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**PRACTICES AND CHALLENGES OF EMPLOYEES TRAINING IN
FEDERAL MINISTRY OF WOMEN AND CHILDREN AFFAIR**

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Declaration

I am Meskerem Berhane hereby declare that the thesis in titled practice and challenges of Employee Training in Federal Ministry of Women and children Affair has been carried out under the guidance and supervision of Dr. Temesgen Belayneh. This Thesis original and has not been submitted for the award of any degree or diploma to any university and Institution.

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THESIS TITLE

PRACTICE AND CHALLENGES OF EMPLOYEE TRAINING IN FERDERAL MISTRY OF
WOMEN AND CHILDREN AFFAIR.

BY

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ABSTRACT

This study was conducted with the objective of assessing the practices and challenges of Human Resource Training and development in Ministry of Women and Children Affairs, The study adopted the survey research method. The quantitative technique involved a questionnaire survey on experts, while the qualitative technique involved an interview with middle and top level manager's. The sampling techniques employed to collect primary information was census techniques. According to a total of 90 employees, experts and middle level manager's as an actual source of information. The data gathered were analyzed using descriptive survey. Finally the responses obtained through the questionnaire were coded, tabulated and analyzed. The findings of the study revealed that ministry has no well-defined and written training and development policy, the training given to employees is not based on training needs analyses, objectives and criteria are not set for providing human resource Training and development. There are practices of using off- the-Job training methods only, scientific training and development evaluation methods are not practice yet. The main reasons of not having training and development policy are: lack of concern with regards to it's importance, lack of relevant expertise, lack of guidelines and lack of commitment of the top management. Training need analyses stage is the building block of a training program and it's a tool used to identify the gap between the actual performance and the desired performance. Training and development is given without objective and criteria set beforehand based on the finding applicable recommendation were also forwarded.

Key words; *Challenges, development, human resource, practice, training . human resource development*

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CHAPTER ONE

1.1. Background of the Study

In the 21st century to prepare their workers to do their work as desired, to attract and retain talent organizations provides training and development practices as to optimize their employee's potential. To avoid skill obsolescence, the organization also have to take in to focus on employees training and development practice this has to done through precisely designed training and development (T & D) programs to alleviate the problems encountered and to offer basic skill enhancement. The acquisition of advanced job-related knowledge is another benefit of these T&D program. Employees, both new and old, do not acquire the knowledge required to advance their careers or fully understand their jobs if they are not given the appropriate training. Employees who have received the necessary training are more likely to maintain their position over time than those who have not. (Alsalamah & Callinan, 2022).

Due to the global conflicts, there was an immediate need to train a large number of defense workers to meet the enormous demand for goods. The need to systematize the management, control, coordination, and planning of factory work arose as a result of the growing complexity and size of factories, expanding markets that placed a strong demand on an increase in production volume, and the growing engineering profession (Baldwin, & Blume 2017).

Around 1915 Frederick Taylor conceived of a method for shortening the amount of time a task took by studying workers doing the task and removing "non-productive time. He called this method Scientific Management. Frank and Lillian Gilbreth added to Taylor's work by studying workers' movements on the job and suggesting ways to simplify the job and minimize the number of movements. Wachira (2015) identified critical challenges hindering HRD in the continent like: paying attention for professional development, allocating sufficient budget, aligning HRD to strategic priorities, promoting learning culture. Besides, Habib (2012) Outlined challenges of HRD in Africa as developing comprehensive HR strategy, promoting a positive working environment, accepting modern technological changes and promoting positive work force attitudes.

Having these facts, when we come to Sub-Saharan African countries' context there are challenges like lack of training and in the development of skills and the ability to make use of the available human resources (Anyim et al., 2012). It can be argued that in the Sub-Saharan African region public sector needs to increase the skilled labor pool and to develop communities. This involves the fusion of human resource development strategies and policies that will be suitable for developing socio-economies in the region and fasten service delivery.

In Ethiopia modern administration of government organization started during the times of emperor Menilik II. However, there was no significant change in the system to provide training and development programs for the government employees. According to Melaku, (2009), the importance of training and development of civil servants got attention after the establishment of the central personnel Agency by proclamations on Negarit Gazeta No. 23, 1961 and No.269, 1962. These proclamations mentioned the importance of training and development aimed to provide effective and efficient service to society. During these efforts of the country, Training and Development Programs (TDPs) were provided to increase the productivity of the employees at a certain extent.

The government of Federal Democratic Republic of Ethiopia (FDRE) realized the necessity of change in the system. Since 2002 the government of the FDRE introduces the civil services reform program at the various structures of the government organizations to improve the capacity of civil service for the ultimate achievement of development goals of the country (MCB, 2005).

The current administration is aware that effective sector policies must increase human Resource capacity in order to be implemented on schedule. The National Capacity Building Program (NCBP), which was introduced in 2014, is a very expansive and motivating initiative that requires support from all public sectors in order to maximize employees' potential (Adebabay, 2018). A Federal Ministry of Capacity Building was established by the government as a result of its identification of interdependent program, with the primary purpose of coordinating and offering strategic direction to all program, including human resource department. Nonetheless, a 2015 empirical study by Gebrekidan revealed that the Ethiopian civil service suffers from inefficiency and subpar service delivery as a result of a lack of attention to human resource department, Thus, several inquiries are required to determine the cause of this.

When we come to Human Resource Training and Development of the Ministry of Women and Children Affairs' it has been conducted under the Human Resource management and development Directorate. The procedure of delivery has three broad categories Training and Development. There are three main categories for the delivery process. The first one long-term off-the-job training that takes place by is conducted through employee competition. The second one Facilitating free or discounted on-the-job training and upgrading from private universities. The third types of training is short term training up to six Months and awareness creation training of two-days. There are also creation and Training of trainers training conducted by core directorate for all regional concerned body to facilitate and capacitate the regional staff for the organizational goal achievement.

Without a doubt, businesses all over the world are working to succeed and outperform rivals in their respective industries. Organizations must successfully acquire and employ human resources to achieve this. Companies must recognize the challenges they face in maintaining current human resources in a more realistic manner. In doing so, managers must give close attention to all the fundamental facets of human resource management, as these aspects are crucial to the achievement of organizational objectives and, consequently, the long-term viability of the business in the marketplace. These aspects also have an impact on various organizational, social, and economic domains. This study, therefore, goes on to discuss one of the core functions of human resource which is employee training and development as well as the practice and challenges encountered during implementation (Ahmed et al. (2019).

It is about 17 years since change management practices practically began in Ethiopia in public sectors and from that till now the government is implementing change management tools. Because the public sectors are giving services to the citizens, they must give according to the customers need and expectation not only focusing on employee job satisfaction. As our world is dynamic, every customer's needs and employee needs are changing accordingly from time to time. There are big growths of customer service that has been realized and in many public service organizations, even by giving one stop shopping service to get real customer satisfaction.

Ministry of Women and children affairs (MoWCA) is the government social sector ministry established by the federal Democratic Republic of Ethiopia for performing women and Children

empowerment, gender equality and child's care and support mandates (Negaretgazeta proclamation number 691/2010). The annual budget of the ministry is fully covered by the government, and it has additional budget support from donors. The Ministry has 420 permanent employee 200 of them are male and the rest 220 are Female, the Ministry has 20 Directorate and no contract employees. The BSC which has been fully implemented from 2004 E.C has not yet assessed and researched to provide training for all workers to improve their actual performance.

1.2. Statement of the problem

Many organizations in Ethiopia and indeed the public sector have been engaged in training and developing their staff. Likewise, Federal Ministry of Women and Children Affairs is one of such organization that has been participating in training and awareness creation for a long period of time. However, for a certain condition it appears that training in Ministry of women and children affair (MoWCA) is unsystematic.

Employee training program should have the overarching objective of assisting staff members in reaching greater standards of job performance and excellence. An excellent training program will help to inspire, encourage, motivate, cheer on, congratulate, celebrate, and reward employees as they develop successful habits, gain confidence, and reach higher levels of excellence by carefully choosing the goals, the rewards, and the appropriate program structure. (Kumpikaitè, 2016).

According to the study of (Anasimos, 2016 study), it was found that there is no statistically significant difference, indicating that the observed practices in banks do not align closely with the ideal training and development practices. There exists a noticeable gap between the desired and the actual practices implemented by the banks under investigation.

In Bitew Amare's 2016 findings, it was revealed that the organization lacks a defined training and development policy, and the practices in this regard are not guided by any established policy. The training needs assessment was also found to be inadequately conducted. Furthermore, the organization lacks clearly defined and realistic training and development objectives and roles. Additionally, the training and development plan is not effectively communicated to all employees within the organization.

According to (Amsalu, 2017 study), a positive and significant relationship exists between training and employee performance in the Gulelle Sub-city administration sector. Training and development were identified as positive predictors of employee performance. The study suggests that administrators should focus on enhancing the quality and quantity of the training program to improve employee performance. Notably, a majority of respondents, 60 out of 420, reported receiving training only one or two times, which may retard the effectiveness and motivation of the organization's employees.

Hence the researchers see the selected Ministry, Federal Ministry of women and children Affairs office there is formal training practice which leads to reward and make them capable, but still have challenges on process of Training, informal complainants are regularly observed from the employees that the organization conducted unplanned training and randomly selected without concern for the outcome and conducted with no particular order, in general not well organized. The study therefore focused on providing training for Employees would improve their performance for the provision of timely, efficient, effective, and quality of internal staff and external regional sector works for overall women empowerment and child right protection.

1.3 Research Question

To achieve the intended objective as well as the research problem stated above the study has attempted to give responses to the following basic research questions.

1. How are employees selected for training in Ministry of women and children Affairs?
2. What are the training methods used for conducting the training and development in Ministry of women and children Affairs?
3. To what extent employee training and development is necessary to do their job in Ministry of women and children Affairs?
4. What are the overall effectiveness and efficiency of training and development programs in Ministry of women and children Affairs?

1.4 Scope of the study

The study gives emphasis on the assessment of the training practices and challenges at MoWCA. (Federal Ministry of women and children affair). This study focus only for the staff currently working in Addis Ababa 420 employees in the organization, the study was only limited to the information and data gathered till the time frame of preparation of this paper. Geographically the study is confined only for the staff working in the organization of Ministry of women and children affairs (MoWCA) located in the city of Addis Ababa. Conceptually this study mainly focuses on the non-managerial full-time employees 90 randomly selected from all staff working in Addis Ababa and it doesn't refer to managerial employees and consultants. The study does not look over any secondary data of ministry of women and children affair are related to its activities outside Addis Ababa staff member.

1.5. Objectives of the Study

1.5.1 General Objective

The general objective of the study to assess the practices and challenges of employees' training and development in Federal Ministry of Women and Children Affairs.

1.5.2 Specific Objectives

The Specific objectives of the study are:

1. To assess how employees are selected for training in Ministry of women and children Affairs.
2. To evaluate the training methods used for conducting the training and development in Ministry of women and children Affairs.
3. To describe to what extent employees training and development is necessary to do their job in Ministry of women and children Affairs.
4. To assess the overall employees' satisfaction with the training and development program that they have received in Ministry of Women and Children Affairs.
4. To identify the overall effectiveness and efficiency of training and development programs in Ministry of women and children Affairs?

1.6 . Operational Definition of Terms

Human resources: Human resources, often referred to as HR, encompasses all of the activities related to the ongoing administration of current employees. HR is the department at a company responsible for people-related functions, such as recruiting, hiring, training, and administering employee compensation and benefits.¹⁵ Nuw, 2022

Training needs assessment: The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements. An effective training needs assessment will help direct resources to areas of greatest demand.is the process for identifying and prioritizing gaps between current and desired results (Kaufman et al.1993)

Training design/plan: Training design refers to the process of planning and developing educational programs for employees, considering factors such as subject/methods, tutor/learner dynamics, and resources/environment to enhance learning outcomes. AI generated definition based on: Managing People Globally, 2011.

Training evaluation: is the process of assessing the effectiveness and impact of a training program. It helps organizations identify strengths, address gaps, and ensure the program meets its objectives, leading to improved outcomes and ROI.

1.7. Significance of the Study

The significance of the study in a service giving organization like Ministry of Women and Children Affairs is timely, in order to go in line with rapidly changing technology (environment). Thus, the study focuses on the assessment of practices and challenges of employee training and development in Ministry of Women and Children Affairs. The student researcher believes that this study is useful and it will have the following contributions:

The study may help the researchers as a resource document and as a stepping- stone for further study on the area. More importantly the finding of the study will draw some conclusions and identify employee training and development practices and challenges; thus, it may give valuable information to human resource management practitioners to take remedial actions. Finally the finding of the study may initiate other researchers for in-depth study and to farther investigation

1.8 Limitation of the Study

The study focuses on the practice and challenges of employees Training and development scheme in Ministry of Women and children Affair and limited on this organization. Human resource training and development involves range of learning strategies and techniques intended to help individual, groups and organization to realize their full potential in working towards overall goals. The learning strategies include management development, learning organization, self-development and all learning that enables individual and organization growth. The study therefore

Does not cover all these strategies rather, it was limited only to employee training and development practice and challenges in the organization. The study was delimited to assessment of data observed with in the five year from 2019 to 2024 , when it is apparent, both quantitative and qualitative method was used

1.9 Organization of the paper

This research paper consists of five chapters. Chapter one presents the background of the study and explains the research problem. This chapter addresses the research objective to be achieved the research question to be answered and briefly explain the importance of the research, it also presents the scope and limitation of the study.

Chapter Two focuses on the literature review of the theoretical finding from secondary sources such journal articles and etc. Empirical studies have been assessed in the chapter to enable the construction of conceptual framework of this research.

Chapter Three describe how the research is carried out in the terms of research design, population and sampling procedure, source of data, method of data collection, pilot testing- validity and reliability, the method of data Analysis and ethical consideration. The results of the analysis are presented in chapter four by using the data and results generated from the procedure set in chapter Three, finally chapter five deals with summary of major finding, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section deals with the review of the existing literature on Training and development which are relevant to the study. In order to create logical rationales to the identified problem and research objectives, extensive literature is reviewed from different sources like existing research findings, information from Internet, Journals and etc. Therefore, this section presents the theoretical and empirical literatures on different human resource Training and development to give background information about the study, nature, definitions of training and development.

2.2 Theoretical Literature Review

2.2.1 Nature of Training and Development

According to Kadiresan et al. (2015), “development is setting up and making employees ready for potential vacancies and issues.” Moreover, when organizations communicate with employees about their skills gap, they decide whom to train, which areas they need training, and when to do it; only training can be introduced appropriately (Kum et al., 2014). Hence, training becomes a joint action between an expert and an employee leading to the efficient transfer of information, know-how, skills, and attitudes, consequently allowing an efficient output from the employee on the job. Training activities are focused on and evaluated against an individual’s recent work (Lerner, 2018). As a result, Training and development programs will convince the employees that their managers’ care, and they will be pleased, reassured, and committed to further enhancing organizations in achieving organizational goals and objectives. They will be able to develop and succeed in varying environments, technology, and fierce rivalry (Khan et al., 2016). Relationship between Training and Development with Competitive Advantage One scholar states that development and growth are usually the objectives and goals of organizations (Goldberg, J., 2018). During a constantly changing environment, organizations realize that they must adopt a new strategy to empower their competitive advantage to survive. Thus they focus on their employee’s performance as a significant resource to improve competitiveness (Diamantidis & Chatzoglou, 2019).

Relationship between Training and Development with Innovation Development and growth are usually the objectives and goals of organizations (Goldberg, 2014). In all the organization

theories, from the classical view that values work to the human relations theory that values human resources in organizations, the critical factor in any organization is the human element; humans make the job done, and the organizations' goals and objective met (Önday, 2016). Furthermore, innovation is fundamental for business achievement in the market because innovative companies are more open and compliant to new situations and variations (NARANJO-VALENCIA et al., 2018).

The study by Sung & Choi (2013) shows that firms investing in training considerably increase innovation. Moreover, Gonzzlez et al. (2015) show that research & development (R&D) and staff training substantially raise the chance that innovation will occur. From their side, Sung & Choi (2013) emphasize that an organization's training and development investment will develop a continuous learning environment that will enhance sharing of information and opinion. Successively, this will promote the generation of knowledge and innovation. In addition, Learning Pursuit in the organization, defined by training and development, empowers workers, employees, and managers' skills in constant improvement (Sartori et al., 2018). Hence, their competencies are the personal qualities of shining and influential people in a challenging environment. Valuable goods and services, cherished and paid for by an organization's customers, are created by the ideas or inventions of competent people (Sartori et al., 2018). Collaboration between development, training, and innovation mitigates unexpected and challenging situations threatening a company's existence and progress. (Sartori et al., 2018).

2.2.2 Definitions of Training

The process through which people develop the skills necessary to do occupations is called training. It gives workers clearly defined knowledge and abilities that they may use in their current positions (Sung, 2014). The process of teaching workers the fundamental skills required to carry out their professions is known as training. It serves as the primary instrument for providing personnel with the fundamental knowledge and abilities needed to carry out their existing roles. It can be categorized in a number of ways and tailored to fulfil a variety of goals. The major goal of training is to ensure that people have the necessary skills to carry out their jobs at work

Training typically refers to the teaching of lower level or technical employees how to perform their present job. The main focus of training is organizational functions as opposed to

development that focuses on employees. Training refers to the deliberate actions to increase knowledge, skills and attitudes of employees (Decouza and Robbins, 2015).

2.2.3. Human Resource Training and Development Policy

For the purpose of ensuring the effectiveness and efficiency of their training and development activities, organizations must have a well-defined and unambiguously expressed human resource training and development policy. According to (Kempton, 2015) a policy can be understood as a declaration of intent that provides broad principles for conducting affairs. The training and development policy formulates a comprehensive framework for training that articulates the priorities for both training and intervention.

According to (Brum, 2017) training and development policy could express the organization's commitment to the continuous development of the skills and abilities of employees in order to maximize their contribution and to give them the opportunity to enhance their skills, realize their potential, advance their careers and increase their employability both within and outside the organization. Training and development policy shows the organization's commitment and ensure continuous development of employees' skills and abilities.

According to Decouza and Robbins (2015), the organization's training philosophy is expressed in the training and development policy. The policy specifies the parameters for the quantity, kind, and objectives of training program. The organization's policy statement outlines what it is prepared to do for staff development and advancement. The training development policy sets the organization's training priorities, standards, and scope, as explained by the writers. An organization must have a policy for training and development, whether it is stated explicitly or not.

Training and development are necessary for any firm, and they are an organizational subsystem derived from two independent yet interrelated words that work together to increase the individual's global productivity (Salas et al., 2012)., add value, are intelligent and experienced (Jarvis, 2012), improve as they grow, and, in sum, accommodate with the stream (Sartori et al., 2018). According to Kadiresan et al. (2015), development is setting up and making employees ready for potential vacancies and issues.” Moreover, when organizations communicate with employees about their skills gap, they decide whom to train, which areas they need training, and when to do it; only training can be introduced appropriately (Kum et al., 2014). Hence, training

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Training and development can push innovation in different forms. By initiating innovative technologies in the learning area, firms will enhance the employees' learning experience while getting acquainted with new technologies. However, previous studies find that organizational innovation will not occur when the environment does not foster innovate (Sung & Choi, 2013). These days, most training program tend to rely on information technology (IT) systems. Fast-moving technologies are drawing businesses towards them, therefore their ability to survive has depended on how knowledgeable their staff members are about IT. To do a new task rapidly, employees must receive the necessary training. Knowledge, aptitude, and on-the-job skills of employees continue to be the organization's duty. Furthermore, companies ought to provide workers with the necessary training as soon as possible when they need certain knowledge and abilities. Therefore, businesses need to make sure that employees may obtain information or

expertise whenever they need it (Frew, 2016). Training program must therefore help employees put their working capacities ahead of improving their performance (Choi, 2011). Organizations must train their staff to generate original thought processes when repetitive thinking is the norm. Furthermore, studies indicate that in order to foster cooperative and group learning, training program need to take into account the personal and psychological factors that either support or hinder this type of learning. Researchers find that training methods promote creativity, encourage a learning environment (Cortini et al., 2016). However, as expected, the study demonstrates that workers' ability to manage group learning processes, interact with one another, and collaborate is necessary for the development of communication and coordination for new products and services (Ceschi et al., 2014; Manuti et al., 2017; Sartori et al., 2018).

In addition, Sartori & Scalco (2014) find that such actions need training since one cannot expect individuals to control and direct them internally (Sartori & Scalco, 2014). From their side, Sartori et al. (2018) find that the achievement of any business innovation needs appropriate capabilities. More than highly qualified members in the firm may be necessary for creation that seeks to stand up in the rapidly changing environment. Other factors, such as cooperation and coordination among people and training practices that enable the employees to upgrade and strengthen their respective and proficient attributes, are a must so that both the administrators and the working staff will be creative. The study by Sung & Choi (2013) shows that firms investing in training considerably increase innovation. Moreover, Gonzzlez et al. (2015) show that research & development (R&D) and staff training substantially raise the chance that innovation will occur. From their side, Sung & Choi (2013) emphasize that an organization's training and development investment will develop a continuous learning environment that will enhance sharing of information and opinion. Successively, this will promote the generation of knowledge and innovation. In addition, Learning Pursuit in the organization, defined by training and development, empowers workers, employees, and managers' skills in constant improvement (Sartori et al., 2018). Hence, their competencies are the personal qualities of shining and influential people in a challenging environment. Valuable goods and services, cherished and paid for by an organization's customers, are created by the ideas or inventions of competent people (Sartori et al., 2018). Collaboration between development, training, and innovation mitigates unexpected and challenging situations threatening a company's existence and progress. (Sartori et al., 2018).

2.2.4 Systematic Approach to Training

According to the Systematic Approach to Training, training is carried out in a planned, methodical manner with the goal of enhancing job performance. Organizations face a variety of issues on a daily basis, and training is just one tool at their disposal to address them. The following procedures are included in Koontz and Wiehrich's (2014) description of systematic approaches to training and development, and they are covered in depth below:

2.2.5 Training Needs Analysis

Analyzing the type of training that is required is the first stage in the training assessment process. The process of obtaining information to ascertain the appropriate training requirements for employees is known as training needs assessment. The foundation of a training course is the stage of training requirements assessment Kumpikaitè, (2016). Interventions in training may help employees perform more effectively, which in turn may help the company achieve its goals. Training is simply one option, thus it should only be chosen when it makes the most sense. One approach for determining the discrepancy between the organization's intended and actual performance is the training need analysis (TNA). Truelove went on to explain organizational training needs analysis, which involves taking a broad view of the organization's performance. Its goal is to pinpoint the areas in which training can significantly enhance organizational performance. Truelove states that gathering data regarding present performance issues, future needs, and plans from within the organization is necessary for the study of organizational training needs (Kempton, 2015).

2.2.6 Organizational Analysis:

Training and development needs can be diagnosed by analyzing organizational out comes and looking at future needs (Mathis & Jackson, 2008; Mondy, 2010). Mondy further discusses this as “an overall organizational perspective, the firm’s strategic mission, goals and corporate plans are studied along with the results of strategic human resource planning”. Organizations with high Turnover, high absenteeism, low performance, or other deficiencies can be pinpointed (Mathis & Jackson). Training should not take place for its own sake. It must be geared to the objectives of the particular organization. At organization level, the training is considered within the context of the organization`s culture, politics, structure, and strategy (Mello, 2011). Mello further describes organizational level of needs analysis by trying to answer the following questions: How does the

training relate to organizational objectives? How does the training impact day-to-day workplace dynamics? What are the costs and expected benefits of the training?

2.2.7 Job/Task Analysis:

This is the second way of doing training and development needs analysis that can be identified with comparing knowledge, skills and ability (KSA) of employees. The current job specifications and job descriptions can be sources of analysis (Mathis & Jackson, 2011; Mondy 2010). According to Mello (2011) task level analysis can be explained by asking the following questions: What responsibilities are assigned to the job? What skills or knowledge are needed for successful performance? Should the learning setting be the actual job setting? What are the implications of mistakes? How can the job provide the employees with direct feedback? How similar or different from the training needs of other jobs are the needs of this job?

2.2.8 Individual/person Analysis:

Individual/person analysis is the third and last phase of requirements analysis. Analysis of training needs must eventually be handled on an individual basis. The pertinent queries to pose in this situation, as explained by Mondy (2012) are: - Who needs to be trained? What kinds of KSA, do employees need?

At this stage, performance reviews and supervisor and employee interviews or surveys are beneficial. Using performance appraisal data is the most popular method for conducting this kind of individual analysis (Jain and Saakshi, 2015). An examination of training requirements from the perspective of the individual, emphasizing how each person carries out their work; it compares each person's current performance to the intended performance (Koontz and Wiehrich 2014). Regarding Koontz et al., their sources of information for the examination of a person's degree of needs include direct observations, employment diaries, significant episodes, and attitude surveys. People were identified as needing training at the individual level of evaluation. Mello (2011) took into consideration the following factors to enlarge on the analysis of individual/person needs:

What knowledge, skills, and abilities do trainees already have? What are the trainees learning styles? What special needs do the trainees have?

2.2.9 Establishing Training Objectives

After training needs have been assessed, objectives for the training activities must be developed. The main objective of training is to ensure that all employees have and maintain the requisite expertise and competences to perform in their roles at work described further as: these objectives should follow directly from the assessed 20 needs and be described in specific, observable and measurable terms. Since training can have a wide range of results and expectations, it has to have observable and measurable learning objectives. Tangible, specifiable, clear, measurable and timely training objectives are important so that trainees, trainers, managers and customers' expectations can be met; otherwise learning cannot be successfully planned or evaluated. Training and development objectives and priorities can be established by a gap analysis (Boxall, 2019). Mathis and Jackson (2013) describe what a gap analysis means: it is the distance between where an organization is with its employee capabilities and where it needs to be. So training and development's successes can be measured in terms of the objectives set.

Training and development objectives consist of three elements: these are, as described by Mager (cited in Härtel et al., 2007), a performance; a condition; and a standard. Härtel et al discuss these elements of training objectives as performance uses measurable and observable action words which are not open to interpretation. These action words are 'add', 'calculate', 'collect', 'identify', 'illustrate', etc,. However; trainers should not use interpretative words like 'know', 'understand', 'believe' and 'grasp the significance'. Conditions must be stated under which the performance is to take place that can be specified to occur within a certain environmental conditions. A standard specifies some expected criteria, like quality, quantity or timeline, of performance. The same authors sum up these elements as "a complete learning objective might read: at the end of a training session, a trainee will be able to type 200 words (performance) in a quiet learning environment (condition) without any error (standard)". Mathis and Jackson (2000) describe four dimensions by which objectives of training can be set: Quantity of work resulting from training, Quality of work after training, Timeliness of work after training and Cost saving as a result of training.

2.2.10 Training and Development design

Whether jobs are specific or broader in nature training must be designed to address the asserted specific needs. Different approaches are possible because learning is a complex psychological

process. Mathis and Jackson (2008) describe the following three (3) primary considerations when designing training:

Determining learner readiness refers to: Ability to learn, Motivation to learn, and Self-efficacy

Understanding different learning styles refers to: Adult learning, Behavior modeling, Reinforcement, and immediate confirmation.

2.3 Training Method

Once training has been designed then the actual delivery of training can begin and a numbers of approaches and methods can be used to deliver it. Whatever the approach used, a variety of considerations must be balanced when selecting training delivery methods. The common methods which are considered by different authors are on-the- job training and off-the-job training. These methods are described as follows:

2.3.1 On-the-job training:

Learning on the job involves completing an actual job (Dessler, 2013). It puts the workers in real-world work environments and gives the impression that they are productive right away. In their 2000 article, Mathis and Jackson addressed on-the-job training (OJT), pointing out that regardless of whether it is intentional or not, people learn from their work experience, particularly if those experiences alter over time. OJT needs to be scheduled, and the trainer needs to be a skilled teacher. The learner's psychology must be understood by the trainer. Three categories of training objectives are identified by Mathis and Jackson. These are: Knowledge: impart cognitive information and details to trainees.

Skills: develop behavior changes in how jobs and various tasks requirements are performed.

Attitude: create interest in and awareness of the importance of training.

To achieve these objectives different methods are employed among which the most familiar OJTs are Job Rotation, Job Instruction, Special Assignment, Coaching and Understudy.

Employees and managers to various positions to enhance organizational effectiveness and employee development (Webb & Norton, 2009).

2.3.2. Job instruction training:

It's a unique kind of supervised on-the-job training. Many vocations, according to Jackson (2016), have a logical flow of steps and are best taught step-by-step. We call this methodical procedure "job instruction training." The steps required to complete the work and their correct

order are listed in this training technique. To put it briefly, the JIT method trainer shows the trainee how to perform the task.

2.3.3 Coaching:

The supervisor guides the learner while acting as a coach during the training process. This is a technique wherein the supervisor applies critical evaluation in addition to direct, one-on-one training (Melaku, 2013). It usually takes place between a supervisor and a trainee employee and focuses on assessing performance and taking appropriate action to address issues with performance and sustain effective performance (Werner, 2012).

2.3.4 Disadvantages of On-The-Job Training:

There are a number of disadvantages to on-the-job type of training because of the following reasons: Trainer may not be experienced enough to train, they may not have enough time to do the training, the training may not be systematically organized, in most cases OJT is given by internal trainers and supervisors and therefore they may not have the desired expertise to do the training, as trainees get to work on actual machines, the regular work could be disrupted there may be a potential damage of too expensive equipment's& materials during providing OJT and work environment may be a full of distractions that may interrupt training.

2.3.5 Off-the-Job Training:

Beside on-the-job training methods, there are many off-the-job training techniques to push the frontier knowledge, skills and attitudes of employees. Off-the-job training is an effective training system supplement of on-the-job training with various forms. As it is discussed by Anthony, Kacmer, and Perrew (2010) this method requires trainees to devote their entire time away from their working stations. The training program could be in the organization or outside the organization (Mathis & Jackson, 2008). These can be course work at local colleges or other training establishments like that of the Ethiopian Management Institute which have been specially equipped and staffed with variety of programs and specific schedules. There are different types of off-the job training programs. The most common ones are discussed briefly as follow.

2.3.6 Disadvantages of Off-the-Job Training:

As it is explained by Deism one, Werner and Harris (2002), the following are the disadvantages of off-the-job training:

- Increase costs (such as travel and the rental or purchase and maintenance of rooms and equipment)
- Dissimilarities to the job setting.
- Making transfer of training more difficult

2.4 Training Evaluation

Following the delivery or application of training, an assessment and feedback should be gathered (Mello, 2011). According to Mathis and Jackson (2019), evaluation is important since it measures how well the training is completed and whether it meets the expectations of its creators. The assessments required to determine the degree to which the program's stated goals are being attained are the main focus of the evaluation of the training and development process (Webb & Norton, 2019). It is employed to evaluate the training program's overall effectiveness (Härtel, Fujimoto, Strybosch & Fitzpatrick, 2017). It is advisable to think about how training is assessed in advance (Mathis & Jackson, 2019). It contrasts the post-training outcome with the managers', trainers', and trainees' pre-training goals. Since training is expensive and time-consuming, it ought to be assessed (Mondy, 2010).

The assessment program was emphasized by Worku (2019) since it is the last phase of the training process. Determining if the organization has achieved a certain training goal correcting performance efficiency is the primary goal of the program evaluation. Training evaluation was explained as follows by Mathis, Jackson (2018), and Mondy (2020): the majority of legitimate training program assessment attempts review at least four levels; these levels create a hierarchy, meaning that lower levels are necessary to reach higher levels. According to Melo (2011), these are behaviors, learning, reactions, and outcomes. Anthony (2013) distinguished these several types of assessments that had to be carried out for each, and the outcomes derived from all four levels paint a vivid picture of the training program's efficacy. Boxall, Purcell, and Wright (2017) talked about the four assessment levels. There are four ways to evaluate training. Reaction-level evaluation is only useful for learning what participants thought of a training program. The efficacy of acquiring knowledge, skills, and attitudes through training is the focus of learning-level evaluation. The focus of behavioral-level evaluation is on how well participants, supervisors, and subordinates believe certain abilities or behaviors have been applied to the workplace. Since it can be difficult to link training interventions to improved performance,

results-level evaluation which assesses how training affects an organization's return on investment, cost savings, quality changes, and work output is the most important but also the most complex.

2.4.1 Levels of Evaluation:

Four levels were identified by Kirkpatrick (quoted in Mathis & Jackson, 2018) for the evaluation of training and development. Each of these levels is necessary for the others. The following is a discussion of the evaluation levels:

Reactions: Organization evaluates the reaction level of trainees by conducting interviews with or administering questionnaires' for the trainees.

Learning: Learning level can be evaluating by measuring how well trainees have learned facts, ideas, concepts theories and Attitudes.

Behavior: Evaluating training at the behavioral level means measuring the effects of training on Job performance through observing Job performance

Results:

Employers evaluate results by measuring the effect of training on the achievements of organizational objectives.

2.5 Training Process

Determine training needs: -The gap between skills needed for a job and the present skill level of employees.

Specify Training Objectives: are the desired outcomes of training. The specific and measurable in terms of outcomes. It can be in terms of skills to be taught, changes in behavior or performance results.

Determine curriculum and Training Methods: -The courses to be offered and training methods to be used should be determined. And the methods can be on-the-job and off-the-job.

Select Trainees and Trainers: -Right kind of trainees and effective training should be selected.

Develop Budget

Costing should be done for each training program.

2.5.1 Benefits of Training and Development

Training and development is equally important to employers and employees. Mello (2015) describes the benefits of training and development as it involves some kind of change for employees; such as: Changes in how they do their jobs, how they relate to others, the conditions

under which they perform, or changes in their job responsibilities. Organizations have no alternatives whether to train its human resources or not. As it is elaborated by Melaku (2016) training and development has the following benefits and objectives: Increased productivity; heightened morale; reduced supervision; increased organization stability; decreased Employees turnover; decreased employee's absenteeism; reduced accidents; decreased scraps and heightened customer satisfaction.

2.6 Training Responsibility

A typical division of training responsibility is shown in the below Figure: The HR unit serves as a source of expert training assistance and coordination. The unit often has a more long-range view of employee careers and the development of the entire organization than do individual operating managers (Mathis and Jacson,2006).

Table 1 Training Responsibilities

HR Unit	Managers
Prepares skill training materials	Provide technical Information
Coordinate training effort	Monitor training needs
Conduct or arrange for Off-the -Job training	Conduct on the Job training
Coordinate career plan and Employee development efforts	Continually discuss Employees growth and future potential
Provides input and expertise for organizational development.	Participant in organizational change

2.7 Training Policy of ministry of women and children affair

2.7.1 Ministry of women and children affair Staff Development Philosophies

Ministry of women and children affair (MoWCA) is committed to the development of its employees through the entire employee life cycle. Ministry of women and children affair (MoWCA) considered staff development as a partnership with the employee take responsibility for further employee development. Together the employee and supervisor assess the needs of the employee to Identify option for increasing competencies (knowledge, skill or abilities)

2.7.2 Ministry of women and children affair staff development Policy

The Ministry encourages continuous learning and skill development for staff through various learning option. Funding for participation in work related or project sponsored development and training is distributed according to established guidelines. The process and guideline for requesting staff development and managing developmental activities is outlined below

Staff development where the employee and supervisor each have a part in Identifying needs and achieving professional development goals agreed upon and documented in the professional development plan.

- **Employees:** are expected to manage their own careers. Employees should take an active part in the process of planning their own staff development and undertaking agreed staff development activities. They are responsible for self-assessing and identifying personal growth and providing suggestions for appropriate learning opportunity.
- **Supervisors:** are responsible for assessing the needs of the ministry of women and children affair , developmental needs and skill gaps of their employees and the fit with an employee's capabilities and interests in meeting the employee's needs. The supervisor then supports growth through coaching and feedback and the identification of learning opportunities. The supervisor works to identify and access available resources and keeps the employee informed of opportunities.

2.8 Funding

Project budget often include funds for capacity building of staff to improve project performance. Project funds are the primary level of support for staff development for project -based staff.

Ministry of women and children affair has established a limited pool of funds to support staff development which is available to all eligible employees some staff development activities requires funding while other activities do not. If funding is needed, it may be designated as full, partial, shared or none available. The allocation of funds is dependence upon the level of priority

Priority is determined by the supervisor who considers the goal of the organization work group needs, the amount of time and money needed (i.e “value for money”). The importance to the=

employees Job success and the categorization of the activity. The supervisor also consults with the project Director, office or center in determining the level of priority.

2.9 Research Gap

Numerous studies have been carried out by various scholars, specifically pertaining to the practices and issues of staff training. By using a few chosen African nations as a case study, it is impossible to contextualize and generalize the practices surrounding employee training and development that are carried out at the organizational and national levels. Employees are the backbone of the organization. The accomplishments or issues experienced by the organization are contingent to the performance of its employees (Mwema & Gachunga, 2014).

Organizational leaders must understand the significance of training and development for both employee performance reviews and performance ratings. Improved capacities, expertise, and know-how form the basis of the company's competitive edge in the current global marketplace. Even though a great deal of study has been done about employee performance and training, it seems that organizational leaders still face gaps and difficulties in this area. (Miller and Jones, 2016)

In the study of (Joel, 2017) the concept of employee training, development, performance, and evaluation, as well as the reasons, impacts, approaches, benefits, and guidelines when implementing effective employee training and development opportunities, and ultimate goal of were not stated clearly. It is known that the main purpose of implementing the activities listed above is to increase employee performance.

Difficulty of generalizing the finding of other researchers to the ministry of women and children affairs in regarding to practices and challenges of employee training and development is considered as a research gap that pushes the researcher to consider this issue as a research area particularly in Ministry of women and children affair.

Even though different researchers conducted different studies in the case of the Ministry in different research areas, as the best of the researcher knowledge the issue of employees training and development is still not well conducted as a research area, so this stimulates the researcher interest to assess the practice and assessment of employees training and development in the

ministry. The study therefore, aims to give some insights on the issue through careful assessment in the ministry. It also tries to recommend appropriate strategies that should be followed by ministry and other concerned body with regards to employee Training practice.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the description of study area, Research design, sources of data, sampling technique, Instrument for data collection and data analysis method.

3.2 Description for the study area

Historical background of Ministry of Women and children Affairs. The Ministry of Women and Childre affair is an Ethiopian government department responsible for ensuring women's rights and supporting their role in social, political and cultural participation, as well as protecting children's welfare and rights in the country. It was established in 2014 under Proclamation No.263/2014.

During the first stage of development the ministry was conducted its duties and responsibility under the office of prime minister by the name of women sector office. The mandate that the office implement was the coordination of women to benefit from the countries over all development.

In 1998 E.C by proclamation number 47/98 that decide the mandate of Federal government duties and responsibilities, the Ministry become the Ministry of women. The organization also mandated to protect the right of children until October 2009 G.C after structural change at Federal level the Ministry of Women, ministry of youth and sport which were being independent the Ministry took youth at one of its part and become Ministry of Women, children and youth affairs by the proclamation number 691/2003. Under this name the Ministry was implementing its mandated responsibilities for the past 9 (Nine years).

Meanwhile by proclamation number 916/2008E.C the youth part has been given for the previous host Ministry of sport. Finally, the Ministry is functioning by the name Ministry of Women and children Affairs.

Organizational Structure of Women and Children Affairs

The Ministry of Women and children Affair the organizational functioning structure has the following parts. The organization have 20 directorates which have two sectors the Women and

children sectors. Those core and strategic sectors are under the state ministers while other supportive directors are under minister office. Those under strategic basic unit/core directorate reworking the overall organizational basic duties and responsibilities whereas another directorate are supporting them.

3.3 Research Design

The purpose of this study is to assess the practices and challenges of employee training and development at Ministry of Women Children Affairs. The descriptive survey design was selected for this study as it was found to be an appropriate technique for collecting vast information and opinions from quite many respondents. As it is discussed by Krishnaswami and Ranganatham (cited in Getachew 2010) the method was selected because it produces reliable and validated data that represent and help the researcher to describe the situations. Descriptive survey research method is concerned with specific predictions, with narration of facts and characteristic concerning individuals, groups or situations which was in line with the purpose of the study undertaken.

3.4 Source of Data

3.4.1 Primary Source

The primary data were collected through questionnaires from the Federal ministry of Women and Children affair permanent staff working one and more than one year. The Researcher used questionnaires to get direct information about the subject under study from directorate, Team leaders, senior expertise and expertise who are working in the Ministry served one year and above.

3.4.2 Secondary Source

The researcher also uses. Secondary Source as to have some background information about the Issues. Related documents will be revised. Documents like magazines, books, Journals and research papers, published and unpublished material will be examined.

3.5 Sampling Technique

To conduct this study, the researcher uses random sampling technique for this study, since the number of population of Ministry of Women and children Affair are big in number because of the relevance to the study. Currently there are 420 employees in the organization and 90 employees was selected using purposive sampling technique to have adequate and valuable

results. From the sample, in which questionnaires will be distributed, to all respondents as a census because the rest are cleaners, drivers and other supportive staffs. 20 (Twenty) directorates are top managers.

3.5.1 Target population

3.5.2 The Study focuses on Federal Ministry of Women and children Affair to investigate the practice and challenges of Employee training. The Heade office the targeted population is Employee working at Addis Ababa head office selected staff was 90 out or 420 permanent staff working in the ministry more than one year.

3.5.2.1 Quantitative Sampling Size

According to the data from Ministry of Women and children affairs there are 420 (Four Hundred Twenty) employees working in the Ministry. Therefore, all randomly selected employee excluding directors are incorporated under quantitative sampling size.

3.6 Instruments of data collection

Primary data used for the study this data gathered from the staff members in the organization. In order to secure data for this study, Two data collection instruments used, that was questioner and interview,

3.6.1 Questionnaire

The questionnaire prepared by the researcher and used as a major data collecting instrument due to its convenience to collet adequate data from a large number of respondents. The questionnaires both open and close ended.

3.7. Interview:

Interviews prepared by the researcher for deriving data from managerial employees. For this purpose, few question prepared. The prepared interview schedule verified and checked for its authenticity for the use. It is used to get supplementary data which helps the researcher to have more relevant data for the study. This helps the researcher to counter check the information obtained by questionnaire, but the high levels managers does not allow the researcher to conduct the interview to participate. The researcher used only the Questionnaire.

3.8 Method of data processing, Analyzing and presentation

Once the data are collected, it will be processed by the basic data processing methods, such as editing, coding and classifying to make suitable for further analysis. Descriptive analysis method of data analyzing technique will be used, because it describes data in both tabulation and percentage. After all relevant data processed, and analyzed the result will be presented by tabulation and percentage.

CHAPTER FOUR

DATA ANALYSIS AND INTERPERTATION

4.1 Introduction

This chapter presents the data collected through questionnaire, Interview and focus group discussion from employees. At the beginning the characteristics of the respondents discussed followed by practice and challenges of training related issue as per the objectives of the study.

4.2 Response Rate

Ninety (90) questionnaires were distributed to the employees and (60) Sixty (67%) were collected back. Nine (33%) of them were not returned. Ten managerial employees were interviewed with the objective of assessing the practice and challenges of training scheme in Ministry of Women and Children Affairs.

4.3 Demographic characteristics of the respondents

Table 4.1 Demographic characteristic of the respondents

No.	Respondents Characteristics	Categories	Frequency	Percent
1	Sex	Male	34	56.7
		Female	26	34.3
		Total	60	100
2	Age	Below 21 years	0	0
		21-30	42	70
		31-50	10	16.7
		51-60	8	13.3
		Total	60	100
3	Educational Background	Certificate and below	0	0
		College Diploma	19	31.11
		BA/BSC	20	33.33
		MA/MSc	15	25.12
		PHD	6	10.44
		Total	60	100
4	work experience	Below 2 years	9	15
		3- 14 years	21	35
		15 and years	30	50
		Total	60	100

As table 4.1

Reveals majority of the respondents (56.7%) were Females and (34.3%) of the respondents were male. This implies that workers are dominating at ministry of Women and Children Affairs which is relevant to the mission of the ministry is empowering women participation. It links to the theme; women dominance is vital for empowering them.

As far as the age of the respondents concerned, most of the respondents (70%) were found in between 21-30 age category, (16.7%) were in the age category of 31-50, (13.3%) of them were between the age category of 51-60 and none of them were above the age of 60. This shows that majority of the respondents were found between energetic and productive age which is also important to respond to the questions accordingly.

In the same table 4.1

Above, regarding educational background of the respondents, a very few of them (0%) were certificate, (31.11%) of them were diploma holders, majority of them (33.33%) were BA/BSC holders. (25.12%) of them were MA/BSC holders and (10.44%) of them were respondents who have PHD. This implies that a large share of the respondents were educated (above diploma holder). Thus. They simply understand and express their opinion about the issue.

This shows that they have an encouraging background to utilize and capacitate themselves for their farther career development. In the same manner, concerning work experience of the respondents, (15%) of them were below 2 years (35%) of them were 3 – 14 years of experience, (50%) a majority of them were 15 years and above.

4.4 Findings of the study

This section discusses selected variables regarding practice and challenges of training and development at the study area.

4.4.1 Availability of human resource training and Development policy

The following figure state whether the written training and development were available in the ministry of women and children affairs, so the following figure states the respondent response clearly.

Table 4.2 Position of the participants in current organization

		Frequency	percent
Valid	Manager	9	15.0
	Supervisor	11	18.3
	Non-Manager/professional	33	55.0
	Support staff	7	11.7
Total		60	100.00

Source: own survey: 2024

The above table shows that 15.0 % of the participants are at the position of management and 18.3% are at the supervisory position while the rest 55.0 % participants were non-managers. This shows that most of the respondent are in the non- managerial position. Most training is delivered to the employees rather than the supervisors and managers, so those which are for non-managerial position are more conscious how training is conducted.

4.5 Data Analysis

Descriptive statistic like table, frequency percentage are used to analyze the quantitative data though statistical methods of analysis including a descriptive statistic, while summary and narration are used to analyze the qualitative data analysis is also made based upon the findings in collaboration with the literature reviewed. Furthermore the researcher analysis based on the employees awareness of following thematic area: organization strategic plane ,Training needs assessment , methods used, indicators, outcome of training program, availability of clear training objectives and design, training delivery methods, training follow-up and evaluation and finally the training challenges of the organization out of the total number of 90 questionnaires distributed, 60 of them returned and used for the study, so the responses rate can be indicated as 66,67% which increased the representativeness of the samples.

Table 4:3 Employee awareness of the organizations strategic plan

Statement	strongly Disagree	disagree	not sure	Agree	strongly agree
The organization has A clearly define strategic Plan	7(7.7%)	2(2.2%)	6(6.6%)	47(51,6%)	29(31.9)
I am aware of the organization Strategic plan	7(7.7%)		26(28.6)	38(41.8)	20(22%)
The organization has a clear Designed training plan	7(8.0%)	17(19.3%)	26(29.5%)	31(35.2%)	7(8.0%)
The organization training plan is aligned with Its overall strategic plan	9(9,9%)	11(12.1%)	38(41.8%)	25(27.5%)	8(8.8%)
The organization has a Written training policy	3(3.3%)	9(10%)	45(50%)	21(23.3%)	12(13.3%)
The training policy is well Communicated to employee	6(6.6%)	27(29.7%)	34(37.4%)	16(17.6%)	8(8.8%)

Source: own survey: 2024

As shown in the above table employee awareness of the organization's strategic plan has been evaluated by different variables. Out of the total 90 sample groups, about 83.5% of the respondents agree that the organization has clearly defined strategic plan and about 63.8% of the respondents agree that they are aware of strategic plan.

The researcher asked the respondents if the organization training plan is aligned with overall strategic plan. However, 42% of the respondents are not sure that the organization training plan is aligned with its overall strategic plan, moreover, 50% and 37% of the respondents are not sure if the organization has a written Training policy and that it is well communicated to the employee, consecutively. The employee's awareness of the organization strategic plan has a big contribution to effectively use their talent towards achieving the organization strategic objectives.

The interviewed higher-level manager also believed that the organization's Training program is linked with its overall strategic objectives the Ministry of women and children affair has strategic

plan and Two of the strategic objectives are leveraging the organization's global talent and being a learning organization. Most of the interviews indicated that professional development activities are aligned with these strategic objectives.

Table 4:4 Alignment of Training programs Guided by need Assessment Results

Statement	Never	Rarely	Sometimes	Mostly	Always
Training programs are Usually organized in the Organization by conducting Training needs Assessment	6(6.6%)	34(37.4%)	26(28.6%)	20(22%)	5(5.5%)
I am involved in identifying Training needs	27(29.7%)	22(24.2%)	28(30.8%)	11(12..1%)	3.(3.3%)
Training Needs Assessment Is mostly conducted by my Supervisor/Management Team	10(11.0%)	13(14.3%)	28(30.8%)	33(36.3%)	7(7.7%)

Source: own survey: 2024

As shown in most of respondents (56.5%) believe that the Training programs are sometimes and rarely organized by conducting Training needs assessment. nonetheless, the rest believe that the Training programs is guided by Training needs assessment. Furthermore 29.7% and 55% of the respondents said that they were never and only sometimes involved in identifying their Training needs respectively. It was also identified by the majority of respondents that training needs assessment is conducted by their supervisors and managers. Therefore, the organization is only practicing Training needs assessment of a small extent and moreover the employee are not involved in identifying their Training needs which are usually done by their supervisors.

Table 4:5 Methods used to Determine Training Needs in the Organization

Statement	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
Needs Assessment										
Questionnaire	35	39.3	20	22.5	21	23.6	5	5.6	8	9
Personal face- to – face										
Interviews with employee	23	25.3	19	20.9	32	35.2	15	16.5	2	2.2
Seeking input from line										
Managers	17	19.5	20	23	30	34.5	17	19.5	3	3.4
Performance appraisal										
Information/results	14	15.4	10	11	22	24.2	40	44	5	5.5
Analysis of Job difficulties	16	17.8	25	27.8	32	35.6	10	11.1	7	7.8
Departmental plan	11	12.2	22	24.4	26	28.9	23	25.6	8	8.9
Exit Interviews	32	38.1	14	16.7	21	25	9	10.7	8	9.5

Source: own survey: 2024

Table 4.5 depicts that most of the respondent 39.3% replied that need assessment questionnaires have never been used to determine training needs in the organization. 23.6% and 22.5 % replied as sometimes and rarely respectively. 35.2% of the respondents replied that sometimes personal face-to -face interviews with employees are used to determine training needs in the organization, the rest 25.3% , 20.9% , 16.5%, 16.5% and 2.2% replied as never, rarely, mostly and always respectively. 34.5% of the respondents replied that seeking input from line managers to determine Training needs is sometimes used.

Performance appraisal information or results are the most utilized method to determine training needs in the organization. Analysis of Job difficulties also sometimes used to determine training needs in the organization. Most of the respondents i.e. 38% said exit interview have never been used in identifying training needs. The analysis implies that the Ministry used only restricted methods to determine the training needs of its employees.

Table 4:6 Availability of clear Training Objectives and Design

Statements	Never		Rarely		sometime		mostly		always	
	F	%	F	%	F	%	F	%	F	%
The study organization Formulates SMART training 13.2 Objectives?	1	1.1	5	5.5	37	40.7	36	39.6	12	
The Trainers are well Trainee and prepared on the subject 9.9 matter	3	3.3	11	12.1	29	31.9	39	42.9	9	
The environment and facilities are adequate and comfortable 17.8 to conduct Trainings	1	1.1	9	10	21	23.3	43	47.8	16	
The Training materials and Teaching aids are complete 8.8 Helpful.	1	1.1	13	14.3	32	35.2	37	40.7	8	

Source: own survey: 2024

The majority (52.8%) of the respondents have answered that there is a clear Training and development objectives and are informed about Training objectives. The rest of the respondents have not agree with it, but 25% of them have responded that there are Training and development objectives.

The data shows,47.8% respondents think that the environment and facilities are mostly adequate and comfortable to conduct Training. The training materials and teaching aids are mostly complete and helpful according to 41.7% of the respondents. The training is selected based on a certain need so trainees know about the training during the planning process and not when it comes to the actual training date or time.

Table 4:7 Indicators used by Ministry of women and children affair to Assess the Training needs

Statement	very small extent	Small extent	Considerable extent	Great extent	very great extent
Lack of knowledge	19(20.9%)	12(13.2%)	40(44%)	14(15.4%)	6(6.6%)
Lack of skills	14(15.7%)	10(11.2%)	40(44.9%)	17(19.1%)	8(9%)
Poor performance	20(22%)	15(16.5%)	28(30.8%)	21(23.1%)	7(7.7%)
Introduction of new Work method	6(6.8%)	8(9.1%)	25(28.4%)	28(31.8%)	21(23.9%)
High Turnover	19(21.1%)	27(30%)	28(31.1%)	11(12.2%)	5(5.6%)
Frequent employee Transfer to other Division	20(22%)	24(26.4%)	19(20.9%)	20(22%)	8(8.8%)
Low employee moral	26(28.6%)	32(35.2%)	23(25.3%)	5(5.5%)	5(5.5%)
High a absenteeism	37(41.1%)	25(27.8%)	22(24.4%)	3(3.3)	3(3.3%)

Source: own survey: 2024

As it can be understood from the above table, there are different variables/indicators that the organization uses to assess training needs. Based on the data obtained Introduction of new work methods are the most used indicator to assess training needs of the organization. According to the data, Introduction of new work methods is used at very great extent and to great extent 23.9% and 31.8% of the time consecutively, poor performance, lack of skills and knowledge are the other factors to assess training needs. Frequent employees transfer to other division is also to some extent used to assess employee training needs , however most of the respondents (26%) replied that the organization uses the indicator to a small extent . least used Indicators are high absenteeism and low employee morale.

Most or the interviews believed that the factors considered in identifying trainings are – gaps identified in performance, needs to acquire new skill, introduce staff with new project initiatives and capacitate staff to assume higher position. These imply that lack of skill and knowledge,

introduction of new work methods and poor performance are the main priorities given when assessing the need since the indication of other factors are less significant in the organization.

Table 4:8 Expected outcome of Training program

Statements	very small extent	Small extent	considerable extent	great extent	very great extent
To function more Efficiently in Current position	8(8.9%)	9(10%)	36(40	(24.4%)	15(16.7%)
Enhancing my Knowledge	8(8.9%)	12(13.3%)	31(34.4%)	25(27.8%)	14(15.6%)
Increasing my skill	8(8.9%)	11(12.2%)	29(32.2%)	28(31.1%)	15(15.6%)
Changing my Attitude	12(13.3%)	16(17.8%)	29(32.2%)	20(22.2%)	13(14.4%)
Improving on-job Performance	4(4.5%)	17(19.3%)	27(30.7%)	25(28.4%)	15(17%)
Increasing my Satisfaction on job	9(10%)	21(23.3%)	29(32.2%)	19(21.1%)	12(13.3%)
Increasing my Productivity	3(3.4%)	22(25%)	21(23.9)	27(30.7%)	15(17%)
Increasing my Commitment and 13(14.8%) Motivation	9(10.2%)	13(14/8	27(30.7%)		26(29.5%)
Support me in achieving orgn, 15(16.7%) strategic goal	6(6.7%)	14(15.7%)	29(32.2%)		26(28.9%)

Source: own survey: 2024

The above data shows that training helps enhance employee's knowledge, increase skills attitude, improve job performance and Job satisfaction, increase productivity, commitment and motivation, in general support employees in achieving the organization Strategic goal. Most of the respondents, 32.2% replied that the training has helped them in considerable amount increasing their skills, changing their attitudes, increasing their satisfaction in the Jobs and supporting them.

In achieving them the organization strategic goal. Also 34.4% of the respondents said that the training has helped them in enhancing their knowledge, these objectives make training programs in the organization to become more effective.

Table 4:9 Training methods used by the Organization

Statement	Never		rarely		sometimes		Mostly		always	
	F	%	F	%	F	%	F	%	F	%
Class room Training	9	9.9	25	27.5	23	25.3	29	31.9	5	5.5
Orientation	4	4.4	4	4.4	22	23.1	36	39.6	26	28.4
E-Learning	6	6.6	11	12.1	24	26.4	35	38.4	15	16.5
Coaching/mentoring	15	16.5	29	31.9	32	35.2	9	9.9	6	6.6
Job rotation	43	47.3	26	28.6	12	13.2	9	9.9	1	1.1
Off the Job Training	18	20.9	25	29.1	31	36	11	12.8	1	1.2

Source: own survey: 2024

Orientation and E- learning is the most used training methods of the organization. In addition classroom/ conference training used frequently. However, Job rotation (employee rotates around different Jobs within the organization performing various tasks unrelated to the original job) is the least used method of training from the organization. This indicates that limited methods are used ministry of women and children affairs. As the interviewees Indicated Orientation and e- learning are the commonly utilized training methods in the organization.

Table 4:10 Implementation of Training Programs in the study organization

Statement	Never		rarely		sometimes		Mostly		always	
	F	%	F	%	F	%	F	%	F	%
The training program are Appropriate to my level	6	6.7	12	13.3	36	40	32	35.6	4	4.4
The time allotted for the Training are sufficient.	3	3.4	21	23.6	31	34.8	29	32.6	5	5.6
The Training program are well organized & executed as per the agenda.	3	3.3	14	15.4	23	25.3	38	41.8	13	14.3
There is a practice of dist- ributing assessment format of the training program to get feedback from trainees.	3	3.3	9	9.9	41	45.1	32	35.2	6	6.6
Participation and Interaction are encourage	1	1.1	4	4.4	27	30	40	44.4	18	20
There is a practice of inter- viewing the trainees at each training program and get feedback	4	4.4	20	22	38	41,8	22	24.2	7	7.7

Source: own survey: 2024

Table 4.10 presents the extent to which training program are implemented in the organization. As shown on the above table, most of the parameters fall on mostly and sometimes. Participation and interactions are always encouraged according to 20% of the respondent. Mostly encouraged accordingly to 44.4% of the respondents and sometimes encouraged accordingly to 30% of the respondents.

However, the time allotted for the trainings are rarely found to be sufficient by 23.6% of the respondents and practice of interviewing the trainees at each training program and get feedback are rarely practiced according to 22% of the respondents.

Table 4:11 Evaluation of Training

Statement	Strongly disagree	disagree	Not sure	Agree	Strongly Agree
The organization evaluates the effect of the Training	7(7.9%)	21(23.6%)	36(40.4%)	19(21.3%)	6(6.7%)
The organization follow up with managers or supervisors of my assessment of the Trainees learning	11(12.1%)	20(22%)	39(42.9%)	18(19.8%)	3(3.3%)
My performance appraisal reports are used to evaluate the training impact	9(10.1%)	20(22.5%)	33(37.5%)	23(25.8%)	4(4.5%)
Corrections are usually made to training program arrangements based on the evaluation results	7(7.7%)	15(16.5%)	53(58.2%)	13(14.3%)	3(3.3%)
I feel the training programs Provided to me are relevant and it will help me to be more effective on my Job	5(5.5%)	10(11%)	21(23.1%)	45(49.5%)	10(11%)
I acquired the intended knowledge, skills and attitude because o the training.	5(5.5%)	13(14.3%)	22(24.2%)	42(46.2%)	9(9.9%)
I am applying the training added on my knowledge and skills on day to day work	3(3.3%)	12(13.3%)	24(26.7%)	41(45.6%)	10(11.1%)
Due to the training provided there is a visible result to achieve the organization objective	5(5.5%)	10(11%)	27(29.7%)	37(40.7%)	2(13.2%)

The above table shows that the majority of the respondents agreed that trainees reaction learning outcomes behavioral changes and the results are well practiced. Most respondents agree that the

training programs provided are relevant and it will help them to be more effective on their Job, moreover acquired the intended knowledge , skills and attitudes as a result of the training and applying the learned knowledge and skills on day to day work and due to the knowledge and skills from the training program , In general, got a positive result to achieve the objective of the organization. However, about 58% of the respondents are not sure that the correction are made to training program arrangements based on the evaluation results, Similarly 42.9% are not sure that the organization follow up by manager and supervisors of their assessment of the trainees learning and about 40% also not sure that if the organization evaluate the effects of the training, most of the respondents 37.1% they do not know that if the performance appraisal report is used to evaluate the training impact.

Table 4:12 Challenges of Training practices in ministry of women and children affair

Rank	Challenges	F	present
1	unavailability of funding	30	16.63
2	Lack of training needs analysis and employees are not Involved in identifying Training gaps	25	15.53
3	Lack of proper training plan	24	14.91
4	No time for staff development, tight schedule for employees and high expectations on delivery	19	11.8
5	Lack of employee motivation, failure to give attention and plan accordingly	13	8.07
6	Management doesn't fully support Training program	10	6.21
7	Lack of long term plan for developing Human resources	8	4.97
8	Work environment does not support training program due to project based employment(short period staff)	8	4.97
9	Difficulties to evaluate training program	7	4.35
10	Training abroad is not recognized in the organization	5	3.11
11	Lack of on-the-Job Training	4	2.48

As Table 4:12 show the challenge faced by employee regarding the training practices in chronological order. That is unavailability of fund, lack of training need analysis and employee involvement in identifying training gaps, lack of proper training plan , time constraints for staff

development, lack of employee motivation and failure to give training due attention and support from management consecutively are key challenges employee face regarding the training practices in Ministry of women and children affair.

according to managers interviewed the main challenges of training practices in the in the organization are a short life period of projects with priorities given to project implementation and not on long term capacity building activities, limited budget allotted for training activities and assignment of employees in different locations and frequent field work, making it difficult to organized training to large groups, sometimes staff will not be released from their field work for training and technical people are also not able to be away from work to attend training, moreover some training is very expensive and project cannot afford it.

CHAPTER FIVE

Summary of Major findings, Conclusions and Recommendation

5:1 Introduction

Based on the data presented and analyzed in chapter four of the study the following summary, Conclusions and recommendations are drawn.

5.2 Summary of Major findings

Regarding the training and development policy the research finding indicates that there is no clear and precise written policy in the ministry that guides the training and development. As indicated in the findings of the study, the reason why there were no training and development Policy was in ascending order, lack of concern with regards of its importance, lack, commitment of top-management, lack of guideline to formulate such policy and no relevant expertise to write such policy are the main reasons. The finding also indicates that lack of budget were not significant reason.

As the research finding clearly signify there were no periodical training need assessment was under question because it was conducted once a year. The opportunity of training and development was not offered according to the employees needs, also leads to the needs assessment was not well organized in the ministry. According to the research findings there are no assessment tools such as organizational analysis task /Job analysis and person / individual analysis are not conducted for the need analysis and the analysis was not participatory. Concerning adequate usage of training objective and content to target on solving employee's Problem facing them at Job place, the finding shows there is a mismatch and not organized.

The finding also indicates that the employees have no clear information and input about the Training consents before the training session. As the finding indicates, the trainers have knowledge of the subject matter, but they mostly were emphasized on lecture method because there was no sufficient time allocates. Concerning the environment of training and methods the finding clearly indicated that the methods are only off-the-Job training.

The major findings indicate that the evaluation for effectiveness of training was conducted rarely during the training program, but the evaluations not with the relevant criteria, were not participatory, are not well organized to solve immediate problems.

Regarding about Training need assessment, performance appraisal information and departmental plan is the most utilized methods in the organization. Personal face to face interview with employees, Analysis of Job difficulties and seeking input from line managers are sometimes conducted during the annual performance evaluation process.

Introduction of new work methods, poor performance and lack of skills and knowledge's are the most important indicator. The Ministry used for assessing Training needs. While high absenteeism and low employee moral representing were considered the least important for the condition when training is provided in the organization. It is obtained that training is mostly conducted when performance gaps are identified and employees require new knowledge and skills to be ready to assume high posts.

The majority of the respondents agreed that training help to improve employee attitude, ways of doing good and professional work by enhancing employee skills and knowledge, improving on-the Job performance and increasing productivity.

Training can have wide range of results and expectations, the expectations will be observable and measurable learning objectives, the training successes can be measured in terms of the organization objectives and criteria set, the objectives of training and development must be formulated very well before the actual training launched. According to the study, training is sometimes found out to be specific, measurable, achievable, relevant and time bound.

Interviewees claimed that training are mostly provided by external training providers, they are selected based on competitive selection consideration the needs of the organizations, capacity and expertise of the training providers and in rare cases, trainings are organized accordingly trainers are selected based on their qualifications, work experience and experience in providing similar trainings and their expertise in the topic of training.

The method used to deliver training in the organization it was identifying that e-learning and orientation are mostly used within the organization. Most of the respondents agreed that most training programs are executed as per the agenda and the teaching aid is complete and helpful.

As per the respondents it's understood that training environments and facilities are comfortable, and the teaching materials are mostly complete and helpful. There seems to be to some extent that a participatory training session, however the time allotted for the training are not sufficient and ministry of women and children affair needs to have a better understanding to get feedback from the trainees and incorporate the feedback in the future Trainings.

In regard to evaluating the effective of training and trainees, learning's in most cases, there is no formal way of evaluation. In some cases, training participants will be assigned with Assignments tasks after taking the training and they are evaluated based on their performance. However correction are not usually made as per the evaluation result. Most of the respondents training reaction, learning outcome, behavioral change and results are evaluated as level of outcome.

Lack of Training needs assessment unavailability of funding, lack of proper training plan can be taken as a major factor negatively affecting effective training practices in the organization. Lack of employee motivation, management not supporting training program insufficient time are the other factors that might hinder training in the organization. Moreover, interviews claimed that short life of projects, limited budget allotted for training activities and employee assignments in different locations are the main factors,

5.2 Conclusion:

These days, organizations operate in a complex and changing environment, and it is the employee that help organizations cope with this changing environment. Therefore, organizations need to pay more attention to in training their human resources to help them to achieve organizational goals and objectives. More over training should be seen as integral part of organizations investment plan. It should be planned, developed and coordinated closely with the overall business strategies and activities in other departments.

Even though training plan is incorporated in the overall strategic goal in ministry of women and children affair to assist employees achieve the organization's objectives, there is a room for improvement. For instance, the training policy is not clearly communicated to the employee's and they are not involved in identifying their training needs. Communication is the key element in any training process to be successful because it gives them a chance to look at their gap.

Ministry of women and children affair identifies training needs during the annual performance evaluation process. Employees and supervisors discuss about performance, identify development areas. The gap may be addressed through training. If the training is considered to fill the gap in performance, then the employee plans training activities and gets approval from the supervisor for relevance and project for budget availability. Performance gaps are not only addressed through training, but also through other professional development activities.

Training programs are mostly prepared by reviewing the performance appraisal. The method used to assess training needs mainly depends on the performance appraisal information and the gap identified during the performance. That is other ways of assessments and formal Training needs assessments methods are not well utilized. The performance appraisal been conducted once a year may not assess the real gap in training needs.

There are few indicators that the organization uses to assess training needs assessment. Introduction of new work methods, poor performance and frequent employee transfer to other division are the most important indicator for assessing training needs, while high absenteeism and low employee moral representing were considered as the least important indicators.

As it is shown in the finding of the study, some of the participants agreed that the training program have a SMART objective and criteria, on the other hand same number of respondents said that is not the fact, even so the employees feel that the training program helps them function more effectively on their current Job, enhance, increase their productivity, commitment and motivation.

The organization uses limited training methods; mostly used training methods are E-learning, lecture and new staff orientation. E-learning is the most dominant type of training in ministry of women and children affair, because most of the employees are scattered and such kind of training can be taken at a flexible time during high work load. Even though e-learning is the most applicable training method, it requires employee self- commitment and motivation. Hence, ministry of women and children affair is not using multi method training delivery techniques which help to address the individual differences in capturing new ideas.

The organization applies trainees reaction, learning outcomes, behavior changes and result as a level of outcome evaluation. Evaluation is a very important part of training; however, the

outcomes of their responses reveal that training evaluation stage has not been given fair attention. Corrections are not usually made on the training program based on the evaluation results. The follow up on transfer of training highly depends on the type of training and if an evaluation is done. Performance appraisal reports are frequently used as a means of evaluation.

Based on the responses of problems and challenges facing the organization under study, it is revealed that, lack of formal training needs assessment, unavailability of funding, lack of proper training planning, the inappropriate outlook of employees towards training and difficulty in evaluating training outcomes are mostly considered as the factors that hinder training programs from becoming successful.

5.3 Recommendations

The following recommendations are forwarded based on the conclusion of the study.

- Training being one of the professional development activities, ministry of women and children should have a proper training plan and policy. In these regards, human resources and supervisors should play an important role in communicating professional development opportunities and training policy of the organization and identify performance gaps or training needs of staff under their supervision.
- Ministry of women and children affair mostly uses annual performance appraisal result and performance gap for assessing training needs. However, to capture real training needs. Ministry of women and children affair need to conduct a formal training needs assessment by involving the employees in identifying their training needs and also by incorporating other more effective training needs assessment methods. In addition, training needs assessment should be practiced every year or less so that performance gap will be promptly identified.
- SMART training objectives and priority should be explicitly stated, set and communicated to each trainee and they should be aware of what is expected after training.
- Even though for ministry of women and children affair using e-learning as a dominant means of training delivery has lots of benefits, greater focus should be given to on-Job training and other more effective training techniques that could enhance the employees degree of acceptance and could take place at the normal workstation. Therefore, to have effective training methods and implementation the organization should use both internal and external training methods in accordance with the situation and benefits of the organization.

- Ministry of women and children affair needs to evaluate the effect of training on a regular basis by not limiting the method of training evaluation only to performance appraisal which is undertaken once in a year. The organization needs to follow up on the implementation of planned development activities and the impact it has brought it has brought to the intended end. The organization should measure using the most common approaches used to determine the effectiveness of training programs.
- The organization should also motivate employees so that their participation in training programs and the application of what they have learned into their work will increase. This can be done by giving certificate and other rewards when completing the training program and by promoting and increasing responsibility after additional skills re acquired.
- The organization should increase the allocation of funds, especially for training designed to develop and upgrade substantive and technical skills. This is because employees should be seen as a core competency that one organization has in this changing environment and to see its employees should as core competency it should build their capacity through training.
- **Finally**, there is need for further study to carry out on the practice and challenges of Employee training practices in promoting Employee motivation in the Ministry.

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APPENDIX
ST, MARRY UNIVERSITY

Master's program

Department of Business Administration

Dear, sir/Madam:

Dear respondent,

My name is Meskerem Berhane I am currently conducting a study on “**PRACTICES AND ASSESSMENT OF EMPLOYEE TRAINING IN FEDERAL MINISTRY OF WOMEN AND CHILDREN AFFAIR**” for partial fulfillment of master's degree in Business administration. The purpose of this questionnaire is purely for academic reasons and will not have any effect on your personal matters. It is to collect approached information which will help to identify the real practice, challenge and finally to recommend possible solution for the identified challenges of the training program carried out by the ministry .

To achieve this purpose your cooperation in completing this questionnaire is highly appreciated. The researcher makes sure your response will be kept confidential and will be used only for the intended study purpose. Accordingly, your response and timely return is quite vital to determine the success of the research. Therefore, you are kindly requested to react to each of the questions carefully.

Please note

- Writing your name is not required.

. In all cases where answer options are available, please tick ☐ in the appropriate box.

Part I Demographic information

What is your Gender;

1. Sex: Male ☐ Female ☐

2. what is your age (years)ear: 20-29 ☐ 30 - 39 ☐ 40-49 ☐ 50-59 ☐

3. How many year's of experience do you have in your current organization.

1- 5 ☐ 6-10 years ☐ 11-15 ☐ 16-20 ☐ above 20 ☐

Educational background

High school complete ☐ College Diploma ☐

BA/BSC (Degree) ☐ Master Degree ☐ PHD ☐

What is your position in your current organization?

Manager ☐ Supervisor ☐ Non-Manager /professional ☐ supporting staff ☐

Part 2. Opinion Survey on training practice

The purpose of this section is to obtain information about how training is conducted in your organization and the challenges faced.

Instruction : please tick ☒ on the box that best reflects your Answer to the questions

2.1 Training Practices:

2.1.1 organization strategic plan

1. employee's awareness of the organization's strategic plan

1 = Strongly disagree 2 = disagree 3 = not sure 4 = Agree 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1.1	The organization has a clearly defined strategic plan					
1.2	I am aware of the organizational strategic plan					
1.3	The organization has clearly designed training plan					
1.4	The organization Training plan is aligned with its overall strategic plan					
1.5	The organization has a written training policy					

2.1.2 Training needs assessment

2. express your level of agreement with the following statement focusing on the extent to which training programs are guided by needs assessment results

1 = never 2 = Rarely 3 = Mostly 4 = Always

No.		Statement	1	2	3	4	5
2.1		Training program are usually organized in the organization by conducting training need assessment					
2.2		I am Involved in identifying Training needs					
2.3		Training need assessment is mostly conducted by my supervisor management teams					

2. Which of the following methods is used to determine training needs of your organization?

1 = never 2 = Rarely 3 = sometimes 4 = mostly 5 = always

No.	Statement	1	2	3	4	5
3.1	Need assessment questionnaire					
3.2	Personal face-to-face Interviews with Employees					
3.3	Seeking input from line managers					
3.4	Performance appraisal information or result					
3.5	Analysis of Job difficulties					
3.6	Departmental plans					
3.7	Exit Interviews					

2. To what extent does your organization use the following indicators to assess your training needs?

1 = to a very small extent 2 = to a small extent 3 = to a considerable extent 4 = to a great extent 5 = to a very great extent

No.	Statement	1	2	3	4	5
4.1	Lake of knowledge					
4.2	Lake of skills					
4.3	Poor performance					
4.4	Introduction of new work methods					
4.5	High Turnover					
4.6	Frequent Employees transfer to other Division					
4.7	Low Employees morale					
4.8	High absenteeism					

2.1.3 Training objective and design

3. Express your level of agreement with the following statements focusing on the evaluability of clear training objective and design?

1 = strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = strongly Agree

No.	Statement	1	2	3	4	5
5.1	The study Organization formulates SMART training objectives ?					
5.2	The trainers are well trained and prepared on the subject mater					
5.3	The Environment and facilities are adequate and comfortable to conduct trainings					
5.4	The training materials and teaching aids are complete and help full					

6 Do the training program help you achieve the following outcomes in your organization?

1 = to a very small extent 2 = to a small extent 3 = to a considerable extent

4 = to a great extent 5 = to a very great extent

No.	Statement	1	2	3	4	5
6.1	To function more effectively in my current position					
6.2	Enhancing my knowledge					
6.3	Increasing my skills					
6.4	Changing my Attitude					
6.5	Improving on the Job performance					
6.6	Increasing my satisfaction on the Job					
6.7	Increasing my productivity					
6.8	Increasing my commitment and motivation					

2.1.4 Training delivery

7. which of the following training methods are used by your organization?

1 = never 2 = Rarely 3 = sometimes 4 = Mostly 5 = Always

No.	Statement	1	2	3	4	5
7.1	Classroom conference Training – one person explains different aspects of the program					
7.2	Orientation–Introducing employees to their new Job sand work environment					
7.3	E-learning distance learning, computer learn training or web based training					
7.4	Caching/mentoring: one-on one training from an experienced professional					
7.5	Job rotation: the employee will rotate around to Jobs within the organization performing various different tasks unrelated to his Original Job					
7.6	Off the Job training					

2.1.5 Follow up and evaluation.

8. Express your level of agreement with the following statement focusing on the extent to which training programs are implemented in your organization.

1 = Strongly disagree 2 = Disagree 3 = not Sure 4 = Agree 5 = strongly Agree

No.	Statement	1	2	3	4	5
8.1	The training programs are appropriate to my level					
8.2	The time allotted for the trainings are sufficient					
8.3	The training programs are well organized and executed as per the agenda					
8.4	There is a practice of distributing assessment format of the training program to get feedback from the trainees					
8.5	Participant and Interactions are encourage					
8.6	There is a practice of Interviewing the trainees at each training program and get feedbacks					

9. Express your level of agreement with the following statements focusing on the extent to which training programs are evaluated in the organization.

1 = Strongly disagree 2 = Disagree 3 = not Sure 4 = Agree 5 = strongly Agree

No.	Statement	1	2	3	4	5
9.1	The organization evaluates the effects of the trainings					
9.2	The organization follows up the managers or supervisors of my assessment of the trainees learning					
9.3	My performance appraisal reports are used to evaluate the training impact					
9.4	Correction are usually made to training program					
9.5	I feel the training program provided to me are relevant and it will help me to be more effective at my Job					
9.6	I acquired the Intended knowledge, skills and attitudes as a					

	results of the training					
9.7	I am applying learned knowledge and skills on my day to day work					
9.8	Due to the learned knowledge and skills from the program , there is a positive result in the achievement of the organization objectives					

2.2 Training challenge:

The purpose of this section is to determine the main challenges of the training practices in ministry of women and children affair.

1. In your opinion what are the possible factors that might hinder effective training practices in your organization?

1) _____

2) _____

B. INTERVIEW

Unstructured interviews administered to Human Resources Manager, supervisors and project Managers.

1. To what extent the organization training programs are linked with the organization strategic objectives?
2. How do you conduct a training need analysis? what factors are considered?
3. When does training provided for employees in your organization?
4. How will informed the trainees about the training objective?
5. Is here a clear trainee and trainer selection criteria? If so what are the major criteria?
6. Which training methods are mostly applied?
7. What methods do you use to follow up on the trainees during the training program?
8. Do you believe that trainees properly apply what they have learned on their Job?
9. How is training evaluated?
10. What are the main challenges of training practice in your organization
11. Do you have any other comment?