ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE IN MINISTRY OF NATIONAL DEFENSE

By

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AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE IN MINISTRY OF NATIONAL DEFENSE

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ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES MASTERS OF HUMAN RESOURCE MANAGEMENT PROGRAM

AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE IN MINISTRY OF NATIONAL DEFENSE

BY

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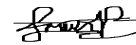
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Statement of Declaration

I Kasahun Memgesha declare that this research, titled "An Assessment of Training and Development Practice in Ministry of National Defense" is my original work and has not been presented for any other program or university. I also assure that all sources of materials used in undertaking this thesis have been duly acknowledged.

Kasahun Mengesha _____   _____
                              Signature   Date

Statement of Certification

Here with I state that Kasahun Mengesha has carried out this research work on the topic entitled "An Assessment of Training and Development Practice in Ministry of National Defense" under my supervision. This work is original in nature and has not presented for a degree in any university and it is sufficient for submission for the partial fulfillment for the award of Masters of Degree in Human Resource Management.

Dr. --------------------------------   -----------------------------   ---------------------------------
                                                         Signature   Date

Acknowledgments

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List of Acronyms

HR   Human Resource

HRM   Human Resource Management

MoND   Ministry of National Defense

T&D   Training and development

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Abstract

The aim of this study was to assess Training and Development Practice in Ministry of National Defense. In order to achieve the purpose of the study, a cross sectional survey design was used. The sample of the study consisted of 328 employees from 7 different training and development institutions of Ministry of National Defense. Both leaders and their subordinates were participated in the study. This study used questionnaire and document review as instrument of data collection. Stratified sampling method was used to select samples from the target population and uses convenience sampling to distribute questioners. Data were analyzed using descriptive statistics. Frequency counts, percentages, mean and standard deviations were used to analyze the data. The result revealed that the overall training and development practice is not conducted properly in Ministry of National Defense. Training and development policies are not implemented properly; the training and development objectives are not aligned with organizational objectives, the training and development programs are not designed and developed based on the analysis of employee's skill, knowledge and attitude gaps, task analyses are not conducted to identify the gap on skill, knowledge, and ability and leaders are not committed to encourage employees for education and provide the necessary material to improve the quality of training and development program. They are also not dedicated to examine individuals' performance appraisal report to evaluate the impact of training and Development program on individual performance and organizational performance. Finally, the study recommended that the existence of training and development policy and strategy by itself doesn't assure the effectiveness of the training and development program hence leaders should be committed to implement the training and development policy. Training and development programs should be designed and developed based on task analysis the analysis of employee's skill, knowledge and attitude gaps. Ministry of National Defense should develop new structure and system, conduct training and development assessment based on task analysis and performance report and individual interest in order to identify the skill, knowledge and ability to have effective training development.

Keywords: training and development, training need assessment, training evaluation

CHAPTER ONE
INTRODUCTION

This chapter deals with the general background, statement of the problem discussed in the study, objectives and significance of the study. It also consists of the delimitation and limitation of the study.

1.1 Background of the Study

The success of an organization is mainly depending on the skill, knowledge and attitude of employees required by the job. Having well-conceived policy and strategies by itself do not ensure organizational success. In this competitive world, training and development is considered as the most important function of human resource management to bring organizational effectiveness. It is also a means for implementing corporate strategies and enhancing organizational performance.

Training and development is crucial for organizational development and success. According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Armstrong (2010) also defined training as the planned and systematic change of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. It is an activity to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve employee's performance to perform specific task in a direct way. Development is a long-term process designed to enhance employees' potential and effectiveness. It is also defined as the growth or realization of a person's ability, through learning, often from planned study and experience (Gansberghe, 2003).

Ministry of National Defense (MoND) is one of the government organization established to build professional army which is absolutely reliable and loyal to the constitution and safe guard the sovereignty of Ethiopia. To achieve the mission successfully provided by the constitutions, members of the defense force must be trained in diverse skills in diverse fields as the mission requiring considering their individual competences. Whenever any assignment to military

position is made, the necessary training is given to the members of MoND to make them qualified for such positions.

In accordance with annual organizational performance report, it is a well-known fact that MoND invest much of resources in training and development to enhancing the skill, capability and knowledge of employees for doing any operation in the field. Investing a huge amount of resources for training and development is not an end to bring the required skill, Knowledge and ability to perform the assigned tasks. MoND is supposed to give great emphasis on the training and development policy and strategy, training and development needs assessment and training and development evaluation in order to provide the right kind of knowledge, skills and abilities to perform their assigned tasks. It should be linked with the organization objectives.

The effectiveness of training and development can be affected by a number of things. Among other things, the rapidly changing technology highly influence the training and development practice in any organization (Armstrong, 2010). MoND do not have clearly defined training and development policy and strategic plan. Training and development methods are not appropriate to the purpose of the course and characteristics of job, employees level of knowledge and skills and previous experience of employees. Several reports have been showed that the performances of employees are very low. All these factors might be the result of being lack of effective training and development activities in MoND. These are the intention to asses training and development practice in Ministry of National Defense.

1.2 Statement of the Problem

Organizational performance is the effectiveness and efficiency of organization to achieve its goals and objectives. It is largely depends on the ability to acquire and utilization of effective employees. Effectiveness of employees can be achieved through a well-designed training and development policies and practice in the organization. As pointed out by Armstrong (2010), high level of organizational performance is not achieved simply by having number of employees. There should be competent employees in the organization.

Training and development policy of an organization will be included in a range of policy dealing with human resource (Cole. G., 2001). MoND has training and development policy that

embraces the general objectives and acceptable procedures to implement the training and development programs effectively. However, the implementation of training and development policy has not been properly carried out in MoND.

The practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increase the organizational performance (Huselid 1995). According to Cole, G. A. (2001), training and development will be closely linked to organizational plan. It is obvious that training and development are essential functions that can achieve organizational goals effectively. In addition to this, the role of training and development in organization is determined by the overall purpose of the organization. However, the ultimate goal and roles of training and development are not identified in MoND. MoND simply provided training and development opportunities for selected employees to promote them for the next military rank only. Of course, there are un-integrated training and development program for all military rank in MoND.

Armstrong, (2010) in his book pointed out that training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. Training and development needs are identified by the way of observations, performance appraisals, interviews, attitude surveys and tests of things like job, knowledge, skills, and attendance (Dessler G., 2012). MoND use only performance analysis to identify current employees training needs. However, employees training and development needs are not identified in a systematic and scientific way. It depends on the employees performance appraisal result only.

In security sector, military arms, communication technology and military strategy are rapidly changing due to the world geopolitical competition. This changes move forward the army to prepare employees for great power through training and development process. Currently, MoND provide training for employees to use the new arms and technologies. However, MoND does not evaluate the effect of the training on the application of new technology. Inadequate training and development needs assessment has been a problem in MoND. There is no systematic approach to make analyses in order to identify the training and development needs across the organization.

In Ethiopian context, past study was conducted on the assessment of training and development practice and its challenge in business organization (Selam Mekonnen, 2016). This study

suggested that the existence of training programs in place by itself doesn't assure the effectiveness of the training unless it is supported by organized training process. It had been conducted in a business organization. The objectives of business organization are completely different from government organization. Business Organizations have different organizational culture, employees' incentive strategies, rule and regulations, employment policy etc. to make profit. These characteristics are completely different from Ministry of National Defense. The major objective of Ministry of National Defense is protecting the sovereignty of Ethiopia from internal and external enemies. These induce the researcher to conduct study on training and development practice in Ministry of National Defense.

The biggest challenges for Ministry of National Defense are the absence of well-implemented training and development policy and strategy, inadequate need assessment, inappropriate training program and objective, outdated training method, lack of close supervision and follow up. Training and development are not linked with the organization objectives. In order to address such problems, it is necessary to assess training and development practice in MoND. Hence, this study would fill in the gap on training and development in MoND.

The results of this study would help Ministry of National Defense to practice training and development that develop employees' skill, Knowledge and attitude and archive organizational objectives effectively and efficiently. The study will also contribute to the body of knowledge by providing information on training and development.

1.3 Research Questions

In line with the above stated main problems, this research is conducted to answer the following research questions:-

1. Are Training and Development process guided by policy and strategy in MoND?
2. Are Training and Development activities determined based on Training and Development needs Assessment in MoND?
3. How are Training and Development programs implemented in MoND?
4. How are Training and Development programs evaluated in MoND?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to assess training and development practice in Ministry of National Defense. This general objective leads to specific objectives.

1.4.2 Specific objectives

Ahead of the general objective, this research is conducted to achieve the following specific objectives. They are:-

1. To assess the training and development policy and strategy in MoND.
2. To assess the training and development needs assessment in MoND
3. To examine the implementation of training and development program in MoND.
4. To examine evaluation of Training and Development programs in MoND.

1.5 Significance of the Study

The study would be of great significance in several ways. First of all, the finding of the study would help Ministry of National Defense to come up with good training and development policies that can improve employees' performance. Secondly, the research findings would help the leaders to link training and development objectives with organizational strategic plan to improve organizational performance. The findings also would be important to improve the training and development quality of MoND.

In addition to this, the finding of this study would have added value to the knowledge in other training and development studies. And finally it would give direction for other researcher that needs to conduct further study in this subject matter.

1.6 Scope and Limitation of the Study

This research mainly focuses on the practice of training and development in Ministry of National Defense. The scope of the study is a sample of military who are both leaders and subordinates which are taken from seven different training and development institutions. National Defense has

more than 100000 employees who are working throughout the country. These employees are deployed in all regional states, districts, towns and distance locations of our country. However, geographically the scope of this study is focused on Training Main Department, EFDR War College, EFDR Staff and Command College, Awash Joint Operation Academy, Maj. Gen. Hayelom Araya Military Academy, Tolay Non-Commissioned Training Center and Birsheleko Basic Training Center. All these training and development institutions are fully responsible to provide training in all levels of military rank. Ministry of National Defense has more than 100000 employees who are working throughout the country. These employees are deployed in all regional states, districts, towns and distance locations of our country. However the scope of this study

The major limitation of this study is relatively small number of sample respondents. This is as a result of some constraints such as time and lack of sufficient fund. But this small number of sample size does not affect the result of this research. Other variables like training cost and personal characteristics (age, years of service and gender) are not considered in this research. Because of the epidemic of Covid-19, it is difficult to arrange interview session with respondents to collect the necessary information for this study. However, the absence of interview does not the result of this study.

1.7 Operational Definition of Terms

The main terminologies that would be used repeatedly in this research are the following:-

Assessment: - refers to the process of gathering and evaluation of information about the practices of training and development in Ministry of National Defense.

Development: - refers to process where an individual is able to grow, change and/or become more advanced in their skills and competencies.

Employee: - refers to a person who renders military service on permanent basis in Ministry of National Defense.

Organization: - refers to Ministry of National Defense.

Training: - refers to the process of acquisition of skills, knowledge and competencies as a result of teaching for specific job or tasks.

Training needs assessment: - refers to the process of evaluating the competencies of organization and employees to determine what kinds of training, if any, are necessary.

Training Evaluation: - is a way to evaluate the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes.

1.8 Organization of the study

This research consists of five chapters. Chapter one gives the background information and statement of the problem. It covers research questions, objectives, significance, scope and limitation of the study. Chapter two discusses the key concept of training and development that are used in this research to address the problem in a broader perspective of literature. It develops the theoretical framework of training and development. Chapter three focus on the research design and methodology. Sampling techniques, sample size, data source and data collection instrument are discussed. Chapter four presents the finding and analysis of the research. Finally, chapter five summarize the main findings in the conclusion part and gives recommendations to assist Ministry of National Defense in the future.

CHAPTER TWO
REVIEW OF THE LITERATURE

This chapter assesses relevant theories on the concept of training and development. The definition and theories of training and development are explored. Concepts and the types of training and development are also looked at. A review of past findings on the practice of training and development is presented. At the end of the chapter the conceptual framework training and development for this study is presented.

2.1 Conceptual Review of Training and Development

Now a day, the world is rapidly changing due to new technology, new system new process and new procedures. The change in the world brings the change in any organization. Organizations have to provide training and development in order to develop employees' skills, knowledge and attitudes. Developing skills, knowledge and attitudes used to adapt with the new technologies, systems, process and procedures. Therefore, training and development plays a crucial role in order to maintain the changes in the organization and to bring growth and success in the organization.

According Cole (2002), in his book of Personnel Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task. For example training is provided to employees for the needs to have efficiency and safety in the operation of a particular machine or equipment. It is directly towards improving the current job or task performance. Armstrong M. (2010), expressed training as the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. As indicate in the definitions of training in the above, it is directed towards improving the performance of an organization by increasing its employee's skill, knowledge and attitude. In other words training is the planned and systematic modification of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2010).

In accordance with Dessler G. (2012) the first training and development program that an organization offers to its employees is an orientation program. An orientation program is known as induction program. It is offered towards new employees to make them familiar with different aspects of the organization. A well designed orientation is an important program an organization used to reduce anxiety, employee turnover and startup costs (Weeratunga, 2003).

Development also any learning activities directed towards future needs rather than current needs. Development is concerned more with career growth than immediate performance (Cole, 2002). It is based on the human resource planning that focuses on the future organizational manpower requirement and on the growth of individual task or job. It is a long term process. Armstrong (2010) articulated that development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. Development is related to enhancing the conceptual skills of the employee.

2.2 The Benefits of Training and Development

Training and development systems have both long and short term benefits to both and the individual and the organization. If an organization carefully and properly designed and implemented training and development, it has various benefits for employees and the organization. Cole, G.A. (2002) described the benefits of training and development for organization:-

- Maintenance of sufficient and suitable range of skills amongst employees
- The development of skill and knowledge in the workplace
- Achievement of improved job performance
- Improved service or product quality
- Increased motivation amongst employees
- Standardization of procedures, and lesser need for supervision,
- Higher morale and Managerial Development.

In addition to the above benefits to the organization, Cole, G.A. (2002) stated numerous benefits of training and development to employees:-

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies
- Reduced employee turnover
- Enhanced organizational image, e.g., conducting ethics training
- Risk management, e.g., training about sexual harassment and diversity training

In general, it can be said that employees benefits of training and development includes the ability to effectively perform the tasks, the accumulation of knowledge and skills necessary for their specific jobs and the intrinsic motivation and increased capacity to adopt new technologies and methods. Training and development is also a key component in employee motivation. Employees who feel they are developing their skills tend to be happier in their jobs, which results in increased employee retention. For the organization, benefits include the attainment of organizational objectives, increased employee performance, and lower employee turnover.

2.3 The Objectives of Training and Development

According to Noe A. R., (2005), the goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. Based on the organization training and development policy, organization formulates the training objectives in keeping with the organizations goals and objectives. Cole, G.A. (2002) described the objectives of training and development in the following manner:-

- To prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organization
- To prevent obsolescence.
- To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job.
- To prepare employees for higher level tasks.

- To assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques

- To build up competent employees and prepare them to occupy more responsible positions.

- To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside the organization

- To develop the potentialities of people for the next level job.

- To ensure smooth and efficient working environment

- To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.

2.4 The process of Training and Development

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2010). Organization should use a well-designed and systematic training and development program in order to archive effectively the objectives of training and development. It is provided by people who know how to train and the impact of training is carefully evaluated. Thus, an effective training and development program should pass the following fundamental steps: determining training and development needs assessment, designing training and development programs, developing training and development methods, identifying the trainees and evaluating the effectiveness of training. Systematic Training and Development process is demonstrated in the following picture.

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│         Organizational Policy and strategy              │◄──┐
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│   Determining Training and Development Needs Assessment │   │
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┌─────────────────────────────────────────────────────────┐   │
│      Design the overall Training and development program│   │
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│      Implementation of Training and development         │   │
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│   Evaluating the Effectiveness of Training and Development│──┘
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Figure 1 Systematic Training and Development Process

2.4.1 Training and development policy and strategy

According to Abbass F. (2003) policy is the set of rules designed by the organization to confront a recurring situation that threatens the organization's mission. Training and development policy has been campaigning for employers and organizations to equip employees with the skills and knowledge to become knowledge workers (Haslinda A., 2009). It is clear that the aim of producing training and development policy is to deliver high quality training and development programs to employees. It is necessary implement the training and development policy to increase employees' skills in doing their jobs and in satisfying their growth need. Guest D. (1987) argues that training and development policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place.

Ministry of National Defense has training and development policy to enrich the human resource development and to motivate employees. Training and Development is provided to both new and existing employees to improve their performance in MoND. The training and development

program policy of MoND is promulgated by the regulation no 460/2019 in order to guide the overall training and development activities. In accordance with this training and development policy, MoND provide training and development programs to employee based on the performance of the employees and the manpower requirement of the organization. Training and development strategy refers to the determination of long-term training and development objectives and the methods along with the functional policies proposed by the organization to realize these objectives.

2.4.2 Determining Training and Development Needs Assessment

Training and Development Needs assessment refers to the process used to determine whether training is necessary or not in the organization (Noe A. R., 2005). Determination of Training and development needs is the primary function of training and development process. If training and development needs are not identified properly, all the program of training and development will be failed. The training and development needs assessment should address the organization strategic or longer term training and development needs and its current training needs. Strategic goals usually mean the organization will have to fill new jobs. According to Dessler G.(2012) strategic training and development needs analysis focuses on identifying the training and development that organization need to fill new future jobs. Strategic training needs analysis is attached to succession planning for promotion. Current training needs analysis is the process of determining training that aim to improve current performance specifically training new employees, and those whose performance is deficient (Dessler G.,2012).

Training and development needs assessment typically involves organizational analysis, person analysis, and task analysis (Tharenou P., Saks A., and Moore C., 2007). Noe A. R. (2005) describes organizational analysis, Person analysis and Task analysis separately in the following manner. Organizational analysis involves determining the appropriateness of training given the organizations' strategy, its resources available for training, and support by managers and peers for training activities. Person analysis helps to identify who needs training. Task analysis identifies the important tasks and knowledge, skills, and behaviors that need to be emphasized in training for employees to complete their tasks.

In general it can be say that conducting Training and Development Needs Assessment is the solution to answer questions, who needs training? And what training do they need? The questions may be very simple ones, but getting good answers to these questions constitute one of the most difficult steps in the total training and development process.

2.4.3 Design the overall Training and development program

According to Dessler G., (2012) design means planning the overall training and development program including training objectives, delivery methods, and program evaluation. It is a detailed plan for what will do, why will be doing it, and the best ways to reach your objective. It is very necessary for the organization to design training and development in a very careful manner (Armstrong, 2010). The design of training and development is depending on the needs of the employees. Dessler G., (2012) highlights the three steps of Training and development design

- Setting performance objectives,
- Creating a detailed training outline (all training program steps from start to finish),
- Choosing a program delivery method
- Verifying the overall program design with management

2.4.3.1 Developing Training and Development Methods

A successful and appropriate method of training and development helps employees to adjust to rapid change and to remain them update to new technology and methods of the organization. When thinking about training method to use, it is useful to consider current level of expertise that trainees possess (Sims, 1996). According to Dessler G., (2012) if an organization set training and development objectives and programs designed and budgeted, it is easy to implement the training program. This means actually doing the training, using one or more of the training methods. It will start with simpler, low-tech methods and proceed to computer-based ones. Generally there are two broad types of training and development methods. They are On-the-Job and Off-the –Job methods.

1) On-the-Job Training

On-the-job training   is having a person to learn the job by actually doing it (Dessler, 2012). It means that the training is delivered to employees when they perform their regular jobs. In this way employees didn't lose time when they are learning. On-the-job training refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior (Noe A. R., 2005). On-the-job training can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs. It is one of the oldest and most used types of informal training. The most common type of training at all levels in an organization is on-the-job training because it is flexible and relevant to what employees do (Robert L. & John H., 2008). It should be planned. Well-planned and well-executed on-the-job training can be very effective. The trainer perform the training must be able to both teach and show the employees what to do.

According to Henry O. & Jennifer C. (1012) On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

❖ **Orientation**

This is one of the on-job training techniques which is given to newly appointed employees immediate after being employed. It protects new employees from making mistake on the job. It helps to understand the organization mission, program and policy, the organization culture and values, key members of the employees and organizational structure (Dessler, 2012). Orientation method is also important to a newly employed employee to develop self-confidence and performs better to meet the desired expectation. The period may vary from organization to organization. It may take from few days to few weeks depending on the situation of the organization.

❖ **Job Rotation**

Job rotation means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2012). This method involves

moving employees to various positions in the organization so as to expand their knowledge and abilities. The method is excellent for broadening an individual's exposure to the organizational operations and for turning a specialist in to generalist, increase the individual experiences, allows the employees to absorb new information and stimulate new ideas. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities.

❖ **Coaching**

Cole, G.A. (2002) describe Coaching as a form of management training in which a manager through direct discussion and guided activity helps a colleague to learn to solve a problem or to do task better. It is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviors, for example leadership. It is also something that can happen in the work place. As a Human Resource manager or head of the section you should be prepared and able to act as a coach when necessary to see that learning takes place.

❖ **Mentoring**

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee. The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing management skills and learning how to work with people with diverse background, culture, and language and personality types.

❖ **Job Instruction Training**

Job instruction training is on-job-training in which employees learns step by step based on the sequence of parts of the job. It is a structured on the job training method in which a suitable trainer prepares a trainee with an overview of the job, its purpose, and the results desired, demonstrates the task or the skill to the trainee, allows the trainee to show the demonstration on his or her own, and follows up to provide feedback and help. The trainees are presented the

learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). According to Cole, G.A. (2002) it is a method employed in manual and some clerical jobs by which trainees systematically acquire routine instruction in key processes from a qualified instructor. It helps us:-

➢ To deliver step-by-step instruction

➢ To know when the learner has learned

➢ To be due diligent (in many work-place environments)

2) Off-the Job Training

Off-the-job development techniques give individuals opportunities to get away from their jobs and concentrate solely on what is to be learned do (Robert L. & John H., 2008). Smith,(2000) suggests that this method develops learners who are inquisitive (have flexible thought processes, and are open to new ideas,), guide learners through the process of learning and applying effective oral and written communication skills, encourage learners to acquire the skills required to function in work environment.

Off-the-job training is a classroom training approaches that are conducted outside of the normal work setting (Henry O. & Jennifer C., 1012). Off-the-job training techniques are lecture, role playing and simulation. Armstrong, (2010) defined each training techniques.

❖ **Lectures**

A lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. A case study is a history or description of an event or set of circumstances that is analyzed by trainees in order to diagnose the causes of a problem and work out how to solve it. Simulation is a training technique that combines case studies and role-playing to obtain the maximum amount of realism in classroom training. The aim is to facilitate the transfer of what has been learnt off the job to on-the-job behavior by reproducing, in the training room, situations that are as close as possible to real life.

❖ **Role playing and Simulation**

Role playing and simulation are training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

❖ **Audiovisual methods**

Audiovisual methods such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it's played. This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

2.4.4 Implementation of Training and development

The implementation phase of training and development process is carried out by two major activities. One is identifying the trainee and the second is actual delivery of the training and development programs.

1) Identifying the Trainees

The question of who should train is fundamental. Training of employees is very expensive. For this reason, it is essential carefully select who will train. Additional, training program should be designed to consider the ability of the employees to learn the material and to use it effectively and to make the most efficient use of resources possibly. It is also important that employees be motivated by the training experience.

Identification of the trainee involves identification of the job categories where the training needs have been identified which is performed by the training analysis and the identification of the

actual name of the employees who attend the training which is performed by supervisor using guidelines that govern the selection of the employees for training from Human Resource Department.

2) Delivery of Training and Development

Once training has been designed, then the actual delivery of training can begin. Regardless of the type of training done, a number of approaches and methods can be used to deliver it. The growth of training technology continues to expand the available choices. According to Robert L. & John H. (2008) whatever the approach used, a variety of considerations must be balanced when selecting training delivery methods. The common variables considered are:

- ❖ Nature of training
- ❖ Subject matter
- ❖ Number of trainees
- ❖ Individual vs. team
- ❖ Self-paced vs. guided

- ❖ Training resources/costs
- ❖ E-learning vs. traditional learning
- ❖ Geographic locations
- ❖ Time allotted
- ❖ Completion timeline

For example, a large organization with many new hires may be able to conduct employee orientation using the Internet, videotapes, and specific HR staff members. However, a small firm with few new hires may have an HR staff member meet individually with the new hires for several hours. Or a medium-sized company with three locations in a geographic area may bring supervisors together for a two-day training workshop once a quarter. However, a large, global organization may use Web based courses to reach supervisors throughout the world, with content available in several languages. Frequently, training is conducted internally, but some types of training use external or technological training resources (Robert L. & John H., 2008).

Internal training generally applies very specifically to the organization and its jobs. It is popular because it saves the cost of sending employees away for training and often avoids the cost of outside trainers. Skills-based technical training is conducted inside organizations. Due to rapid changes in technology, the building and updating of technical skills may become crucial training needs.

External training, or training that takes place outside the employing organization, is used extensively by organizations of all sizes. Large organizations use external training if they lack the capability to train people internally or when many people need to be trained quickly. External training may be the best option for training in smaller firms due to limitations in the size of their HR staffs and in the number of employees who need various types of specialized training. Whatever the size of the organization, external training occurs for several reasons:

- ❖ It may be less expensive for an employer to have an outside trainer conduct training in areas where internal training resources are limited.
- ❖ The organization may have insufficient time to develop internal training materials.
- ❖ The HR staff may not have the necessary level of expertise for the subject matter in which training is needed.
- ❖ There are advantages to having employees interact with managers and peers in other companies in training programs held externally.

2.5 Evaluating the Effectiveness of Training and Development

There are several things you can measure: participants reactions to the training and development program, what (if anything) the trainees learned from the program, and to what extent their on-the-job behavior or results changed as a result of the program (Dessler, 2012). Most organizations do not worry to check if the skills and knowledge learnt during training are applicable to the job. If employees cannot transfer the learned skills to the job, the consequence is lack of improvement in job performance (Salas & Kozlowski, 2010). If there is no monitoring about the training, some employees would stick to their old ways of doing the job and this would give the impression that the training provided was a waste of resources (Salas & Kozlowski, 2010). Observing the employees applying the learnt skills is one way of evaluating the training programs. The effectiveness of training practices should therefore be measured prior to training the employees (Henry O. & Jennifer C., 1012. Evaluation usually begins with trainees commenting on how well they liked the courses, and most organizations do not go beyond this.

There are several approaches are used to evaluate training program in organization but there is no one best way of evaluation, just as there is no best way to train employees (Henry O. & Jennifer

C. (1012). Training results can be best identified mainly on the organizational performance which is triggered by employee performance.

2.6 The Importance of Training and Development

Training and development is important and an essential tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development (Stephen J. ,2011). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

2.7 Conceptual Framework of Training and Development

This framework highlights the drivers which compel managers to train and develop their employees in this era of competition. Similarly various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee who gets the necessary skills benefits the organization by contributing towards achieving organizational goals. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to high organizational performance. Finally by utilizing on the job training and off the job training methods employees are in the position to get the necessary skills and knowledge which will make them to be more effective and efficient in the organization. By so doing organization are better placed to achieve their goals.

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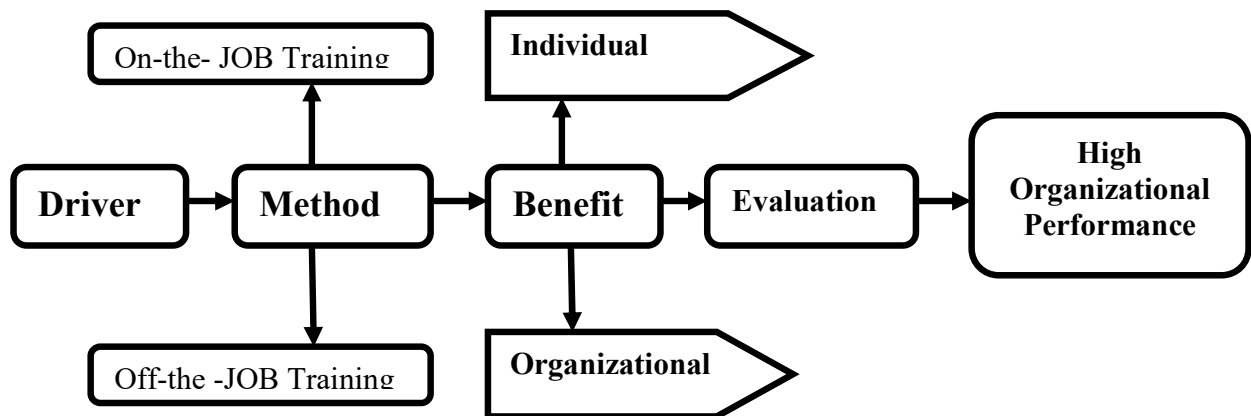
Figure 2 Conceptual Framework of Training and Development: Source Henry O. & Jennifer C. (1012)

2.8 Theoretical Review of Training and Development

Chandrasekar ,(2011) explained that, workplace have two types of impact on employees" moral, productivity and engagement positive and negative, if you give a good work environment the effect will be positive. According to Garavan (1997) without any pre-training employee cannot perform easily. According to Flynn (1995) organizational goals can be achieved effectively if employees of those organizations are provided sufficient training and development. Training and development should have significant role for the development of employee's performance. According to Drucker (1999), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. Training is the organized procedure by which people learn knowledge or skills for a definite purpose. Cole (2002), defines training as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Gordon (1992), defines training has the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Grobler (2006) described training as the use of specific means to inculcate specific learning, using techniques that can be identified and described. These techniques and methods should be

continually improved. Armstrong (1996), emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Training refers to the acquisition of the skills, knowledge and competencies required to perform a task, by means of teaching. Noe et al. (1986: P.49) defines training as, a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employees. Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. Armstrong (2001) defines training as the use of systematic and planned instruction activities to promote learning. Reynolds (2004) defined training as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future.

Training is the systematic development of the attitude and skill behavior pattern required by an individual in order to perform adequately a given task. It develops their skills, changes their attitude towards work and builds their loyalty to the company hence improved performance. Training is aimed at helping the employees obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. For training to be effective, it should improve the performance and ability of the trained employee.

Training addresses gaps between an ideal and an optimal stage of development. Rothwell (2006), categorize them into two sets, to fill up a performance gap (identified during the performance management process) and to fill up growth gap, (to be promoted or to be able to fill another open position in the organization). Schmidt et al. (1992) refers to three methods for identifying training needs: the generic methods, performance analysis, and competency assessment. Training can only be performed when it has determined which employees should receive training, their current levels, knowledge and skills. Trainers identify how employee should perform and then design a training program to fit the employees required skills. However, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired.

2.9 Empirical Study of Training and Development

Training and development has been a subject of many studies over the years. Raja, (2011) conducted a survey of 100 sample; they observed in their studies that there is a positive relationship between training design and organizational performance. Similarly Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage.

Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training and development has been acknowledged to be a very important component of organizational performance (Eleve , nd). However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne, 2009). Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson in Herman and Kurt, 2009). Importance of training has been documented for variables other than organizational performance. However, many of these additional outcomes are related to performance indirectly.

Training and development is basically directed at employee but its ultimate impact goes to organization, because the end user of its benefits is the organization itself (Raja et al, 2011). Training will have the greatest impact when it is bundled together with other human resource management practices and these practices are also implemented following sound principles and practices based on empirical research (Abang , 2009). Many studies have garnered support for the benefits of training for organizations as a whole (Herman and Kurt, 2009). These benefits include improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social capital) to performance (Herman and Kurt, 2009).

2.10 Practical Framework of Training and Development in MoND

Figure 2 below show that the practical framework of Training and Development in MoND. This frame work highlights the Human Resource Planning which demands MoND to train and develop their employees' indifferent area to achieve organizational objectives. On-the-Job and off-the Job methods are applied to train employees. An employee who gets the necessary skills benefits the organization by contributing towards achieving organizational goals. Training and development will improve employees' motivation, job performance, and personal growth and opportunity for career development. As a result of these, individuals will get promotion from training and development. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to organizational and individual effectiveness.

Figure 3: Practical Framework of Training and Development

Source: MoND Training and Development Manual

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology used to assess the Training and Development Practice in Ministry of National Defense. The structure of this chapter begin with the research design and then discussed the study population and sample, sampling techniques, source of data and data collection instruments, data collection procedure data analysis method, reliability and validity of data collection instruments, data analysis procedures and ethical considerations

3.1 Research Design and Approach

This research was conduct with the purpose to assess the Training and Development Practice in Ministry of National Defense. The philosophical assumption of this research is an interpretive. Its aim is to see the current practice of training and development through the eye of the employees being studied. It argued that Researchers can never be completely separate from their own values and beliefs, so these will certainly inform the way in which they collect, interpret and analyze data (Ryan & Gemma, 2018). Quantitative research approach will be considered to be appropriate to gather data and address the research questions of this study. This is because it leads to truthful conclusion about the nature of the world and it also can potentially result in accurate statements about the way of the world really is (Fraenkel and Wallen, 2008). It is based on the measurement of quantity of training and development variables.

A descriptive survey design describe a given state of affairs as it exists at present (Fraenkel and Wallen, 2008). This research was adopted a survey research design. The purpose is to allow the researchers to fully describe and explain conditions of the present Training and Development Practice in Ministry of National Defense by using many subjects and questionnaires to fully describe a phenomenon.

A cross-sectional survey design was adopt in this study. This is where data is collected at one point in time from a predetermined population (Fraenkel and Wallen, 2008). The variables are measured once through a survey where the opinions of the respondents are demonstrated.

3.2 Sample and Sampling Techniques

The target population of the study includes both leaders and subordinates who are working in Ministry of National Defense specifically in Training and development institutions. According to organizational structure of Ministry of National Defense, there are seven different training and development institutions. They are Training Main Department, EFDR War College, EFDR Staff and Command College, Awash Joint Operation Academy, Maj. Gen. Hayelom Araya Military Academy, Tolay Non-Commissioned Training Center and Birsheleko Basic Training Center. Because of different programs offered, all five colleges are deliberately selected for this study. The total population of the study was 1809 employees who are working in training and development institutions.

A stratified random sampling technique is applied so as to obtain a representative sample of respondents from training and development institutions. This technique is preferred because there are several departments in each training institutions. In order to determine the number of respondents from each institution, first the population was partitioned in to 7 subpopulation called strata (training and development institutions) and then each training and development institutions have been also divided in to academic and non-academic staff. Secondly, both staffs have been divided in different departments and from each department a desired sample size was determined. Then proportional number of sample has been allocated to each department of the academic and non-academic staff and finally sample was drawn from each stratum. After having determined the number of respondents from each stratum, the respondents have been selected using simple random sampling technique. All department heads are selected using availability sampling. To summarize, the researcher used a combination of stratified and simple random sampling techniques to select samples. Since it ensures that the sample become representative and improves efficiency of data collection.

In order to get sufficient and relevant information from the respondents, employees who have worked for at least four years in Ministry of National Defense have been participated as respondents in this study. This is for the reason that at least four years work experience is enough to identify the current training and development challenges in MoND. All respondents were military. Because of focusing on military training civil employees were excluded from the study.

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3.2.1 Population and Sample Size

The total population for this study was 1809 employees who were working in seven training and development institutions. The size of sample depends upon the amount of money available and time required for the study purpose. These factors should be kept in consideration while determining size of sample (Kothari, 2008).

In determining the sample size for the study, Guilford and Flruchter (1973)'s formula for estimating sample size is used. The formula is expressed below:

The formula: - n= N/ 1+ Q²N   Where n is Sample Size

$$N \text{ is Size of Population}$$

$$Q \text{ is } 0.05$$

Sample size for the study is N/ 1+ Q²N = 1809/1+ 0.05² X 1809 = 327.56 which is approximately equals to 328. Therefore, in order to reach at statistically valid conclusion, the researcher selected 328 sample respondents. Summarized population and sample size are presented in the table below.

Table 3.2 Population and Sample Size

Institutions	Population	Leader	Subordinates	Sample Size
Training Main Department	364	8	57	65
EFDR War College	301	6	47	53
EFDR Staff and Command College	227	8	37	45
Awash Joint Operation Academy	182	6	29	35
Maj. Gen. Hayelom Araya Military Academy	256	6	40	46
Tolay Non-Commissioned Training Center	192	5	32	37
Birsheleco Basic Training Center	287	5	45	50
TOTAL	**1809**	**44**	**284**	**328**

3.3 Source of Data and Data Collection Instruments

In order to obtain relevant data for this study, both primary and secondary source of data has been considered. According to Fraenkel and Wallen (2008) primary data source is data prepared by individuals who is participant in or a direct witness to the event that is being described. This type of data is more accurate.

Basically this research is empirical in nature. Because of this, primary data was collected from leaders and subordinates to address the research questions of the study. Due to the objective of the research, the more emphasis has been given to primary data source.

For better understanding and explanation of the research problem, the researcher collected data from secondary data sources. Information from secondary data source used to supplement data obtained from primary data source. The secondary source is a document prepared by an individual who is not a direct witness to an event but who obtained information from someone (Fraenkel and Wallen, 2008). Secondary data was collected from books, journals (articles) and internet. This data used to establish the theoretical framework and to design questionnaire. The main advantage of using secondary data for this research is to validate and compare the data obtained through questionnaire.

For collecting primary data the study used questionnaires. The questionnaires are based on the research questions. This is because questionnaires are advantageous in collecting large number of data from respondents and help respondents to fill the questionnaire at their convenient time without the interviewer bias. In order to be understandable by all respondents, the questionnaires were translated in Amharic.

3.4 Data collection procedure

First the researcher collected a letter from St. Mary's University School of Graduate Studies which express about a researcher who is conducting MA research on training and development in MoND. It helps the researcher to collect necessary data in effect of the consent of MoND.

By the use of a combination of stratified and simple random sampling techniques, the researcher personally has given the questionnaires to both leaders and subordinates to fill. The researcher distributed 44 questionnaires for leaders and 284 questionnaires for subordinates. After a week, the researcher personally has been collected all completed questionnaires from each employee. After the questionnaires are collected, the researcher checked the respondents answered all relevant questions.

For respondents who are not able to fill out the questionnaire on the first visit of the researcher, one week was given them to do so for collection at a later date. After two weeks, all questionnaires have been collected and were ready to start analysis.

The researcher was planning to conduct interview with leaders. Because of the epidemic of COVID-19, it is difficult to conduct interview with leaders to collect the necessary information. However, the result of this study is not affected with the absence of interview.

Secondary sources of data were collected from books, journals (articles), annual reports and internet. They are useful in obtaining relevant data and information to supplement the primary data.

3.5 Data Analysis Method

Descriptive statistics used to compile and analyze the data. The collected data was analyzed up on receiving completed surveys by using descriptive and inferential statistics. The survey data have been processed using SPSS version 24. The relevant data coded, summarized and then transferred to SPSS version 24 to be analyzed and presented. Data collected from the respondents have been presented and analyzed using frequency counts, descriptive statistics

The researcher used frequency tables to summarize the characteristics of sample respondents in the form of frequency and percentage. Frequency and percentage are used to present the data by the help of SPSS. And Tables and graphs are used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was summarized, tabulated and interpreted appropriately. The mean and standard deviation of sample respondents to the training and

development practice has been calculated in order to assess the training and development practice in MoND.

3.6 Reliability and validity of data collection instruments

Reliability (internal consistency) and validity (construct validity) are the statistical criteria used to assess whether the research provides a good measure. They are the two important concepts that should be considered when the researcher select or design the instrument. According to Fraenkel and Wallen (2008) reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. If an instrument is reliable, it provides consistent result.

The term validity refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel and Wallen, 2008). It is the degree to which an instrument measures what it is supposed to measure (Kothari, 2008). Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument (Kothari, 2008).

Cronbach's alpha is a commonly used test of internal reliability. A computed alpha coefficient varies between 1, denoting perfect internal reliability, and 0, denoting no internal reliability. The figure of .75 or more usually is treated as a rule of thumb to denote an accepted level of reliability (Singh, 2007).

The questionnaire were distributed to 30 employees who are randomly selected to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure. The sample respondents comment and suggestion was included before the final distribution of the questionnaire.

In order to check reliability of the tool, questionaries' was piloted using 30 respondents of five departments in MoND. These departments are selected randomly. The responses of respondents were scored and the reliability of the tool was determined using Cronbach's Alpha. The questioner has 23 questions. 14 questions for general information on training and development practice, 4 questions for training and development needs assessment and 5 questions for training

and development evaluation. The result shows that the Cronbach's alpha ranges from 0.809 to 0.874 which show the scale is reliable.

Table 3.6 Reliability Test Results

Variables	Piloted Size	Alpha Reliability	Evaluation
Training and Development Policy and Strategy	30	0.841	Accepted
Training and Development Needs Assessment	30	0.809	Accepted
Training and Development Implementation	30	0.869	Accepted
Training and Development Evaluation	30	0.874	Accepted

Source: Field data of May, 2020

3.7 Ethical considerations

During conducting this research, maximum effort has been made to keep the data collected confidential. A guaranty was given to all respondents where their personal data will not be reported in this study. The entire respondents were willing to provide relevant information. The final copy of this research report has been given to Ministry of National Defense.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents and discusses the results of data collected. Descriptive statistics was used to summarize quantitative data. The results of the descriptive analysis of trainings and development practice were discussed. This helped the researcher to interpret and understand the results.

4.1 Sample Response Rate

The data for the study was distributed to seven different offices: namely Training Main Department, EFDR War College, EFDR Staff and Command College, Awash Joint Operation Academy, Maj. Gen. Hayelom Araya Military Academy, Tolay Non-Commissioned Training Center and Birsheleco Basic Training Center. The sample plan of this study was composed of 44 leaders and 284 subordinates. A total 328 employees were invited to be the part of this study but 317 employees completed questionnaires were included in the analysis with a response rate of 96.6%. As a result, the analysis of this research is based on the number of questionnaires collected. This is more clarified under the following table.

Table 4.1 Respondents Rate

Position	Sample Taken	Response No	Response Rate
Leader	44	44	100%
Subordinate	284	273	96.1%
Total	**328**	**317**	**96.6%**

Source: Field data of May, 2020

4.2 Demographic Characteristics of Sample Respondents

A profile of 317 sample respondents of MoND who participated in this research was summarized in the form of frequency and percentage. Data presented graphically for each of the variables. The characteristics include gender, age, work experience and educational level.

Table 4.2 Demographic Characteristics of the Respondents

Item	Contents	Frequency	Percentage
Gender	Male	296	93.4
	Female	21	6.6
Age	21 - 25 years	6	1.9
	26 - 30 Years	28	8.8
	31 - 35 Years	50	15.8
	36 - 40 Years	58	18.3
	41 - 45 Years	124	39.1
	Above 46 Years	51	16.1
Educational Level	9 to 12 Grade	19	6.0
	Diploma	88	27.8
	First Degree	172	54.3
	Master Degree	36	11.4
	Doctorate Degree	2	0.6
Work Experience	1 to 5 Years	91	28.7
	6 to 10 years	27	8.5
	11 to 15 Years	98	30.9
	16 to 20 Years	69	21.8
	21 and above years	32	10.1

Source: Field data of May, 2020

Table 4.2 in the above shows that the gender distribution of the selected sample. There were large number of male respondents (n=296, which is 93.4% of the sample (n=317) and the female respondents (n=21) comprise 6.6 % of the sample. This explains that the number of male respondents were greater than female respondents who were participated in the study. This big variation is due to the small number of women holding military position in MoND.

The data presented in table 4.2 above describe age of the sample respondents distributed among five age categories. The majority of the respondents (39.1 %, n=124) were between the ages of 41 and 45 years old. While 18.3 % or n=58 of the respondents fell between 36 and 40 years old. 16.1 % (n=51) of employees who participated in this study were above 46 years old. Similarly, respondents whose age lies between 31 and 35 years were 15.8 % or n=50. Of the total responses, 44.8 % of the respondents were within the age ranges of 21 to 40 years. This shows that the

majority of the employees in MoND were young. Therefore, the majority employees were within the productive age.

From the table 4.2 above it is evidenced that the employees of MoND hold a range of educational qualification from high school to Doctorate's Degree level. The majority of the respondents which represents 54.3% or n= 172 were First Degree holders followed by Diploma holders which represents 88 (27.8 %), while the remaining 19 (6.0 %), 36 (11.4%) and 2 (0.6%) of the respondents were High School, Master's Degree and Doctorate Degree holders respectively. This implied that the Ministry of National Defense has fairly educated and skilled manpower employees.

As it can be seen in table 4.2 above that the majority 30.9 % (n=98) of the respondents had work experience from 11 to 15 years in the current positions. However, 8.5% (n=27) and 10.1%(n=32) of the respondents indicated service experience with the current position between 6 and 10 years and above 21 years respectively. On the other hand, 28.7% (n=91) individuals indicated that they had been working in MoND 1 to 5 years. The average working experience in the current position in MoND was 11 to 15 years. This shows that respondents have full information about the practice of training and development program which is currently implemented in MoND. From this it could be said that this research was conducted with appropriate and relevant information.

4.3 Training and Development Policy and Strategy

The first objective of the study was assessing the training and development policy and strategy in MoND. The research questions related to training and development policy and strategy was Training and Development process guided by policy and strategy in MoND. This was examined with data gathered from questionnaire given to employees who are working in MoND.

Table 4.3 Employee's responses on training and development Policy and Strategy

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	MoND have Training and Development Policy and Strategy.	6	1.9	22	6.9	34	10.7	182	57.4	73	23	3.93	0.885
2	Training and Development program guided by policy and strategy in MoND.	30	9.4	156	49.2	67	21.1	54	17.1	10	3.15	2.98	0.985
3	I participated or attended in any training and development program organized by MoND.	26	8.2	95	29.9	87	27.4	81	25.6	28	8.8	2.91	1.138
4	The Training and Development programs are aligned with my department objectives specifically or MoND Objectives in general	72	22.7	120	37.8	66	20.8	51	16.0	8	2.55	2.57	1.112
5	Training and Development programs improved my skills, knowledge and attitude which increase my performance on the job.	47	14.8	117	36.9	57	17.9	69	21.8	27	8.51	2.27	1.205
6	The training provided by MoND helped me to perform my work effectively and efficiently.	49	15.4	129	40.7	71	22.4	50	15.8	18	5.67	3.44	1.103

Source: Field data of May, 2020

The researcher needed to know from the respondents that MoND have Training and Development Policy and Strategy. Table 8 above indicated that 57.4 % (n=182) and 23 % (n=73) of respondents agreed and strongly agreed with item no 1 questions. 10.7 % (n=34) of the respondents had no opinion on the statement that MoND have Training and Development Policy and Strategy. This shows that majority of the respondents agree with the statements that MoND have clear Training and Development Policy and Strategy.

As item no 2 indicated that the majority 49.2 % (n=156) of the respondents disagreed with the statement that Training and Development program guided by policy and strategy in MoND. 21.1 % (n=67) of the respondents remained neutral or no opinion on the statement that Training and Development program guided by policy and strategy in MoND. 64 respondents representing 20.2% agree with the statement of item no 2. This shows that Training and Development programs are not guided by policy and strategy in MoND.

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The above table 8 item no 3 shows that 29.9 % (n=95) of the participants didn't attend and participated any training and development program designed by MoND whereas 25.6 % (n=81) of the respondents agree with the statement that they participated in training and development program prepared by MoND. 87 (27.4%) of the respondents were neither agree nor disagree. These implies that majority of employees who participated in this study were not participated or attended in any training and development program organized by MoND.

As item no 4 the majority 37.8 % (n=120) and 22.7 % (n=72) of the respondents disagreed and strongly disagreed with the statement that the Training and Development programs are aligned with my department objectives specifically or MoND Objectives in general where as 16 % (n=51) of the respondents agree with the statement. 20.8 % (n=66) of the respondents had no opinion on the statement that Training and Development programs are aligned with my department objectives specifically or MoND Objectives in general. The remaining 2.55 % (n=8) of the respondents strongly agreed with the statement item no 4.

The analysis indicted that from the above table 8 item no 5, 36.9 % (n=117) and 14.8 % (n=47) of respondents disagreed and strongly disagreed respectively with the statement that Training and Development programs provided by MoND improved their skills, knowledge and attitude which increase their performance on the job. While 69 respondents corresponding to 21.8% agree with the statement that Training and Development programs improved my skills, knowledge and attitude. The remaining 57 respondents which equal to 17.9% of the total are neutral with the statement.

As item no 6 the majority 40.7 % (n=129) and 15.4 % (n=49) of the respondents disagreed and strongly disagreed with the statement that the training provided by MoND helped them to perform their work effectively and efficiently whereas 15.8 % (n=50) respondents agreed that training and development program provided by MoND help them to improve their performance. The remaining of 71 representing 22.4 % respondents neither agree nor disagree with the statement items no 6.

So, the finding implies that MoND have training and development policy and strategy. The training and development objectives didn't aligned with organizational objectives. MoND provide trading and development program to improve employees' competency. But practically it

didn't improve employees' skills, knowledge and attitude which increase their performance on the job. This reveals that Training and development was not essential to MoND to improve organizational performance and by improving the Knowledge, ability and skill of employees. But MoND invest a huge amount of capital to train and develop employees every year.

4.4 Leaders Commitment on Training and Development

Table 4.4 Leaders commitment on Training and Development

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	MoND set adequate time for training and development program	13	4.1	90	28.4	79	24.9	98	30.9	37	11.6	3.9	1.132
2	Annually, MoND maintain adequate budget for training and development of employees.	8	2.5	80	25.2	81	25.6	115	36.2	33	10.4	3.22	1.069
3	Leaders are faire to select employees for training and development program	23	7.2	90	28.4	107	33.8	76	23.9	21	6.6	2.94	1.039
4	Leaders are committed for the implementation of training and development program	48	15.1	86	27.1	57	17.9	88	27.8	38	11.9	2.94	1.279

Source: Field data of May, 2020

Table 9 shows the employees' response regarding leaders' commitment on training and development; they are asked MoND set adequate time for training and development program, As it is stated in the table the majority of the respondents agree to this question with 98 (30.9%) of, 90 (28.4%) of the respondents are disagreed, 79(24.9%) of the respondents are remains neutral, 37(11.6%) of the respondent are strongly agree and the remaining 13(4.1) of the respondents are strongly disagreed about adequate time for training and development.

As indicated in the table above item no 2, from the total respondents 115 (36.2%) of them agree with the statements that MoND invest adequate resources for training and development. While 81(25, 6%) of respondents do not have any opinion or remained neutral with the statement item no 2. 80(25.2%) of them disagree. 8 (2.5 %) are strongly disagree and the remaining 33(10.4%) of the strongly agreed with the above statements.

The third question that was asked to the respondents about Leaders are faire to select employees for training and development program, majority of the respondents 107 (33.8%) are neutral. They don't have opinion with the statement that leaders are fair when they select employees for training and development. 90 (28.4%) of the respondents disagree with the statements. 23 (7.2) and 21 (6.6) of the respondents strongly disagree and strongly agree with the statement respectively.

As indicated in the table above item no 4, 88 (27.8%) of the total respondents agree with the statement that Leaders are committed for the implementation of training and development program where as 86 (27.1) of the respondents disagree with this statement. 57 respondents representing 17.9% have no opinion on the commitment of leaders to implement the training and development program in MoND. 48(15.1%) and 38 (11.9%) of respondents strongly disagree and strongly agree with the statement that Leaders are committed for the implementation of training and development program respectively.

Even if the majority of the respondents agrees about MoND provides resource at the time of training but the organization failing to deliver the training at the right time. This analysis shows that leaders have low commitment on the implementation of training and development program. Leaders are not faire while they select employees for training and development programs.

4.5 Training need assessment

This discussion relates to the second research objective and its related research question which required knowing Training and Development needs Assessment in MoND Data for this was obtained from questionnaire.

Table 4.5 Employees Response on Training Needs Assessment

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	MoND conduct training and development need assessment before conducting training and Development.	11	3.5	93	29.3	77	24.3	108	34.1	28	8.8	3.15	1.052
2	Training and development need assessment is conducted based on employees interview.	67	21.1	98	30.9	84	26.5	51	16.1	17	5.4	2.54	1.149
3	Training and Development Need Assessment is conducted based on MoND manpower requirement and Individual interest.	52	16.4	59	18.6	59	18.6	120	37.9	27	8.5	2.96	1.201
4	Training and development programs are designed and developed based on the analysis of employee's skill, knowledge and attitude gaps	33	10.4	91	28.7	84	26.5	83	26.2	26	8.2	2.98	1.139
5	MoND conducted task analysis to identify the gap on skill, Knowledge, and ability	39	12.5	86	27.1	91	28.7	69	21.8	29	9.1	2.84	1.181

Source: Field data of May, 2020

Table 10 shows the employees' response regarding training need assessment; they are asked MoND conduct training and development need assessment before conducting training and Development. As it is indicated in the table the108 (34.1%) of the respondents agree to the statement that MoND conduct training and development need assessment before conducting training and Development. 24.3% (n=77) of respondents have no any opinion with the statement that MoND conduct training and development need assessment. 29.2 % (n=93) of respondents are disagreed. 8.8 (n=28) and 3.5% (n=11) of the respondents are strongly agreed and strongly disagreed with the questions respectively.

In response to the question that training and development need assessment is conducted based on employees interview. The majority of the respondents 30.9% (n=98) disagreed with the statement that MoND conducted training needs assessment based on employees interview. 26.5% (n=84) of

the respondents have no any opinion on the question item no 2 in the table above. As indicated in the table 21.1% (n=67) of the respondents strongly disagree with the statement. 51 (16.1%) and 17 (5.4) of the employees who participated in this study agreed and strongly agreed respectively with the question that Training and development need assessment is conducted based on employees interview.

As item no 3, the majority of the respondents 120 (37.9%) of the respondents agreed whereas 59 (18.6 %) of the participants disagreed with the statement that Training and Development Need Assessment is conducted based on MoND manpower requirement and Individual interest. 18.6% (n=59) of the respondents had no awareness the training and development needs assessment. 16.4 % (n=52) and 8.5 % (n=27) of the employees who participated in this study strongly disagreed and strongly agreed respectively with the question that Training and Development Need Assessment is conducted based on MoND manpower requirement only.

The table above in item no 4 shows the response of the respondents on training and development programs are designed and developed based on the analysis of employee's skill, knowledge and attitude gaps . As it is indicated in the table 91 (28.7%) of the respondents disagreed that training and development programs are designed and developed based on the analysis of employee's skill, knowledge and attitude gaps. 26.5% (84) of the respondents had no opinion on the design of training and development in MoND. 26.2% (n=83) of employees who participated in this study agree with the statements that training and development programs are designed and developed based on the analysis of employee's skill, knowledge and attitude gaps. 10.4% (n=33) of the respondents strongly agreed that training program are designed based on the analysis of employees skill and knowledge. The remaining 8.2% (n=26) of respondents strongly disagreed with the statement.

In response to the statement as to MoND conducted task analysis to identify the gap on skill, Knowledge, and ability, 91 (28.7%) of the respondents had no opinion and 86 (27.1%) of the respondents disagreed on task analysis whereas 21.8% (n=69) agreed on the statements that MoND conducted task analysis to identify the gap on skill, Knowledge, and ability. The remaining 12.5 % (n=39) and 9.1 % (n=29) strongly disagreed and strongly agreed respectively with the statement.

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Thus, these analyses revealed that the majority of the respondents affirmed that MoND conduct training and development needs assessment. Training and development needs assessment was conducted based on the man power requirement. It also is confirmed that from the analysis training and development programs are not designed and developed based on the analysis of employee's skill, knowledge and attitude gaps. MoND didn't conducted task analysis to identify the gap on skill, Knowledge, and ability.

4.6 Relevancy of Training and Development Program

Table 4.6 Employees Response on the Relevancy of Training and Development Program

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	The training provided by MoND helped me to perform my work effectively and efficiently	5	1.6	27	8.3	32	10.1	179	56.5	74	23.3	3.91	0.901
2	Training programs improved my skills, knowledge and attitude which increase my performance on the job.	10	3.2	197	62.1	34	10.7	24	7.6	52	16.4	2.95	0.908
3	The training and development program provided by MoND used to accept changes and new technology.	14	4.4	44	13.9	46	14.5	162	51.1	51	16.1	3.61	1.052
4	The training provided by MoND helped me to create job satisfaction and develop self-confidence confidence	26	8.2	136	42.9	61	19.2	51	16.1	43	13.6	2.57	1.151

Source: Field data of May, 2020

Table 11 shows the employees' response regarding the relevance of training and development programs; they are asked that the training and development programs provided by MoND helped them to perform their work effectively and efficiently. As it is stated in the table the majority of the respondents 179 (56.5%) agreed to this statement, 74(23.3%) of the respondents are strongly agreed, 32 (10.1 %) of the respondents are remains neutral, 27 (8.5 %) of the respondent are disagree and the remaining 5 (1.6 %) of the respondents are strongly disagreed about the relevance of training and development program in MoND.

For the question in the table 11 above, 62.1 % (n=197) respondents disagreed with training programs improved my skills, knowledge and attitude which increase my performance on the job. 16.4% (n=52) of respondents strongly agreed with the statement item no 2. 10.7 % (n=34) of the respondents have no opinion or remained neutral for the training program that improves their skills, knowledge and attitudes. 7.6 % (n=24) and 3.2% (n=10) of the employees who participated in this study disagreed and strongly disagreed with the statements that training programs provided by MoND improved my skills, knowledge and attitude which increase my performance on the job.

Item no 3 in the table 11 above, 51% (n=162) and 16.1 % (n=51) of the respondents agreed and strongly agreed respectively with the statement that the training and development program provided by MoND used to accept changes and new technology. 14.5 % (n=46) of the respondents had no idea about the training and development program provided by MoND used to accept changes and new technology. 13.9 % (n=44) and 4.4 % (n=14) of the respondents disagreed and strongly disagreed respectively with the statements.

As indicated in the table 11 above, 42.9 % (n=136) of the respondents are disagreed with the statements that the training and development programs provided by MoND helped them to create job satisfaction and develop self-confidence confidence. 19.2 % (n=61) of the respondents remained neutral or no opinion with the statement item no 5. 13.6 % (n=43) of employees who participated in this study strongly agreed with the training and development programs provided by MoND which helped them to create job satisfaction and develop self-confidence confidence. 16.1% (n=51) and 8.2% (n=26) of respondents are disagreed and strongly disagreed respectively with the statement item no 5.

The analysis affirmed that training and development programs provided by MoND did not helped employees to perform their work effectively and efficiently and then improved job performance. The training and development program provided by MoND used to accept changes and new technology. Training and development programs provided by MoND didn't help them to create job satisfaction and develop self-confidence confidence. Thus it can be said that the training and development designed and provided by MoND relevant to achieve the objectives of the organization.

4.7 Training and Development Implementation

The third objective of this study was to examine the implementation of training and development program in MoND. Data was collected through questionnaires.

Table 4.7 Employees Response on Training and Development Implementation

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	MoND offer formal orientation program to all new employees.	8	2.5	50	15.8	40	12.6	171	53.9	48	15.1	3.63	1.002
2	MoND conduct extensive training and development programs for its employees in all aspects.	21	6.6	135	42.6	69	21.8	71	22.4	21	6.6	2.80	1.069
3	Further training and education are encouraged in MoND	78	24.6	94	29.7	55	17.4	67	21.1	23	7.3	2.57	1.265
4	MoND give training and development program on time.	46	14.5	139	43.8	63	19.9	54	17.0	15	4.7	2.54	1.080
5	Training and Development materials are available on time and as required quality in MoND.	13	4.1	115	36.3	82	25.9	87	27.4	20	6.3	2.96	1.027
6	There is an effective training and development practice in my organization.	20	6.3	111	35.0	63	19.9	102	32.2	21	6.6	2.98	1.092

Source: Field data of May, 2020

In the table above shows the employees response regarding the implementation of training and development program in MoND. Item no 1 indicated that the majority of respondents 53.9 % (n=171) agreed about MoND offer formal orientation program to all new employees. 15.1 % (n=48) strongly agreed with the statement item no 1. 12.6 % (40) of respondents remaining neutral or no opinion about employees orientations provided by MoND. The remaining 15.8 % (n=50) and 2.5 % (n=8) of respondents disagreed and strongly disagreed respectively about MoND offer formal orientation program to all new employees.

As item no 2 indicates the majority 42.6 % (n= 135) of the respondents dis agreed with the statements that MoND conduct extensive training and development programs for its employees in all aspects where as 22.4 % (n=71) of the respondents agreed about MoND conduct extensive

training and development programs for its employees in all aspects. 21.8 % (n=69) of the respondents had no opinion on the statement that MoND provided training and development program to employees. The remaining 6.6 % (n=21) strongly agreed and strongly disagreed with the statement.

As item no 3 indicates that the majority 29.2 (n= 94) and 24.6 % (n=78) of the respondents disagreed and strongly disagreed respectively about further training and education are encouraged in MoND. On the other hand 21.1% (n=67) agreed with the encouragement of further training by MoND. 17.4 % (n=55) of the respondents had no opinion about further education encouraged by MoND. The remaining 7.3 % (n= 23) of respondents are strongly disagreed with the statement.

As indicated in the table 12 above item no 4, 43.8% (n=139) of the respondents dis agreed about MoND give training and development program on time. 19.9 % (n=63) of the respondents remained neutral. 17% (n=54) and 4.7% (n=15) of respondents agreed and strongly agreed respectively with the statement that MoND give training and development program on time. The remaining 14.5 % (n=46) of the respondents strongly disagreed with the statement indicated in the table item no 4.

In response to the item no 5 as to training and development materials are available on time and as required quality in MoND, 36.3% (n=115) of the respondents disagreed where as 27.4 % (n=87) of the respondents agreed with the statement. 25.9 % (n=82) of the respondents had no opinion on the availability and quality of training and development materials. 6.3 % (n=20) and 4.1 % (n=13) of the respondents strongly agreed and strongly dis agreed respectively with the statement item no 5 in the table 8 above.

The results in table 12 above item 6 show that, 35% (n=111) of the respondents disagreed with the statement that there is an effective training and development practice in my organization while 32.2 % (n=102) of the respondents are agreed with this statement. 19.9 % (n=63) of the respondents had no idea or opinion about the effectiveness of the training development program in MoND. The remaining 6.6 % (n=21) and 6.3 % (n=20) of employees who participated in this study strongly agreed and strongly dis agreed respectively with the effectiveness of training and development programs.

Thus, this analysis confirmed that MoND offer formal orientation program to all new employees. Majority of the respondents affirmed that MoND didn't conduct extensive training and development programs for its employees in all aspects. Further training and education didn't encouraged by MoND. Based on the analysis, it can be confirmed that training and development materials are not available on time and as required quality in MoND. There are poor implementations of training and development programs in MoND.

4.8 Participation in Training Program

Table 4.8 Employees response on Participation in Training Program

Dimension	Once in a year		Twice in a year		Several Times		Rarely		I didn't participate	
	F	%	F	%	F	%	F	%	F	%
How often do you attend Training and Development programs in MoND for the last 5 Years?	236	74.4	18	5.7	33	10.4	17	5.4	13	4.1

Source: Field data of May, 2020

As the aim of this paper was to assess the training and development practice of MoND, the respondents were asked how often you attend Training and Development programs in MoND for the last 5 Years. Majority of respondents 74.4 % (n=236) said that they participated training and development program designed by MoND once in a year. As indicated in the above table, 10.4% (n=33) of the respondent took training several times. 5.7% (n=18) of the respondents were participated on the Training Program held by MoND and 5.4 % (n=17) of the employees who participated in this study said that they participated in training designed by MoND rarely. The remaining 4.1 %(n=13) were not participated in any Training Program. So we can say that MoND didn't provided training and development program to all employees.

4.9 Quality of Training and Development Program

Table 4.9 Employees Response on the Quality of Training and Development Program

Dimension	V. Poor		Poor		Average		Good		V. Good		Excellent	
	F	%	F	%	F	%	F	%	F	%	F	%
How will you rate the quality of the training and development program for which you have participated?	21	6.6	128	40.4	85	26.8	23	7.2	42	13.2	18	5.7

Source: Field data of May, 2020

The finding indicated in the table 14 above regarding the quality of training and development, 40.4 % (n=128) of respondents answered that the quality of training and development program delivered by MoND is poor. 26.8 % (n=85) of the respondents said the quality of training and development is average. 13.2 (n=42) and 7.2% (n=23) of employees agreed that the quality of the training and development program for which they have participated is very good and good respectively. The remaining 6.6 % (n=21) and 5.7 %(n=18) of the employees said that the quality of training and development program is very poor and excellent respectively. Hence, we can say that the quality of training and development program prepared by MoND was poor.

4.10 Evaluation of Training and Development

This discussion relates to the fourth research objective and its related research question which required knowing to the evaluation of Training and Development programs in MoND. Data for this was obtained from questionnaire.

Table 4.10 Employees Response on the Evaluation of Training and Development

No	Dimension	S. Disagree		Disagree		Neutral		Agree		S. Agree		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	MoND evaluate the training and development program properly and on time.	23	7.3	108	54.1	74	23.3	89	28.1	23	73	3.06	1.096
2	MoND tests or evaluates the trainees before and after the program.	23	7.9	107	33.8	67	21.1	86	27.1	32	10.1	3.11	1.149
3	MoND asks the trainees through questioners and interviews at the end of the training and Development program	26	8.2	84	26.5	86	27.1	98	30.9	23	7.3	3.03	1.0 93
4	The outcome of the training and development program evaluated on time.	18	5.7	88	27.8	102	32.2	93	29.3	16	5.0	3.00	1.1 27
5	Leaders look the performance appraisal report to evaluate the training and Development.	28	8.8	124	39.1	58	18.3	87	27.1	20	6.3	3.07	1.1 27

Source: Field data of May, 2020

The above table indicated that the employees' response regarding the evaluation of training and development program in MoND. Item no 1 revealed that 54.1 % (n=108) of respondents diagreed with the statement that MoND evaluate the training and development program properly and on time while 28.1 % (n=89) of respondents agreed with this statement. 23.3% (n=74) of the

employees who participated in this study remained neutral or no opinion on the evaluation of training and development properly and timely. The remaining 7.3% (n=23) of respondents strongly agreed and strongly dis agreed with the statement that proper and timely evaluation of training and development.

As item no 2 in the table concerning MoND tests or evaluates the trainees before and after the program, 33.8 % (n=107) of respondents disagreed with the statement where as 27.1 % (n=86) of employees agreed. 21.1 % (n=67) of the respondents had no opinion about MoND tests or evaluates the trainees before and after the program. 10.1% (n=32) and 7.9 % (n=23) of the respondents strongly agreed and strongly disagreed respectively concerning proper evaluation of training and development in MoND.

In response to the item no 3 as to MoND asks the trainees through questioners and interviews at the end of the training and Development program, 30.9 % (n=98) of employees agreed with the statement while 27.1% (n=86) of the respondents had no opinion on the statement. 26.5 % (n=84) of the employees disagreed with the statement that MoND asks the trainees through questioners and interviews at the end of the training and Development program. The remaining 8.2 % (n=26) and 7.3% (n=23) of employees strongly disagreed and strongly agreed respectively with the statement of item no 3 in the table 11 above.

In response to item no 4 in the above table regarding the outcome of the training and development program evaluated on time, 32.2 % (n=102) of respondents had no opinion with the statement. 29.3 % (n=93) and 27.8% (n=88) of the respondents agreed and disagreed respectively with the statement that the outcome of the training and development program evaluated on time. The remaining 5.7 % (n= 18) and 5 % (n=16) of the respondents strongly disagreed and strongly agreed with the item no 4 from the above table 11.

With regard to item no 5 in the table above as to leaders look the performance appraisal report to evaluate the training and Development, 39.1 % (n=124) of the respondents disagreed while 27.4% (n=87) of the respondents agreed with the statement. 18.3% (n=58) of employees who participated in this study had no opinion concerning leaders that evaluates training and development based on performance evaluation. The remaining 8.8 % (n=28) and 6.3 % (n=20) of

respondents strongly disagreed and strongly agreed respectively with the statement item no 5 in the above table.

The data collected and analyzed showed in the above that majority of employees affirmed that MoND did not evaluate the training and development program properly and on time. But it didn't tests or evaluates the trainees before and after the program. So it can be said that training and development evaluation was not done properly.

CHAPTER FIVE
SUMMERY, CONCLUSION AND RECOMMENDATIONS

This chapter discussed on the result obtained from chapter four. It provides summary of major findings, conclusion and recommendations. It also describes the implication of the findings. Finally, the conclusion and possible recommendation are presented.

5.1 Summary

The general objective of this study was to assess training and development practice in Ministry of National Defense. Questionnaire was the main source of data. These questionnaires are distributed for 328 employees of MoND. Among them, 317 questionnaires were collected and used to analyze the data. This study was guided by four objectives and four research questions. Summary of findings are based on the four research questions which are analyzed separately as follows.

The first research question was about training and development policy and strategy in MoND. Data collected and analyzed that 67.6% of the respondents affirmed that MoND has clear training and development policy and strategy. In accordance with this training and development policy, MoND provide training and development programs to employee based on the performance of the employees and the manpower requirement of the organization. The study revealed that above 50 % of the respondents said that Training and Development program was not guided by policy and strategy in MoND. Majority of respondents 59.9% confirmed that training and development programs are not aligned with the general objectives of MoND. This result is completely contradicted with that based on the organization training and development policy, organization formulates the training objectives in keeping with the organizations goals and objectives (Noe A. R., 2005). It also revealed that over 50% of respondents agreed that Training and Development programs provided by MoND didn't improved their skills, knowledge and attitude which increase their performance on the job. Even if the majority of the respondents agrees about MoND provides resource at the time of training but the organization failing to deliver the training at the right time. This analysis shows that leaders have low commitment on the implementation of training and development program. Leaders are not faire while they select employees for training and development programs. These make a conclusion that training and development activities are

not guided by policy and procedure. Training and development program didn't help employees to improve their skills, knowledge and attitude which increase their performance on the job.

The second research question was about training and development needs assessment. The data collected and analyzed indicates that majority of the respondents affirmed that MoND conduct training and development needs assessment. It is revealed that training and development needs assessment was conducted only based on the man power requirement. It also is confirmed that from the analysis training and development programs are not designed and developed based on the analysis of employee's skill, knowledge and attitude gaps. This result is completely inconsistent with Tharenou P., Saks A., and Moore C. (2007) that Training and development needs assessment typically involves organizational analysis, person analysis, and task analysis to identify the important tasks and knowledge, skills, and behaviors that need to be emphasized in training for employees to complete their tasks. MoND didn't conducted task analysis to identify the gap on skill, Knowledge, and ability. But training and development programs designed and provided by MoND was not relevant to the organization objectives.

The third research question for this study was about the implementation of training and development in MoND. The data collected and analyzed showed that MoND offer formal orientation program to all new employees. The result is consistent with pervious study that orientation helps to understand the organization mission, program and policy, the organization culture and values, key members of the employees and organizational structure (Dessler, 2012). Majority of the respondents affirmed that MoND didn't conduct extensive training and development programs for its employees in all aspects. The training and development programs provided by MoND were limited. Further training and education didn't encouraged by MoND.

Leaders are not committed to encourage employees for further education. This result is contradict to previous study that leaders encourages employees for training to promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships (Cole, G.A. ,2002). Based on the analysis, it can be seen that training and development materials are not available on time and as required quality in MoND. Concerning the participation of training and development programs, majority of respondents (74.4%) said that they participated in training and development program designed by MoND once in a year within 5 years. Regarding the

quality of training and development, (40.4 %) of respondents answered that the quality of training and development program delivered by MoND is poor.

The fourth research question for this study was about the evaluation of training and development program provided by MoND. The data collected and analyzed showed that majority of employees affirmed that MoND evaluate the training and development program properly and on time. But it didn't tests or evaluates the trainees before and after the program. This result is contradict the previous study for example Henry O. & Jennifer C., (2012) explain that the effectiveness of training practices should therefore be measured prior to training the employees. MoND didn't ask the trainees through questioners and interviews at the end of the training and development program to evaluate the impact of the training on organizational performance. Majority of employees who participated in this study confirmed that leaders didn't look at the performance appraisal report to evaluate the training and Development.

5.2 Conclusion

This study was aimed to assess the training and development practice in Ministry of National Defense. In order to assess the existing training and development practice, the study gives emphasis on training and development policy and strategy, leaders commitment on training and development, training need assessment, relevancy of training and development program, training and development implementation, employees participation in training and development programs, quality of training and development and evaluation of training and development. From the findings, this research comes up with the following conclusion.

Concerning training and development policy and strategy, it can be conclude that MoND has clear training and development policy and strategy. But the Training and Development programs are not guided by such policy and strategy in MoND. This implies that there is no fair selection of trainee and allocation resources for training and development in MoND. The Training and development programs designed by MoND are not aligned with the general objectives of the organization and specific objectives of each department. The training and development program provided by MoND doesn't help employees to improve their skills, knowledge and attitude which increase their performance on the job.

Regarding training and development needs assessment, it can be conclude that MoND conduct training and development needs assessment considering only the man power requirement. The training and development programs are not designed and developed based on the analysis of employee's skill, knowledge and attitude gaps. Task analysis was not conducted to identify the gap on skill, knowledge, and ability.

Regarding the implementation of Training and development programs, it can be conclude that MoND offer formal orientation program to all new employees. The training and development programs provided by MoND were limited. Leaders are not committed to encourage employees for further education. The materials are not available on time and as required quality for training and development programs in MoND. The quality of training and development program is poor.

Concerning the evaluation of training and development, it can be concluded that MoND does not evaluates the trainees before and after the delivery of the program to know the impact of training and development on organizational performance. Leaders don't examine individuals' performance appraisal report to evaluate the impact of training and Development program on individual performance and organizational performance.

Finally based on the data collected and analysis, it can be concluded that MoND training and development practice is not effective.

5.3 Recommendation

Based on the conclusion of this study, the following recommendations are made:-

- MoND has clear training and development policy and strategy. But the Training and Development programs are not guided by such policy and strategy. Therefor MoND should implement the training and development policy and strategy. Training and development objectives should align with organizational objectives in order to improve the skills, knowledge and attitude of employees which increase organizational performance.
- MoND conduct training and development needs assessment considering only the man power requirement. Hence, Training and development programs should be designed and

developed based on task analysis, individual interest and the analysis of employee's skill, knowledge and attitude gaps.

- Leaders should be committed to implement the training and development policy and encourage employees for further education. They should examine individuals' performance appraisal report to evaluate the training and Development. Training materials should be available on time and as required quality for training and development programs in MoND.

- MoND should evaluate the trainees before and after the delivery of the program to know the impact of training and development on organizational performance.

- In order to have effective training and development, MoND should develop new structure and system, conduct training and development assessment based on task analysis and performance report and individual interest in order to identify the skill, knowledge and ability. Based on the skill, knowledge and ability gap. MoND should design and deliver the required training and development program.

5.4 Recommendation for Future Research

In future research, it would be interesting to assess the practice of training and development. Future studies can benefit by including leadership styles and other variables such as job satisfaction, motivation and personal characteristics (age, years of service and gender) to explore how training and development program can be strategically designed and aligned to organizational objectives to increase organizational performance.

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Appendix: Questionnaire

St. Mary's University
School of Graduate Studies
Department Of Human Resource Management

My name is Kasahun Mengesha (0920096058). I am second year MA student. Currently I am conducting research on "The assessment of Training and Development Practice in Ministry of National Defense" from seven selected training and development institutions as a partial fulfillment for MA Program.

The objective of the study is to assess training and development practice in Ministry of National Defense.

To make the study fruitful, the respondents' intense cooperation in filling the questionnaire is highly valuable. Hence, the researcher highly demands your support to objectively fill the questionnaire. The researcher also wants the respondents to assure that the data to be collected will be used only for the research purpose and the personal data of the respondents will be kept confidential.

Thank you in advance!

PART ONE

The following questions concern about your personal information. Its confidentiality is assured.

1) Sex of Respondents

    Male ☐   Female ☐

2) Current job title or Responsibility……………………………………………………
3) Total service year for the current position ……………………………….
4) Total service year in Ministry of National Defense…………………………………..
5) Military Rank………………………………………………………………

6) Age group

21- 25 years [ ]   26 – 30 Years [ ]   41- 45 years [ ]

31 -35 Years [ ]   36 -40Years [ ]   Above 46 Years [ ]

7) Level of Education

TVET Diploma [ ]   First Degree [ ]   Master's Degree [ ]

Doctorate Degree [ ]

Others, please specify……………………………………

8) Your marital status

Single [ ]   Married [ ]   Divorced [ ]

Other …………………………………

PART TWO

Information on Training and Development Policy and Strategy

The following questionnaires describe your personal views of Training and Development policy and strategy. There are five scales in front of each question. Please circle the number in the box to the extent of your agreement or disagreement with each statement regarding Training and Development policy and strategy.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

G1	MoND have Training and Development Policy and Strategy.	1	2	3	4	5
G2	Training and Development program guided by policy and strategy in MoND?	1	2	3	4	5
G3	I participated or attended in any training and development program organized by MoND?	1	2	3	4	5
G4	The Training and Development programs are aligned with my department objectives specifically or MoND Objectives in general	1	2	3	4	5
G5	Training and Development programs improved my skills, knowledge and attitude which increase my performance on the job.	1	2	3	4	5
G6	The training provided by MoND helped me to perform my work effectively and efficiently.	1	2	3	4	5

PART TWO

Information about Leaders Commitment on Training and Development

The following questionnaires describe your personal views of leaders' commitment on Training and Development. There are five scales in front of each question. Please circle the number in the box to the extent of your agreement or disagreement with each statement regarding Training and Development Needs Assessment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

G1	MoND set adequate time for training and development program	1	2	3	4	5
G2	Annually, MoND maintain adequate budget for training and development of employees.	1	2	3	4	5
G3	Leaders are faire to select employees for training and development program	1	2	3	4	5
G4	Leaders are committed for the implementation of training and development program	1	2	3	4	5

How were you selected for training and Development? Please tick (X) mark in the box to your answer. You may answer more than one.

1	On joining the MoND	
2	Rank promotion	
3	Performance Appraisal	
4	Special Duty	
5	For new System and Technology	
6	Organizational Change	
7	I don't know	

How relevant were the trainings and development you received to your work? Please tick (X) mark in the box to your answer.

1	Not relevant at all	
2	Not relevant	
3	Not sure	
4	Effective	
5	Very effective	

PART FOUR

Information on Training and Development Need Assessment

The following questionnaires describe your personal views of Training and Development Needs Assessment. There are five scales in front of each question. Please circle the number in the box to the extent of your agreement or disagreement with each statement regarding Training and Development Needs Assessment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

A1	MoND conduct need assessment before conducting training and Development.	1	2	3	4	5
A2	Training programs are designed and developed based on the analysis of employee's skill, knowledge and attitude gaps	1	2	3	4	5
A3	Training and Development Need Assessment is conducted based on MoND manpower requirement and Individual interest.	1	2	3	4	5
A4	The Training needs analysis methods of the organization enable to clearly identify the required training and development that employees' need to perform their job.	1	2	3	4	5

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1) Which methods are used to conduct training and Development needs assessment in MoND? You may answer more than one. Please tick (X) mark in the box to your answer

1	Questionnaire	
2	Interview	
3	Direct observation of immediate Leaders	
4	Performance appraisal result of employees	
5	Task analysis	

PART FIVE

Information on the Relevancy of Training and Development

The following questionnaires describe your personal views on the relevancy of Training and Development. There are five scales in front of each question. Please circle the number in the box to the extent of your agreement or disagreement with each statement regarding Training and Development Implementation.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

R1	The training provided by MoND helped me to perform my work effectively and efficiently	1	2	3	4	5
R2	Training programs improved my skills, knowledge and attitude which increase my performance on the job.	1	2	3	4	5
R3	The training and development program provided by MoND used to accept changes and new technology.	1	2	3	4	5
R4	The training provided by MoND helped me to create job satisfaction and develop self-confidence confidence	1	2	3	4	5

1) Why do MoND need a Training Needs Assessment? You may answer more than one. Please tick (X) mark in the box to your answer.

1	Solving a current problem	
2	Avoiding a past or current problem	
3	Creating or taking advantage of a future opportunity	
4	Providing learning, development or growth	
5	Career Development	

PART SIX

Information on Training and Development Implementation

The following questionnaires describe your personal views of Training and Development Implementation. There are five scales in front of each question. Please circle the number in the box to the extent of your agreement or disagreement with each statement regarding Training and Development Implementation.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I1	MoND offer formal orientation program to all new employees.	1	2	3	4	5
I2	MoND conduct extensive training and development programs for its employees in all aspects.	1	2	3	4	5
I3	Further training and education are encouraged in MoND	1	2	3	4	5
I4	Annually, MoND maintain adequate budget for training and development of employees.	1	2	3	4	5
I5	MoND give training and development program on time.	1	2	3	4	5
I6	Training and Development materials are available on time and as required quality in MoND.	1	2	3	4	5
I7	There is an effective training and development practice in my organization.	1	2	3	4	5

1) How often do you attend Training and Development programs in MoND for the last 5 Years? Please tick (X) mark in the box to your answer

1	Only once in a Year	
2	Twice in a Year	
3	Several times	
4	Rarely	
5	I didn't participated	

PART SEVEN

Information on Training and Development evaluation

The following four questionnaires describe your personal views of Training and Development evaluation. Please tick X mark in the Box to the extent of your agreement or disagreement with each statement regarding Training and Development evaluation.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

E1	MoND evaluate the training and development program properly and on time.	1	2	3	4	5
E2	MoND tests or evaluates the trainees before and after the program.	1	2	3	4	5
E3	MoND asks the trainees through questioners and interviews at the end of the training and Development program	1	2	3	4	5
E4	The outcome of the training and development program evaluated on time.	1	2	3	4	5
E5	Leaders look the performance appraisal report to evaluate the training and Development.	1	2	3	4	5

Please describe your comments regarding the Strengths, Weaknesses and Challenges of MoND's Training and Development practices.

Strength

_____

_____

_____

Weakness

_____

_____

_____

Challenges in practicing Training and Development process in MoND

_____

_____

_____

Please specify any ways you think training and development in MoND can be improved.

_____

_____

_____

Thank You