up with their strengths such as having a writer policy and school applies both on-the job and off-the job training methods to carry out its training programs but the school should alleviate their weaknesses by applying clear and well articulated methods to the current situation of the school. Scientific principles regarding human resource training practice

Key words ;Training, Human recourse development

Kids New Flower High School

CHAPTER ONE INTRODUCTON

1.1 Back ground of the Study

Training refers to planned effort by a company to facilitate employee learning of job related competencies. The competencies According to *Tazebachew*(2011) mentioned that training department should give great attention when the training plan and policies are first developed and designed so that it helped to follow the training processes and employee should aware or know what it look likes in order to understand the intention of employees and to create self confidence among employees. According to *Vemic* (2007), training should not be undertaken for its own sake. It must be geared to the objectives of the particular organization. It is essential to know what the present skills are and based on the agreed objectives, what training is required to meet the objectives. Training also lead the employee to the right mix of knowledge, skills and attitudes, help a job holder to perform tasks successfully (*Kumpikaitè*, 2008).

Based on the general concept and principles it is unquestionable that training is a strong and tested tool which can combat the problems of employees' obsolescence and making them up-to-date. There are different ways of defining the term training. It may be defined as a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job (*Shaheen, Naqvi& Khan*, 2013) or simply learning that is provided in order to improve performance on the present job (*Amin et al.*, 2013). On the other hand *Elnaga and Imra* (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (*Evans, Pucik&Barsoux* 2002, 32) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance.

In the past, it was believed that the competitive advantage of a firm emanates from its positions of resources such as finance and technology. Now a days, with the spread of information and worldwide communication, competitive advantage based on technology may only be maintained for short period of time before competitors catch up. Hence, in a growing number of organization human resources are viewed as a source of competitive advantage. Human resources of a firm

represent a determinant factor that have the capacity to enhance or impede the firm' development (Wilson,1999). This implies that the successes of firms rely on maintaining competent, skilled and motivated employees without their survival is put at risk.

Survival imperial studies have been made that indicate the importance of training. These studies indicate that training has positive effect on employee's commitment (Ahmed and Schoeder, 2003). Where as in Ethiopia, training is the list practiced human resource element especially in most private owned organizations (Gebeyehu,2013). Yet there is lack of adequate studies on the practice, benefit and limitation of training practice in the private business sector.

Kids New Flower high school was established before 20 years among the prior private schools in Ethiopia. . In about 20 years since its establishment the school has a significant growth in paid up capital and contributes strong base for the generation in academic issue. This performance indicates public confidence in private schools. Currently, Kids new flower private school provides students an educational program that it often refers to as “an apprenticeship program with awareness”. Students are trained in one system of strongly and they develop a very advanced professional level of competency.

The school also provides training programs for teachers and an opportunity to employ and to get additional training from outside trainers. The training is mostly intended to fill the gap in the teaching and learning program. However, those training programs are not effective for different reasons, meaning the school is not achieving its objectives. In 2009 EC the first quarter performance shows that he school performance in providing training of support for teaching and learning system was below 30%. The low performance of the school is due to lack of capacity in terms of facility and technical skills. This research paper assessed the training activities that the school is practicing and the causes for ineffectiveness of training.

1.2 Back ground of the school

The school was established in 1990E.C and it is experienced more than 20 years. The school has 4 branches in Addis Ababa having a total of 4234students. It is from kinder garden to preparatory. There are 500 employees; among those 240 high school are teachers .The school is not about learning concepts. it is also a place where a foundation can be built for become up standing adults .The school provides students an educational program that we often refer to as an

apprenticeship program with awareness .The school mission is to educate and train students to develop a professional level of competency.

1.3 Statement of Problem

There is no organization can get a candidate who exactly match with the job and the organization requirements. Hence, training is important to develop the employee to make them suitable to the job. The main purpose of training is to acquire and improve knowledge, skill and attitude towards work related tasks. However every impact of those training in achieving the organizational objectives are not significant for different reasons. Analysis, design, development, implementation and evaluation were not applicable for training conducted by the school, the right employee was not selected for the right training and there is no formal polices which are applied properly. This study attempted to examine training practice of Kids New Flower high school.

Organizations can rarely secure people who are, at the time of employment, total masters of their unique requirements. In most cases, there may be gap between employees‘ knowledge, skills and attitude and what the job demand. The gap must be filled through human resource development programs. Inadequate need assessment, outdated training methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that improved employees chance of promotion, inadequate opportunities for career growth and poor supervisors guidance for employees‘ a Wan, 2007).It is very difficult for an employee to perform well at the job place without any pre-training (Garavan, 1997),it is one of the most important potential motivators which can lead to both short term and long term benefit for individuals and organizations.

Training is a short term mechanism and which focus on the day to day activities performed whereas development is a long term, and mainly depends on knowledge base to the school has been providing different trainings to employees year by year. However, training implementation and its process as well as quality were not to the expected level In fact there are other researches conducted on the role of training and development on work force productivity (Laplagne, 1999) and found training in the workplace are very likely experiencing strong labor productivity growth. There was other study conducted by (Malik, , 2011) as organizational effectiveness case study on the impact of employee’s performance and organizational effectiveness. The first,

research tried to see the economic value training in specific functions (sales/technical) of the organization and the other also fail to see exactly how the organization is effective by improving the employees' performance through training .

In the case of Ethiopian, the quality of education it needs a high and well organized study to get the better outcomes and it is not systematically given for trainers. Currently, organizations in developed countries perceived training as an effective means to achieve short and long term objectives widely recognized is benefits and consequently invest considerable resource. On the contrary firms in Africa especially sub-Saharan countries are characterized by weak development of skills and ability to make use of the available human resources (WEF,WB,ADB 2011).

1.4 Research Questions

This research was conducted to assess the training practice in kids new flower high school administration. In order to fulfill the objectives, the study is guided by the following research questions:

- How is the training process managed in the school?
- To what extent is the training policy understood by the employees?
- What training methods are employed to delivery training program?
- To what extent training program organized appropriate to help teacher do their job effectively and efficiently?
- Are training program outcomes properly evaluated?

1.5 Objectives of the Study

This research work has the following general and specific objectives

1.5.1 General objectives

The main objective is to study assessment of training practices undertaken in the kids new flower high school administration. Based on the general objective, the study intends to achieve the following specific objectives.

1.5.2 Specific Objectives

Based on the general objective the followings are specific objectives to study assessment of training practices undertaken in the kids new flower high school.

- 1 Examining the trainers and trainees selection criteria
- 2 To identify the level of trainees' satisfaction in selection criteria of the school.
- 3 Explore the training policy practices of the school.
- 4 Investigate the practice of designing and implementation of training programs.
- 5 Examine the practice of evaluating training programs.

1.6 Significance of the Study

The result of this study believed to contribute towards developing a valuable and apprehensive training program for the kids new flower preparatory school. It also helped the school have clear information about how much the training programs benefits the school employees and which areas of programs need correction and also what kind of training should apply

The scope of this study is limited to the practice of training in the school. Hence, it is intended to assess employee training and development practices. Besides, the study is made on representative samples taken from main campus. The Researcher selected the samples based on random sampling and availability of data which is more appropriate in doing this study the Scope gives emphasis on the assessment of the employee training the school. This study was only limited to the information and data gathered till the time frame of preparation of this paper even though there are different data collection tool, the study used structured questionnaires and interviews.

- 1) the employees could be sponsored for the right training, if remedies are taken on gaps explored with this study
- 2) the school can get better service when the gaps becomes solved
- 3) moreover, the research can be used as an input for further study

1.7 Scope of the Study

The study conducted in Kids new flower private preparatory school, The school and limited in assessing the practice in training contribution of improving of rights, and quality of employees of profession on the organization at four Addis Ababa branches only. The study was cover other branches but not regional branches because it is very difficult to get appropriate information from the regional employees. In kids New Flower there are 4,280 students and 240 high school teachers in four branches .the study was focus on the four branches including main branches to get enough data. The school has four branches which include the supportive staffs and academic center. From this training was arranged for those teachers. The school is sponsoring two types of trainings for its employees.

1.8 Organization of the Study

The study is organized into five chapters. Chapter one provides introduction which consists of background of the study discusses the research problem, research questions, and objectives of the study, significant of the study and scope and limitation. Chapter two reviews related operator of the study consists of theoretical review, empirical review and conceptual framework. Chapter three presents research methodology adopted in the study. The fourth chapter focuses on the results and discussions of the study and finally in chapter five summary, conclusions and recommendations are drawn based on the results of the study.

CHAPTER TWO RELATED LITRATUR REVIEW

2.1 Theoretical Literature

Human resource management is a contemporary umbrella term used to describe the management and development of employees in an organization. It involves over seeing all things related to managing, planning, directing, and controlling of procurement, development, compensation, integration, maintenance and separation of human resource to the end that individual organization and social objectives are accomplished .Human resource is part of the strategic planning process (Nair, 2004).

A human resource is a single person or employee within our organization. Human resource is also the organizational function that deals with peoples and issues related to people such as compensation and benefits , recruiting and hiring employees , on boarding employee performance management , training , organizational development & culture and advising senior staff about the impact on people of their financial , planning and performance decision on the people in the organization.

The evaluation of the human resource function gave credence to the fact that people are most organization's most important resources. People are an organization's most significant asset. Employees must be hired, satisfied, motivated developed and retained. According to Wilson (1999) training can be an essential tool for maintaining and improving the productivity of employees there by upgrading their skills that are relevant to meet specific business, customer needs and ever changing industry standards

The function of human resource management includes managerial function and operative function. The managerial function includes planning, organizing, directing and controlling. The operative function includes recruitment, training & development, salary administration and employee welfare. The human resource management also deals with formal systems in an organization for the effective and efficient use of human talent to accomplish the organizational goal.

2.1.1 Concept of Training

Training is short term process utilizing a systematic and organized procedure by which non managing personnel learn technical knowledge and skill for definite purpose. Skill and knowledge can be obsolete in the same way as machines and technology (Vemic, 2007 Human resources are the most valuable assets of any organization. With the machines, materials ,and even the money, nothing is done without labor. Human resources management is a strategic management of an organization's goals and objectives. It is related with gathering, maintaining, improving and motivating the workforce in the right environment. The efficiency of an organization depends directly on the capacity of a person depends on his/ her ability is evaluated through proper selection procedure. Training is a tool to improve effectiveness; it is a plan deliberate learning process in a broader sense. Training is thus an avenue for the growth of an organization. It is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Since, the most valuable asset of the organization in a 21st century is its workers knowledge and their productivity (Cribb, 2005)

The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to performed their duties and make meaningful. Training is a process of attitudinal change that integrates with life work and self-development. It could be a useful aid in improving the transformation process that takes place an organization in terms of the processing of inputs to output.

Training needs are identified through a systematic process which helps meet the needs of organization and culture. Training offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimized accidents, scraps and damage; and meeting future employee need (Hameed & Waheed, 2011) This process should enable the organization to determined and keep under review its priority for training should enable quick reaction and opportunity includes both formal and informal activities. Training is an act of increasing the knowledge and skill of an employee for doing a particular job. Training is the systematic acquisition of skill, rules, knowledge, habit and attitude that have specific applicability to a certain set of situation.

2.1.2 Types of training

There are different types of training that organizations can use to engage an employee. Those types are usually used in all stages in a training process (orientation, in-house, mentorship and external training). The training utilized depending on different criteria. These are the amount of resource available for training; the type of company and the priority of the company places on training are some of them

2.1.2.1 Employee orientation

The first step in training is an employee orientation. Employee orientation is the process used for welcoming a new employee into the organization. The importance of trainee orientation is two-fold. First, the goal is for employees to gain an understanding of the organization's policies and learn how their specific job fits in the big picture. Orientation of the employees has many advantages. According to ASTP, reducing startup costs, anxiety, employee turnover, save time for supervisor & coworkers, set expectations and attitudes are some advantages.

2.1.2.2 In-house training

In-house training programs are learning opportunities developed by the organization in which they are used. This is usually the second step in the training process. In-house training programs can be training related to a specific job. Such as how to use a particular kind of software. Saylor training manual, p 248.

2.1.2.3 Monitoring

is the process by which a less-experienced person is guided and motivated by a more-experienced person to develop typically in a professional environment (George and Neale, 2006; Wilson, 2001). According to Saylor training manual, after the employee has completed orientation and in-house training the company sees the value in offering monitoring opportunities as the next step in training. A monitor is a trusted experienced advisor who has direct investment in the development of an employee.

2.1.2.4 External training

It includes any type of training that is not performed in-house. This is usually the last step in training and it can be on going. It can include sending an employee to a seminar to help further develop leadership skills or helping pay tuition for an employee who wants to take a marketing class (sailor training manual, page 250).

2.1.3 Characteristics of effective training practice

Skills training today takes place in a variety of set-ups: it can be part of formal and non formal training, it can be conducted at school, at a vocational training center, at community level, at the factory or in a workshop. Schools, colleges and training centers are usually expected to hire professional part-time or full-time trainers who, apart from the skills training, may also be in charge of classroom instruction.

Taking a closer look we will find that training involves quite a range of different activities, such as: Correcting, analyzing criticizing, demonstrating disciplining, encouraging evaluating, explaining motivating, organizing praising, planning.

As for demonstrating, it can mean many things, from welding over sawing to cutting, baking, drilling, painting, sewing, typing etc. What is being demonstrated will depend on the skill to be learned. The first requirement for you as a trainer therefore is that you can perform all the occupation specific skills involved in a particular profession and therein meet professional standards. You must also be equipped with the relevant specialized knowledge of your respective craft to be able to explain what you are doing and to give further background information whenever needed.

Analyzing, correcting, evaluating, organizing and planning are some of the methodological skills you need as a trainer. You will have to organize training, decide on the sequence, plan and execute it, monitor progress of your trainees, evaluate skills and knowledge and correct mistakes. You may even have to deliver short presentations at times and make use of visual aids for better understanding.

2.1.4 Objectives of Training

The objective of training differ according to the employee belonging to different levels of organizations the basic objective of training , However ,is to establish a match between employee and his job. This training is designed to improve knowledge, skill, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end from the point of view of an organization; individual growth is a means to organizational effectiveness (Saiyadain, 2004) 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 (Scarpello and Ledvinka, 1988). 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. Human resource development experts put forward that objectives should be stated explicitly and answer the following questions (Scarpello and Ledvinka, 1988).

2.1.5 Benefits of training

Training is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. According to Arthur and Bennett (2003), for instance, "training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals "

It is generally agreed that sustainable economic growth and effective performance be achieved through optimizing the skillful contribution of employees towards the achievement of the mission, goals and objectives of business organizations. There are a number of benefits training can offer to an organization and also to target employees, such as those identified by Cole (2002). These are:

- Lower cost of production:-training eliminates risk because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste

- High moral:-employees who receive training have increased confidence and motivation.
- Lower turnover:-training brings a sense of security at the work place which reduces labor turnover and absenteeism is avoided.
- Change management:-training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skill and abilities needed to adjust to new situations.
- Provide recognition:- enhanced responsibility and the possibility of increased pay and promotion.
- Give a feeling personal satisfaction, achievement and broaden opportunities career progression.

2. 1.5.1 Benefit of training to employer

The employer invest in training because they reap several benefit out of the exercise, such as

1. There is a high moral

The moral of employees are increased if they are given proper training .with the help of training dissatisfaction , complaints, absenteeism, and turn over can be reduce among the employees. Thus training helps in building an efficient and cooperative work force.

2. To reduce the need for supervisions

Training does not eliminate the need for supervision ,but it reduce 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.

3. Economy of operation

The trained employee reduces the rate of accidents and damaged equipment .such reduction can contribute to increased cost saving and overall economy of operation.

2.1.5.2 Benefit of training to employees

Employees are the one who directly link in any organization, that carry out the operation .so training can help employees in several ways such as

A. To increase confidence

Training creates confidence in the mind of employees .It gives a feeling of safety and security to them at work place.

B. To get a new skill

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

C. A highly trained employee

A highly trained employee can command high salary in the job market and more contended

2.1.6 Consequences in the absence of training

The following are state absence of training and development can contribute:

- Constraints on business development
- Higher labor turnover;
- Increased overtime working;
- Higher rates of pay, overtime premiums and supplements;
- Higher recruitment costs, including advertising, time and incentives;
- Greater pressure and stress on staffs;
- Pressure on job-evaluation schemes, grading structures, payment system Career structure;

Higher training costs;

- Additional retention costs in the form of flexible working time, job sharing, part time working, shift working (Neitzel, 2006).

2.1.7 Factors affecting training effectiveness

- A feel of organization that has absorbed new learning kindled through training programmer is difficult to obtain due to lack of objectivity and prevalent assumption that training is simply meant for developing people only.
- Inadequate knowledge of modern tools and techniques of assessing training impact in the organization.

Lack of drive on the part of mgmt. to visualize and monitor growth curve for human resources utilization (Indian Journal of industrial relation vol.34.NO.2 1998

2.1.8 Effective training

Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to be sponsoring it (Balogun , 2011).

The following items should be fulfilled in order to make the training practice effective:-

- ❖ Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organizations do;
- ❖ Ensure that training contributes to competitive strategies of the firm. Different strategies need different employee skills for implementation. Let training help employees' at all levels acquire the needed skills;
- ❖ Ensure that a comprehensive and systematic approach to training exists, and training and Retraining are done at all levels on a continuous and ongoing basis;
- ❖ Make learning one of the fundamental values of the company. Let this Philosophies percolate down to all employees in the organization;
- ❖ Ensure that there is proper linkage among organizational, operational and individual Training needs;
- ❖ Create a system to evaluate the effectiveness of training (Noe ,2011).

2.1.9 Aligning training with organizational goal

Aligning training to business needs has a positive impact on the organization. And the better the organization does, the more its employees benefit from a stable job, year-end bonuses, and career advancement opportunities. Fortunately, all of this can be accomplished with a 7-step, rinse-and-repeat strategy.

Step 1: Define the future

This strategy begins by focusing on the vision, mission, and goals that make the future of your business an exciting one.

Are you aiming to have your production time? Double your customer base? Or maybe you want to expand operations to at least two more cities before year end? Whatever your business goals, make sure to define them clearly and smartly. The less ambiguous they are, the easier they will be to measure.

Step 2: Find the Gaps

Next, you'll want to find out how well (or not so well) your employees are performing according to these business goals. This process is often referred to as a training needs analysis (TNA).

Do employees have the right skills, knowledge, and abilities (KSA's) to achieve the organization's vision? If not, what are they missing? And how appropriate have existing training programs been in developing the KSA's required to reach business goals?

Once you've identified the gaps, you'll know what your training goals and development objectives should focus on achieving.

Step 3: Set Strategic Development Objectives

This step was all about setting objectives of training and development to fill the gaps identified in Step 2. Here, the focus should be on developing training objectives that will lead employees to learn the KSA's they need to achieve the business vision.

So if your business objective is to reduce production time, your learning and development goals would probably relate to up skilling staff to use their ability more efficiently and manage their time more effectively.

Step 4: Communicate training purpose and objectives

By now you fully understand the purpose of training, and how completing it will help employees to achieve the business' goals and vision. The question is, do they?

Studies have found that only 12% of employees actually apply their new skills from training to the workplace. There's a good chance that the other 88% don't apply their new skills because they don't understand how they will contribute to the organization's goals. That's why it's so important to clearly communicate the purpose of training, how completing training helps the

business to reach its objectives for learning and development, and how that moves the organization closer to its longer-term vision.

Step 5: Deliver the perfect training

Start the drum roll; because the time has arrived to deliver training that you can be confident will benefit both employees and the business. But this is still not the time to relax. Because your training needs to be engaging, accessible, convenient and suited to your target audience if it's going to be effective. Depending on who you're training, and what skills and knowledge they need to learn, you might consider eLearning. With the help of a powerful Learning Management System (LMS), you can tailor learning content, design, and delivery to suit your learners.

Build your online training courses in minutes with TalentLMS. The learning management system that's easy to set up, easy to use and easy to customize. Learners will be able to access bite-sized chunks of learning, like info graphics and short videos, via their mobile phones. This means learning what they need, when they need, just in time

Step 6: Support new learning in the workplace

Once training is complete, your employees are going to be excited to test drive their new found knowledge and skills in the workplace. But if their colleagues and managers don't support these new behaviors, then you can be sure that employees will return to the old way of doing things. So, for training to have a lasting impact on achieving learning and development goals, create a workplace culture that supports continuous learning. From leadership levels and down, there should be active encouragement for employees to practice their skills in the workplace.

Step 7: Measure and repeat

It's been said that Benjamin Franklin was a strong believer in lifelong learning, and once said that "an investment in knowledge pays the best interest". So how do you measure that interest? Measuring the return on training investment involves a number of criteria, like training completion rates, learner feedback, and performance in training. But these are all linked to the learning itself. Take measurement a step further by returning to those SMART business goals and employee performance objectives. Evaluate the change or improvement in employee performance, how much closer the business is to achieving their strategic goals.

2.2 Managing the training process

The ranging in time –poor and sometimes dispersed work force to limiting costs while improving engagement and catering for diverse learning .Allocating training resource is increasing the effectiveness of training programs .So it needed careful resource allocation .The most common challenges include geographic limitations, increased cost, language barriers, translation issues, and virtual training needs .



Figure 1: Steps of Training and Development Process -Source: Mathis & Jackson (2011)

2.2.1 Training needs assessment

The purpose of training need assessment is to add value to an organization. Hence, evaluation measures the progress in achieving this goal by purposefully improving training programs and measuring their worth. The training programs are established by the needs assessment of training.

Reorganization of training needs is the key element of any training activity. It is about assessing the current set of skills in the organizations by gathering relevant data and comparing such data with the desired set of skills required. Performance gaps in terms of knowledge, skills and gaps have to be identified in order to bridge the skill gap through appropriate training programs.

2.2.3 Training design

Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007). Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs

(Noe, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives

According to Bohlander, (2001) 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. Success hinges on training the information gained from needs analysis and utilizing it to design first rate training programs. He identified four related issues that training design should focus.

- a) Instructional objective
- b) Trainee readiness and motivation
- c) Principles of learning
- d) Characteristics of instructors

2.2.4 Delivery/Implementation of Training Program

The most commonly used workplace training and development methods can take two major forms (Craig, 1987): On-the-job and off-the-job training.

A. On-the-Job Training

On-the-job training refers to the instructions which may be theoretical or practical depending on the job requirement, which takes place when an individual joins an organization or a new assignment before a person begins a job or task (Maurya & Kaushik, 2013). It is the most commonly used and least expensive methods of training and development (Craig, 1987). However, on-the-job training becomes much effective when it is employed in a structured manner (Salas, 2012). Structured on-the-job training assumes that new employees lack certain skills and the goal of on-the-job training program is to instill and these skills using several steps (Maurya & Kaushik, 2013). According to Bernatek 2003, the most commonly used on-the-job training take the following forms:

- Coaching
- Job rotation
- Apprenticeships
- Internships

B. Off-the-Job Training

Off-the-job training is a method in which workers are required to undergo training for a specific period away from the work place (Bernatek, 2003). The method is concerned with both knowledge and skills in doing certain jobs, and can be conducted in several forms (Craig, 1987).

The following are the most commonly used:

- Special lectures and discussions
- Conference and seminar
- Case study
- Role playing
- Management games

However, the benefits and limitations of each method are discussed (Auryac & Kaushik 2013, Aguins & Kraiger 2009, Aragon-Sanchez et al. 2003) as follows:

2.2.4.1 Advantages of On-the-Job Training Method

- It is most cost effective,
- It is directly related to real job tasks,
- It helps to fill the gap between the present and the required skill levels,
- It enhances trainees motivation, and
- It is practical and free from artificial classroom situations.

2.2.4.2 Disadvantages of On-the-Job Training Method

- Quality of training depends on the ability of trainer,
- Bad habits might be passed on,
- It is mostly used for small number of trainees,
- Learning environment may not be conducive, and
- Potential disruptions to operation may occur.

2.2.4.3 Advantages of Off-the-Job Training Method

- Elimination of frustration and bustle of work create conducive environment to take in more information,
- Helps to acquire the latest information, current trends, skills and techniques,
- It is systematically organized and maintains reasonable standard,
- Large number of trainees can be trained at one time, and
- Trainers are usually experienced enough to train.

2.2.4.4 Disadvantages of Off-the-Job Training Method

- It is more expensive as compared to on-the-job training,
- It is not directly related to the job tasks, and
- It is more artificial in nature.

Organizations may apply different types of training and development programs to any number of employees to ensure the skills needed for various positions are instilled. According to Goldstein 1989, companies gear training and development programs towards both specific and general skills, including technical training, communications training, organizational development, career development, supervisory and management development. The goal of all these programs is for trainees to acquire new knowledge or skills.

2.2.5 Evaluation of Training Effectiveness

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it (Garg, 2009). Objectives of Training Evaluation are:-

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training

- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far the training has achieved its purpose? This is not an easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environmental factors (Itika, 2011)

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training programs was developed by Donald L. Kirkpatrick in the late 1998's. The table illustrates the Kirkpatrick's structure detail, and particularly the modern-day interpretation of the Kirkpatrick learning evaluation model, usage, implications, and examples of tools and methods with more detail and explanation.

Training Evaluation Metrics:- Training is expensive, and it is an HR function that requires measurement and monitoring. Cost-benefit analysis and return-on-investment (ROI) analysis are commonly used to measure training results, as are various benchmarking approaches.

Cost-benefit analysis :-Any training or development implemented in an organization effort must be cost effective. The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? (Decenzo & Robbins, 2010) Training results can be examined through cost-benefit analysis, which is comparison of costs and benefits associated with training.

There are four stages in calculating training costs and benefits:

- **Determine training costs:-** Consider direct costs such as design, trainer fees, materials, facilities, and other administration activities.
- **Identify potential savings results:-** Consider employee retention, better customer service, fewer work errors, quicker equipment production, and other productivity factors.
- **Compute potential savings:-** Gather data on the performance results and assign dollar costs to each of them.
- **Conduct costs and savings benefits comparisons:-** Evaluate the costs per participant, the savings per participant, and how the costs and benefits relate to business performance

numbers. Therefore, in principle no training should take place unless it is commercially justifiable (the benefits exceed the costs), and it complements the strategy of the organization.

2.3 challenging of training

The most common one is the work place, resource allocation, selection a professional translation, developing leaders, delivering consistent training, cost, time schedule, and consider who exactly deliver the training. It is possible to manage the training process by conducting and analyzing the training needs and interest, select training and considering training cost, and set our budget and allocate time and money

2.4 Empirical literature

Empirical finding are one of the important components of literature review in the research study of any type. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher undertake the study which helps the researcher by providing insight about what and how assume the investigation he /she stands for. In general, organizations should manage their work force effectively and efficiently and they should also give greater attention for the training and learning of employees to meet the goal of the organization and to achieve the best result. Here under the researcher reviews some important issues which are directly related to the investigation understudy.

- According to Leonard Nadler 7, “Human Resource Development (HRD) is a series of organized activities, conducted within a specialized time and designed to produce behavioral changes.”
- According to M.N. Khan8, “Human Resource Development (HRD) is the across of increasing knowledge, capabilities and positive work attitudes of all people working at all levels in a business undertaking.”
- Another popular definition of Human Resource Development (HRD) given by Patricia McLagan9 of ASTD is “Human Resource Development (HRD) is the integrated use of training and development to improve individual, group and organizational effectiveness.”

- Prof C.S. Sanker¹⁰ observes, “HRD is a development oriented planning efforts in the personnel area which is basically concerned with the development of human resources in the organization for improving the existing capabilities and acquiring new capabilities for achievement of the corporate and individual goals”.
- According to Pareek and Rao¹¹, “Human Resource Development (HRD) in the organizational context is a process by which the employees of an organization are helped in a continuous planned way,
- According to Gordon¹⁹⁹², Training is the planned and systematic modification of behavior through learning events, activities and programs, which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.
- According to (Natnael, 2014), training development should be given great attention, when the training plan and policies are first developed and designed so that it will help to duly follow the training processes.
- According to (Frank, 2009) development in the context of human resource management is a broad ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.
- Tazebachew (2011) was conducted a study to determine the impact of training on worker performance in public sector organization using federal democratic republic of Ethiopia Ministry of health. The objective of the study was to investigate the actual training practice and its effect in improving the performance of employee’s by collecting data through interview and questionnaire augmented by different literatures found in the organization
- It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Taylor,2004).It is good for organization to give their employees on the job training so that their employees learnt in a practical way

- According to Hassan 2007:436, HRD is the process of optimizing the production utilization of the work force. HRD is concerned with satisfying issues, employment mix and number of personnel, education and training coherence between competencies and needs of the service, programs and curricular, learning strategies- performance management: maintenance and improvement of the quality of services. As per Armstrong 2002, Human resource management is defined as “a strategic approach acquiring, developing, managing, motivating and gaining the commitment of the organization’s key resource – the people who work in and for it.
- According to Tabibi 2011, the purpose of HRD is to enhance individual performance and improve organizational effectiveness and productivity HRD is considered as the key to higher productivity, better relations and greater profitability for any organization.
- As William Tracy “The human resource glossary” defines, human resource as: “the people that staff and operate an organization, as contrasted with financial and material resource of an organization.
- According to Yoder²³ although the terms training and development appear synonymous, there is recognized difference between these concepts. From the point of view of an organization, individual growth is a means of organizational effectiveness. According to Saiyadain 2004, People develop through their lifespan, achieving greater degrees of complexity, even transformation process, Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009).

There are different models that show the steps in the training and development though the content share It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Taylor,2004).It is good for organization to give their employees on the job training so that their employees learnt in a practical way Baum (2007), And Sultan (2012) on their study on Training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to

succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The study concludes that if organizations invests in right type of employee training it can enhance employee performance as well as competencies and skills, in addition , innovation, market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the develop more or less the same. According to Kulkarni, 2013 there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs.

CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY

This unit deals with types and approaches of research design, Sampling and sample design types, sources and methods of data collection, Methods of data analysis, Time and budget schedules.

3.1 Research design

According to Saunders (2007) a research design is a general plan of how the research question that has been identified will be answered; it contains clear objectives derived from the research questions, specify the sources from which data are to be collected and consider the constraints.

The research is conducted using descriptive research design. In this method, it is possible that the study would be cheap and quick. To illustrate descriptive type of research Creswell (1994) states that the descriptive method of research is to gather information about the present existing condition. Descriptive research focuses on explaining the characteristics of particular individual, group or a situation.

According to Bowerman and O'Connell (2003), the research design will be determined by the research topic. In this research will be conducted using descriptive research design to assess and describe the employee training challenges and to draw some conclusion and recommendation for the gaps identified. The main purpose of descriptive study is giving accurate explanation of a situation or an association between variables. It regulates focuses on describing the state of affairs as it exists (Kothari C.R, 2004).

The other decision to be made in planning and conducting a research program is the extent to which quantitative or qualitative approaches are used in the study. Quantitative research method is based on collection of factual data which is measured and quantified. It answers research question from the viewpoint of the researcher. It involves a considerable amount of statistical analysis by using survey questionnaires, observation, and experiment as a method for collecting data. On the other hand qualitative research method aims to generate insights into situation and behavior so that the meanings of what is happening can be understood. Emphasizes the interpretation of behavior from participants' point of view. It makes use of interviews, case studies, observation. (Armstrong M, 2010). For this study quantitative and qualitative research approaches will be applied.

3.2 Population, sample size and sampling technique

3.2.1 Target population

The target population are employees of Kids new flower high school who are teacher has got training .kids new flower ,high school has 4,280 students has 4 branches and more than 500 employees, among this are 240 are high school teachers . The sample includes the four campus of branches. These branches selected due to their accessibility members. Therefore, 4branches are selected as target population because all members are found in these branches.

The respondent and reached a total number of 240 respondents using the random sampling methods and 160 are target population

3.2.2 Sample and sample size determination

Simple random sampling and purposive sampling techniques are used in this study. Simple random sampling is applied to take sample from high school teachers i.e. appropriate equal chance will be given for the respondents to be included in the sample. Trained teachers selected purposely in order to convey relevant information from appropriate training issue. Hence, in the school select 160 among them the leader from in this campus will be selected purposely as a sample .Those teachers are considered as important information sources since they have deep information on the subject matter and they are involved in the day to day activities.

3.2.3 Sampling technique

In sample size determination the researcher applied the NEA (National Education Association) sample size determination table: small-sample techniques. Among the 240 members 160 are all the members who are teachers trained well the sample by taking from the *NEA Research Bulletin*, Vol. 38 (December, 1960), p. 99

In order to determine the sample size, the study used the formula below based on 95% of confidence interval and 5% of acceptance error.

$$n = \frac{Z^2 * P * q * N}{N - 1 + Z^2 * p * q}$$

Source: (Kothari, 2004)

Where,

n = size of total population;

n = size of sample.

P = sample proportion, q = 1-p;

Z = the value of the standard variants at a given confidence level and to be worked out from table showing area under Normal Curve; At 95% confidence level the value of Z = 1.96

e=acceptable error

$$n = 1.96^2 \times (0.5) \times (0.5) \times 240 = 160.0377$$

$$0.05^2 \times (240-1) + 1.96^2 \times (0.5) \times (0.5)$$

$$n \approx 160$$

Therefore, from the target population of 240, the sample size is 160 employees.

The total sample size allocated to the six strata is proportional to their population size by the following formula.

The strata sample is determined as $n_x = N_x \times n$

3.3 Sources and methods of data collection

3.3.1 Source of data

In this research, both primary and secondary source of data collection will be used.

a) Primary Sources:- In order to realize the target, the study will use well-designed questionnaire and interview as best instrument. This will be completed by employees of the organization.

b) Secondary sources: - secondary data as sources which have been collected and compiled for another purpose. It consists of readily available documents and already compiled statistical statements and reports whose data may be used by researchers for their studies. The secondary data was collected from relevant documents, organization reports, published and unpublished sources related to the study. The secondary data sources were used to complement the primary data.

3.3.2 Methods and Tools of data collection

To collect adequate data about the topic from the defined sample, the Primary data will be collected through the use of personal interview and question. In the interview part structured interview will be used. Interview data will be collected from the high school teachers (workers 'representatives'). Questionnaires will include both closed-ended and open-ended questionnaires. For the close-ended questionnaire, the researcher will use the Likert type point in order to make questions interesting to respondents and thereby enhance their cooperation, ultimately to ensure maximum response rate. The questionnaire statements will be developed and evaluated on a 1-5 Point Likert scale, where '1' indicates strongly disagree with the statement, '2' disagree, '3' neutral, '4' agree and '5' refers to strongly agree with the statement. The secondary data will be gathered from relevant documents related with the topic.

3.4 Procedures of Data Collection

The data will be collected through questionnaires, interviews and document analysis. As the majority of respondents speak and write English so the questionnaires will be prepared in English. Pilot questionnaires will be distributed to 20 teachers in order to avoid errors related to language and ideas to enrich the framed items. As a result of the feedback from employees and pilot test, correction will be made on the questions in the questionnaires.

3.5 Reliability

Scale reliability will be measured using Cronbach alpha. According to Tavako (2011) the acceptable values of alpha is ranging from 0.70 to 0.95. Thus, the scale reliability will be assured with a pilot test of 20 respondents and the cronbach alpha test value 0.843.. The questionnaires were adapted from previous research based on the context of researcher objectives. The standard questionnaires were checked its quality by experts, who have been long experiences in related field of study.

Reliability Statistics

Survey; resource (2019)

Cronbach's Alpha	N of Items
.841	28

3.6 validity

Additionally the questionnaires were distributed to some groups out of the researcher population to test whether qualified or not in order to measure the assessment of employee training. This would improve the validity of the research. Cronbach's alpha, which is coefficient of reliability (consistency), was employed to measure the reliability of the research.

The Content validity of the instruments such as questionnaire and interview question will be checked by a panel of HR and academic dean of the school . This helps to researcher how the measuring instruments meet the standard. The feedback given to include, exclude and rephrase the questions will be duly incorporated.

3.7 Ethical Issues

For respondents detail explanation can be provided about the overall objectives of the study. Participation in this research work was in the free-will. Respondents informed that, they can decline if they do not want be participants without any consequences. In addition, the survey questionnaires provided to respondents on confidentiality and anonymity. Before each interview aspects of confidence as well as the purpose of the study will be communicated to respondents

CHAPTER FOUR DATA ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data collection tools used. It is classified in to two parts. Chapter one discusses the demographic profile of the respondents. Chapter two also discusses the data analysis made on opinion survey on employee training practice in Kids New Flower School.

4.1 Demographic Characteristics of the Respondents

In the demographic characteristics the respondents, are required to provide their data. The questions include gender, age distribution, educational background, and year of service.

Table 4.1: Demographic Characteristics of the respondents

Item	sex	frequency	percentage	Valid percentage
1	male	123	69.9%	69.9%
	female	37	23.1%	23.1%
	T0tal	160	100.0	100.0
2	Age			
	<25	21	13.1%	13.1%
	25-30	69	43.1%	43.1%
	31-35	61	38.1%	38.1%
	<35	9	5.6%	5.6%
	total	100.0	100.0	100.0

Based on the above table, 4.1Item# 1, 123(69.9%) of the respondents were males while 37(23.1%) of them were females, this indicates that most of the respondents are male. According to age distribution of the above table Item#2, 21% of the respondents' age ranges from <25 whereas 69% of them were 25-30, 61% of the respondents were 31-35 while 9% where <35. This reveals that most of the respondents were young which implies there is an important potential of the employee to be an asset for the better achievement of the company

Table 4.2: Educational status, Experience of Respondent and the place where employees work
place[branch]

Item		Frequency	Percentage%	Valid percentage%
1	Educational status			
	Diploma	2	1.3%	1.3%
	Degree	126	78.8%	78.8%
	Master	32	20.0%	20.0%
	Total	160	100.0	100.0
2	Year of service			
	<5	24	15.0%	15.0%
	5-10	82	51.3%	51.3%
	11-15	49	30.6%	30.6%
	>15	5	3.1%	3.1%
	Total	160	100.0	100.0
3	Branch			
	Main	56	35.0%	35.0%
	Others	104	65.0%	65.0%
	Total	160	100.0	100.0

As it is shown on the tableItem#1, 2(1.3%) of the respondents are diplomas holders; whereas 126(78.8%) are degree holders; while the rest 32(20.0%) of the respondents have masters on their studies. This reveals that most of the employees are perform their work through education and training and also have better composition of professional management staff and non-management staff which facilitates further development and help to formulate an effective Training program

According to table 4.1.1Item# 2 ,24 (15.0%) of them have <5 years of experience; whereas82(51.3%) of them have above 5-10years experience; while 49(30.6%)of them have 11-15 years' experience and the remaining 5(3.1%) have above 15 years of experience. This implies that most respondents of the study have more than six years of experience of teaching , which

indicates most of them stayed for a long period of time and these entails that most employees of the school have got well experience in teaching.

Based on the table 4.1.1 item #3,56(35.0%) of respondents were at the main branch and 104(65.0%) of them were in the others branch .this indicate that most of the respondents are at others branches. and these entails that most employees of the bank have got well experience in a banking industry. 32

4.2 Research Finding

The researcher have distributed 160 questionnaires all of the respondents were aware about the objective of the study in advance, the data collection shows 90.4% validity as per the SPSS statistics output.

Accordingly, the analysis below reveals the data of respondents with the help of frequency and percentage tables.

4.2.2 Training Needs Assessment

In assessing the training need assessment of the school three statements were presented to employees who rated their agreement level to each statement in a scale of five.

4.3: Analysis on need Assessment

Key 5- Strongly agree, 4- agree 3- moderately agree, 2- disagree 1- strongly disagree

		Responses					tot	mean
		5 SA	4 A	3 N	2 D	1 SD		
1.1	Training needs assessment is conducted at the organizational level to identify the organizational goals , organizational resources for planning and developing human resource training program.	10(6.3)	55(34.4%)	79(49.4%)	15(9.4%)	1(6%)	160	3.36
1.2	Training need assessment is conducted at the task level to collect data about specific job or group of jobs to determine what an employee should be taught to achieve optimal performance.	15(9.4%)	55(34.4%)	69(43.1%)	19(11.9%)	2(1.3%)	160	3.38
1.3	Training needs assessment is conducted at the individual level to determine the training needs of the individual employee by getting a complete picture of an employee's performance	9(5.6%)	57(35.6%)	64(40%)	30(18.8%)		160	3.28

According to the above table, table 4.2.2 Item #1, 10 (6.3%) of the respondents strongly disagreed; 55 (34.4%) of them disagreed; while 79 (49.4%) of moderately agreed; the remaining 1 (6%) of the respondents agreed on the statement.

According to Armstrong (1996) training needs assessment should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies. The result indicates that the majority of respondents feel that the organization does not conduct training need assessment. This implies that majority of the non-management staff confirmed that need assessment is not sufficiently conducted to diagnosis a problem that is usually expressed as a discrepancy between actual performances and desired acceptable performance.

In addition, the first techniques used to conduct need Assessment is by considering an Interview and Observation, 58.7% of respondent responded that they do not agreed with the statement. While the second technique used to conduct need assessment is by considering a questionnaire and focus group discussion. Among the total respondents, 68.7% of the respondents disagreed with the idea.

The result indicates that the training need assessment techniques are not available. From this, the researcher understands need Assessment technique is only conducted by considering school need and recommendation without taking in to account any other techniques.

It can be seen from the table 4.2.2 Item, #2 indicates, 2 (1.3%) of the respondents strongly agreed that organizational analysis is conducted by the organization. About 19 (11.9%) of the respondents agreed with statement. On the other hand 69 (43.1%) of the respondents moderately agree on the statement. while, 55 (34.4%) however, the rest of 15 (9.4%) of the respondent strongly agreed.

Taking in to account the above table 4.2.2 Item #3, 1 (6%) of the respondent confirms the statement that 9 (5.6%) of them are strongly agree, 57 (35.6%) are agreed while, 64 (48%) are

moderately agreed strongly disagreed, the rest 30 (18%) of them disagreed with the statement. .

According to Balogun (2011) Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to be sponsoring it. This indicates that most of the respondents believe that the organization does not take in to consideration the willingness of employee before and after training for the improvement of training program.

All respondents were responding for the questions regarding training and development training need assessment practice. Even though the mean value for the training need assessment practice of the company is 3.34. As the majority of the respondents agreed for need assessment practice, it's difficult to conclude that the school practicing good enough as mean usually indicates the central tendency of all responses. So the number of respondents who disagreed and remained neutral shows that the school training need assessment practice did not developed with the policy and business strategy and not practiced effectively.

4.2.3 Analysis on Designing Training and Development

In assessing the procuring/sourcing cost of the banks, five statements were presented to employees who rated their agreement level to each statement in a scale of five.

Table 4.4 Designing Training program

	:	Responses					tot	mean
		5 SA	4 A	3 N	2 D	1 SD		
2.1)	Setting training objectives	13(8.1%)	43(26.9%)	71(44.4%)	32(20%)	1(6%)	160	3.21
2.2)	Selecting the trainer or vendor	10(6.3%)	48(30%)	63(39.4%)	36(22.5%)	3(1.9%)	160	3.16
2.3)	Selecting program methods and techniques	9(5.6%)	42(26.3%)	62(38.8%)	42(26.3%)	5(3.1%)	160	3.05
2.4)	Developing a lesson plan	13(8.1%)	30(18.8%)	72(45%)	42(26.3%)	3(1.9%)	160	3.05
2.5)	Preparing training materials	6(3.8%)	48(30%)	65(40.6%)	38(23.8%)	2(1.3%)	160	3.3
2.6)	Scheduling the program	11(6.9%)	38(23.8%)	64(40%)	43(26.9%)	4(2.5%)	160	3.05

According to the above table4.2.2, Item#1,13(8.1%)of the respondents strongly agreed with the fact that training location is conducive to conduct the training and 43(26.3%) of them agreed with the statement. Whereas,71(44.4%)of the respondentmoderatlyagreed,32(20%) of the respondents disagree , while the remaining 1(6%) of them are strongly disagreed with the statement.

Taking in to account the above responses the company training location is attractive and conducive. The effectiveness of training programs depends on the Training environment, location, layout of training rooms but the school should have to give proper attention.

Based on the above table, table 4.2.2Item#2 ,10(6.3%) strongly agreed with the statement saying during training there is a direct link between training contents and trainee's competency with educational level,48(30%) of them agreed On the other hand,63(39.4%) of the respondents moderately agreed with the statement and 36(22.5%) of them is disagreed. The rest of 3(1.9) are strongly disagree. This illustration shows training content was not suitable to the trainee level of understanding and Competency with educational level.

As clearly shown in the above table4.2.2, Item#3, 42(26.3%)of the respondents agreed with the statement, 62(38%)moderately agreed, while9(5.6%) of them strongly agreed, On the other hand, 42(26.3%) disagreed with the statement. the remaining 5(3.1%) respondents strongly disagreed. Overall, the above table implies that respondents highly agreed on the idea of the company's ability to fulfill all the materials needed for the training. Therefore, it is noted that, the organization provide training aid material for good understanding and show selection of the appropriate technique with appropriateness of training aids.

As it is indicated on table4.2.2Item#4,30(18.8%) of the respondent responses obtained the statement whether the training contents are arranged sequentially and logically, 3(1.9%) of them strongly disagreed On the other hand, 72(45%)of the respondent moderately agreed, whereas 13(8.1%) of them feel that the organization training contents are strongly arranged sequentially and logically. The other 42(26.3) are disagreed

As to the importance of sequencing the training content, Tracey (1984) mentions that it can have a significant impact on the efficiency and effectiveness of the training program. However, as it is noted on the table Kids New Flower school training content formulation is not good because the respondent agreed on that training content was not arranged sequentially from simple to complex.

Based on Table table4.2.2Item#5,2(1.3%) of the respondents strongly disagreed with the statement, While 38(23)% of them disagreed with the idea. It is very necessary for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations, which develop a good training design according to the need of the employees as well as to the organization, always get good results (Boudreau, 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money. (Tsaurand Lin, 2004).

Lastly, based on the responses the researcher claims that there is no chance of involvement on for employees on the development and designing of training and development programs.

As the above summary item statistics shows, the total number of the respondents were 240 from the total sample size of 160respondents were not responding on item number 1 question indicated on table 2. And also the total mean scale for training design is 3137. From this we can conclude that even if the mean of training design is neutral, we should not ignore the variables of training design measurements which were rated below 3 (i.e. 2.98, 2.84) in table 2In those points the numbers of respondents who disagreed and who are indifferent are significant in number. And this shows that there is a gap in the training and development design practice in the company. And also the effect of training needs assessment is reflected in this process because trainings are designed based on the identified needs.

Table 4.5: Training Program Delivery Method

		Responses					tot	mean
		5 SA	4 A	3 N	2 D	1 SD		
3.1	Appropriate training methods are used to deliver training program	9(5.6%)	37(23.1%)	68(42.5%)	40(25%)	6(3.8%)	160	3.01
3.2	The most frequently used on – the job training programs are						160	3.06
	<ul style="list-style-type: none"> • Job instruction training 	13(8.1%)	36(22.5%)	67(41.9%)	36(22.5%)	8(5%)	160	3.07
	<ul style="list-style-type: none"> • Job rotation 	10(6.3%)	45(28.1%)	57(35.6%)	43(26.9%)	5(3.1%)	160	3.05
	<ul style="list-style-type: none"> • Coaching 	7(4.4%)	42(26.3%)	70(43.8%)	34(21.3%)	7(4.4%)	160	3.12
	<ul style="list-style-type: none"> • Mentoring 	16(10%)	35(21.9%)	65(40.6%)	41(25.6%)	3(1.9%)	160	3.1
3.3)	The most frequently used off-the job or class room based training programs are						160	3.1
	<ul style="list-style-type: none"> • Lecturing method 	11(6.9%)	41(25.6%)	66(41.3%)	37(23.1%)	5(3.1%)	160	3.05
	<ul style="list-style-type: none"> • Conference / discussion method 	8(5%)	43(16.9%)	69(43.1%)	37(23.1%)	3(1.9%)	160	3.11
	<ul style="list-style-type: none"> • Audio visual 	9(5.6%)	37(23.1%)	69(43.1%)	43(26.9%)	2(1.3%)	160	3.12
	<ul style="list-style-type: none"> • Experimental techniques such as case study, role play, business games 	13(8.1%)	34(21.3%)	75(46.9%)	34(21.3%)	4(2.5%)		3.11
3.4)	The most frequently used self-paced training methods are						160	3.07
	<ul style="list-style-type: none"> • computer-aided instruction(CD-ROM , multimedia and intranet / internet 	8(5%)	38(23.8%)	67(41.9%)	43(26.9%)	4(2.5%)		
	<ul style="list-style-type: none"> • intelligent computer assisted instruction 	6(3.8%)	42(26.3%)	69(43.1%)	38(23.8%)	5(3.1%)	160	3.06
3.5)	When implementing training programs, effects are made to properly arrange the physical environment so that trainees feel comfortable enough to concentrate and learn	8(5%)	39(24.4%)	75(46.9%)	33(25.6%)	5(3.1%)	160	3.06

As it is shown on the above table, table 4.2.3 Item#1, 37(23%) of the respondents agreed with statement, whereas 68(42.5%) of them moderately agreed, 40(25%) of them are disagreed on the idea. On the other hand 9(5.6)% of them are strongly agreed with the statement while the remaining 6(3.8%)of them are strongly disagreed with statement.

According to the response of respondents, most of them feel that on the job training is mostly applied.

Based on the response obtained in the above table, table 4.2.3 Item#2, 36(22.5%) of the respondents agreed with the statement, 67(41.9%) of them moderately agreed and 13(8.1%) of the respondents strongly agreed with the statement, On the other hand 36(22.5%) of them disagreed with the statement while The remaining (5%) strongly disagreed.

According to the respondents response the researcher concluded that trainers have the ability to use techniques and methodologies. so they are in need of training in order to conduct their job successfully in the future

As it is indicated on table 4.2.4 Item#3, 45(28%) of the respondents agreed with the statement while 57(35.6%) of them moderately agreed. On the other hand, 43(26.9%) of the respondents disagreed with the statement , 10(6.3%)of them strongly disagreed and. 5(3.1%)are strongly disagreed.

According to the respondent response the researcher observed that Kids New Flower apply on – the job training.

As it is reflected on table 4.2.3 Item#4, 42(26.3%) of them agreed that the school used on- the job training and, 70(43.8%) of them moderately agreed with the statement and, 7(4.4%) of them strongly agreed on the other hand while the remaining 34(21.3%) and 7(4.4%) of them disagreed and strongly disagreed with the statement accordingly. And as it reflected on table 4.2.3 #5 ,35(21.9%) of them agreed that the school used on –the job training ,65(40.6%) of them moderately agreed with the statement ,41(25.6%) are disagreed and the remaining ,16(10%) and 3(1.9%) of them strongly agree and strongly disagreed. Moreover, the Kids New Flower also apply off- the job training based on the table 4.2.3 Item#6 37(23.1%) of them agreed that the school used off- the job training ,66(41.3%) are disagreed on the statement while 41(25.6%) of them are disagreed and the rest of 5(3.1%) and 11(6.9%) are strongly agree and strongly disagreed. This indicates that the trainer tried to use both on –the job and off-the job training

techniques which help the trainee when they get back on the job .but the methods not well applicable. As it is shown on the table 4.2.3 item#7 ,37(23.1%) of them are agreed on the statement,69(43.1%) are moderately agreed while ,43(26.9%) of them are disagree and 3(1.9%)are strongly agreed on the statement.

As the statistics shows that the total numbers of the respondents were 160 from the total sample size of all respondents were tried to respond on the given item numbers indicated on table 3. And also the total mean scale for training and development delivery practice is 3.13.

Table 4.6: Training effectiveness evaluation

		Responses					tot	mean
		5 SA	4 A	3 N	2 D	1 SD		
4.1	The training and development evaluation process in the school has brought a behavioral results on return on investment	12(7.5%)	29(18.1%)	75(46.9%)	40(25%)	4(2.5%)	160	3.01
4.2	The training evaluation process in the school has learning results on return on investment .	9(5.6%)	37(23.1%)	64(40%)	41(25.6%)	9(5.6%)	160	2.97
4.3	Job behavior criteria (the organization frequently evaluates whether trainees are able to use what was learned in training back on the job)	8(5%)	34(21.3%)	73(45.6%)	42(26.3%)	3(1.9%)	160	2.98
4.4	Results criteria (when trainees are back to their job, the organization evaluates the training was helpful to improve performance	6(3.8%)	36(22.5%)	75(45.6%)	40(25%)	5(3.1%)	160	3.03

From the above table, table 4.2.4, Item#1, which deals with training evaluation process in the school has an ethical result or not, 29(18.1%) of the respondents disagreed while 4(2.5%) of them strongly disagreed. On the other hand, 75(46.9%) of them moderately agreed and 40(25%) of them agreed on the statement. The rest 12(7.5%) are strongly disagreed.

As it is shown on table 4.2.5 Item#2, 37(23.1%) of the respondent disagreed with the statement which refers to the evaluation process in the school has behavioral result, while 9(5.6%) of them strongly disagreed. On the other hand, 64(40%) of them moderately agreed and the remaining 41 (25.6%) agreed with the statement.

As it is seen from table 4.2.4, Item#3, 42(26.3%) of the respondents agreed with the statement that pacts with evaluation process in the school has learning result; 34(21.3%) of the respondents disagreed whereas 73(45.6%) of them moderately agreed; the remaining 3(1.9%) of them strongly disagreed.

According to Kirkpatrick (2000), there are three main reasons for evaluating training programs: to evaluate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training departments. Also Balogun (2011), stated that well-known, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Therefore, the researcher observed that, Kids New Flower school uses training evaluation insufficiently.

Based on the above table 4.2.4, Item#4, 36(22.5%) respondents responded that they disagreed with the statement. The other groups 5(3.1%) responded that they strongly agreed with the statement. On the other hand, 75(45.6%) of them moderately disagreed with the statement. From this response it is observable that the company does not support for further development to raise skills, knowledge, and effectiveness of employee's development.

As a result from responses of respondents Majority of them responded that the training did not created the opportunity to identify any potential that employees have for further development.

which implies that employee training does not add value to their existing knowledge of the school employees.

Respondent's response regarding to the statement question that inquires —since I joined the school the training was helpful to improve my performance, indicated that, 37(49.3%) of them

disagreed to the statement while 6(8%) of them strongly disagreed, on the other hand, 19(25.3%) of them moderately agreed and the rest 7(9.3%) agreed with the statement.

According to Cascio (1986), described training as a planned program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably, the researcher observed, employee participating in training without considering current performance and employee is needed.

All respondents were responding for the questions regarding training, training evaluation practice. And the above mean indicated that the respondents were not agreed with the effectiveness of training and development evaluation methods of the school. As the statistics show the mean is 2.956. Failure on the trainee reaction, Learning outcome, Behavior change and on the Results, implies that makes it difficult to differentiate the change in performance of employees that was caused by the training and also the effectiveness of the training that were delivered to the employees. And also couldn't get sufficient information in connection for the learning process, quality education, . This implies that the school is ineffective in implementation of the training evaluation method properly.

Table 4.7: Training policy

		Responses					tot	mean
		5 SA	4 A	3 N	2 D	1 SD		
	Availability of training policies and strategies :							
5.1)	The school has a written policy	10(6.3%)	32(20%)	71(44.4%)	41(25.6%)	6(3.8%)	160	2.99
5.2)	The school involves all of the employees in setting the training policy	5(3.1%)	30(18.8%)	86(53.8%)	36(26.3%)	3(1.9%)	160	2.98
5.3)	There is a need of improvement on training policy of the school	7(4.4%)	35(21.9%)	71(45.6%)	42(26.3%)	5(3.1%)	160	2.98

As clearly shown in the above table 4.2.5, Item# 1, 32(20%) of the respondents support the statement. 71(44.4%) of the respondent moderately agreed with the statement Whereas 10(6.3%)of the them strongly agreed; while the rest 41 (25.6%) of them disagreed with the statement..

The results of the study indicate that training policy is available. But the employees are not clear about the content of the policy, this indicates that the organization didn't work in understanding of the policy. On bases of the above table 4.2.5 Item#2, 86(53.8%) of them moderately agreed with the statement while 30(18%) of them agreed; whereas 5(3.1%) of them strongly agreed; 3(1.9%) of them strongly disagreed while the rest 36(26.3)% are disagreed with the statement.

Some respondents do not agreed about the policy alignment with overall human resource policy this indicate that the organization didn't work in collaboration with the human resource effectively.

Based on the above table 4.2.5 Item#3, 42(26.3%) of the respondents disagreed about the statement, 5(3.1%) of them strongly disagreed; however 71(45.6%) of them moderately agreed on the statement; 35(21.9%) of them agreed while the rest 7(4.4%) of the respondent are strongly agreed.

The result indicates that Training policy is not well communicated to the employees of the school.

As a result most employees have no full information and not well communicated with the training policy as well as the school provide awareness regarding training. Most of the time it is not practical.

As the spastics shows 2.98 is the total mean while the training policy setting .this indicate that not all the trainee fully satisfied on the training. so the policy should content all the staff members.

CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter conclusion is made on the findings of the study. Based on the conclusion the researcher has made recommendation on major points in addition limitation that challenged the researcher on the study period have also been presented.

5.1 Summary of Findings

This study analyzed through descriptive statistical techniques and qualitative interviews revealed some important findings on the assessment of employee training in Kids New Flower school. .

Based on the data analysis results, the researcher has found out the major findings as follows:

- Training policy of the school is not clearly understood by the employees. The training and development manager of the organization also explained with the interview that the school does not have well-articulated and compatible training policy with the current situation of the organization.
- Majority of the respondents stated that effectiveness of training program is not evaluated properly.
- The organization provides its training programs to its employees by considering a school need and recommendation.
- It is found that the organization mostly applies on the job training and development methods to carry out its programs.
- Employees are not participating in the design of training programs. This implies that employee's needs are not considered in the contents of training and development programs.
- The result of the study indicated that employees are not satisfied with their school training programs and the school need analysis is not conducted by the will of the employee.

5.2 Conclusions

Based on the analysis results of the study, it is found that the organization has a written training policy. But, it is not well articulated and compatible to the current situation of the school. Due to the fact that training programs do not take place since the policy is not clearly understandable by the employees of the school.

The research found that training need assessment is not conducted appropriately before the implementation to consider the results in the design process. Therefore, employees are selected by the immediate academic director recommendation without considering the employee's needs. Trainings are not designed by consulting the trainees rather it is made by all the high-level managers, but if the consulting involved the trainees, it would make the training effective and successful.

The research also found that the school does not measure the effectiveness of its training programs. It does also conducting the impact assessment of the training and development programs to ensure its programs contributions for both the employees and the organization. However, Effectiveness of training program is not evaluated enough that it is unknown how much the employees benefited from the training and it is unknown how much the company benefited from training the employees. According to the analysis majority of the respondents believed that there is no proper evaluation of training programs in their organizations. This assured that even if there is the practice of evaluating the training in the school it is not conducted properly i.e. the effectiveness of training evaluation in the school is not satisfactory. . And this implies that not using the evaluation method properly makes it difficult to differentiate the change in performance of employees that was caused by the training practiced. Less attention is concerned on Evaluation of learning outcomes, behavior change and result, unable to get relevant feedback for effective training and development practice

It is found that the school mostly applies both on- the job and off- the job training methods to carry out its training practice programs. It is also found that employees are not participating in designing training and programs and their needs are not incorporated in the program. Most of the employees of the organization are not satisfied with the training programs of the organization. Trainings are not designed by consulting the trainees rather it is made by all the high-level managers, but if the consulting involved the trainees, it would make the training effective and successful.

Finally, concluding the whole research conducted it is found that Employee training programs are highly effective program if they involved need assessment, impact assessment and clear stated manual, blue-collar of training and development as well as increasing skills in employees to increase performance and this further result as company output and enlargement.

5.3. Limitation of the Study

This study covered the topic of assessment of employee training practice and its challenge, in the case of Kids New Flower school .The limitation of the study is that there is an issue that the validity of the data collected from the respondents is not perfect because of the respondent knowledge gap regarding training and development process, due to limitation of finance and time. With these effects, the extent to which the objectives of the study could be reached is considered affected.

5.4. Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded in order to improve training and development practices of Kids New Flower High school

- The organization should first design appropriate training policy and ensures its compatibility with the current situation in order to implement its programs effectively.
- The organization should allocate adequate budget for employee training programs that can contribute to the individual and overcome organizational performance.
- The organization should conduct training and development need assessment properly before the implementation of programs through appropriate techniques. It should also incorporate the results of need assessment to design training programs.
- The organization should measure its training and development programs effectiveness by conduct detail impact assessment.
- Several methods should be used for employee development in organization and these include the improvement of current job, job rotation, transfers, self-development and promotion to positions with greater challenge.
- The company should consider other more effective training techniques that could enhance the employees’ degree of acceptance and also ensure about the selection of good trainers. Trainers should be qualified, with good communication skills, good understanding of the management philosophy, objective and importance of the training program. Even the most well designed training system is worthless unless the companies are committed to ensuring that it is conducted properly and consistently. To have a positive result from training program, organizational commitment should be tied closely with appropriate effective training methods and training delivery mechanism.

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APPENDIX

St. Marry University School of Graduate Studies Masters in General Business Administration Questionnaire to be Filled by Employees

Dear sir/madam

The aim of this questionnaire is to gather different information regarding the impact of employees training in organizational performance in Kids New Flower School. The information provided in response to the items in the questionnaire will be used as an input data needed for the study. I would like to assure you that the information provided will be accessible only to the academic purpose. Your involvement is regarded as a great input to the quality of the research results. Hence, I believe that you will enlarge your assistance by participating in the study.

Thank you for your participation

Regards

Selamawit Getachew

Phone # +251911743735

E-mail address: ednasol2009ec@gmail.com

APPENDIX 1: Questionnaires for employees

Part one:- Basic demographic data

1.Sex

A, Male B. Female

2. Age

A. Less than 25 B.25-30 C. 31-35 D. Above 35

3) educational status

A. Diploma B. First degree C. Second degree D. Third degree

E. Other , specify _____

4.Branch

A. Main B. Others

5. How long have you been working for Kids New flower school

A. Less than 5 years B. 5-10 years C. 11-15 years D. Above 15Years

Part II: - Information related to training practice

1. Training Needs Assessment

Please put “ ✓ “ in the space at the front of the question under number you think expresses the position of the organization in relation to the training programs.

Key 5- Strongly agree, 4- agree 3- moderately agree, 2- disagree 1- strongly disagree

		Responses				
		5 SA	4 A	3 N	2 D	1 SD
1.1)	Training needs assessment is conducted at the organizational level to identify the organizational goals , organizational resources for planning and developing human resource training program.					
1.2)	Training need assessment is conducted at the task level to collect data about specific job or group of jobs to determine what an employee should be taught to achieve optimal performance.					
1.3)	Training needs assessment is conducted at the individual level to determine the training needs of the individual employee by getting a complete picture of an employee’s performance					

2. Designing Training program

	Being armed with needs assessment data ,the organization is involved in designing an effective human resource training and development by :	Responses				
		5 SA	4 A	3 N	2 D	1 SD
2.1)	Setting training objectives					
2.2)	Selecting the trainer or vendor					
2.3)	Selecting program methods and techniques					
2.4)	Developing a lesson plan					
2.5)	Preparing training materials					
2.6)	Scheduling the program					

3. Implementing Training Program

		Responses				
		5 SA	4 A	3 N	2 D	1 SD
3.1)	Appropriate training methods are used to deliver training program					
3.2)	The most frequently used on –the job training programs are					
	<ul style="list-style-type: none"> • Job instruction training 					
	<ul style="list-style-type: none"> • Job rotation 					
	<ul style="list-style-type: none"> • Coaching 					
	<ul style="list-style-type: none"> • Mentoring 					
3.3)	The most frequently used off- the job or class room based training programs are					
	<ul style="list-style-type: none"> • Lecturing method 					
	<ul style="list-style-type: none"> • Conference / discussion method 					
	<ul style="list-style-type: none"> • Audio visual 					
	<ul style="list-style-type: none"> • Experimental techniques such as case study, role play, business games 					
3.4)	The most frequently used self-paced training methods are					
	<ul style="list-style-type: none"> • computer-aided instruction(CD-ROM , multimedia and intranet / internet 					
	<ul style="list-style-type: none"> • intelligent computer assisted instruction 					
3.5)	When implementing training programs, effects are made to properly arrange the physical environment so that trainees feel comfortable enough to concentrate and learn					

4. Training effectiveness evaluation

		Responses				
		5 SA	4 A	3 N	2 D	1 SD
4.1)	Reaction of trainees in solicited at the end of each training sessions, trainees are asked whether they liked the program , the approach of trainers , the content of training , the physical arrangement of the training venue, etc					
4.2)	Learning efforts are made by trainers to assess whether trainees learn what they should learn as indicated in the training objectives set.					
4.3)	Job behavior criteria (the organization frequently evaluates whether trainees are able to use what was learned in training back on the job)					
4.4)	Results criteria (when trainees are back to their job, the organization evaluates whether training efforts improved its effectiveness /improved its performance)					

5. Training policy

		Responses				
		5 SA	4 A	3 N	2 D	1 SD
	Availability of training policies and strategies :					
5.1)	The school has a written policy					
5.2)	The school involves all of the employees in setting the training policy					
5.3)	There is a need of improvement on training policy of the school					

APPENDIX 2: Questionnaires for Management Staff

Interview check list

- 1) Do you have a training policy?
- 2) Do you consider your organization's training plan as a component of your organization's strategic plan?
- 3) Are training programs organized based on training needs assessment?
- 4) Do you conduct training needs assessment at the organization level, task level and individual employee level? if yes how are they conducted
- 5) What are the activities conducted out when designing training program?
- 6) What are the activities carried out when designing training programs?
- 7) How are training programs implemented or delivered?
- 8) How is training programs effectiveness evaluated by your organization?
- 9) What are the major challenges that you face when planning and implementing training program?