

# The Contribution of Training and Development Program on the Effectiveness of Employee Performance

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**Abstract:** Organizations are established to achieve a certain objectives and goals. In order to run the organization effectively and to arrive at its established goals and objectives, it needs the availability of resources; money, machine, material and personnel. Among these resources human resource is the most fundamental and decisive factor to promote change and to achieve organization's goals and objectives. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or jobs. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future. Injibara prison administration office is one of the three prisoners' administrations in the Awi Nationality Administrative Zone. The office was established in 1985 E.C. During its establishment there were 26 (male 19 and female 7) military servants. In the past ten years the office started a new program called team development management program. The program focuses on employee training and development. This is the strong performance of the office in developing employees' capacity. The real contribution of the team development management training is not measured. If some study is taken on this program the weakness and strengths will be identified and corrections will be taken. But nothing has done in assessing the program. Thus my intention is to find out contribution of this program on the effectiveness of employee performance. This research will clearly show the strengths and weakness of the program and the contributions of the program on employees' effectiveness.

**Keywords:** Training, Development, Effectiveness, Performance

## 1.1 Statement of the problem

Training and development play a vital role in any given organization today. It is aimed preparing employees for future or current jobs.

The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively'. (Source: Aswathappa, K. Human resource and Personnel Management)

Employee Development Programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These includes reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants quality of work life.

The IPAO started a new program called team development management program. This program is on- the -Job Training which was started 2001 E.C. The program is Conference/ Discussion Method type which focuses on training of directives of the office and prisoner handling. This training has a lot of contributions to the employees. And still there are some weaknesses to be solved by coordinators. If the problem is not solved it will have a negative impact on the effectiveness of the training and also the service delivered by the office

If this study is not conducted,

- ✓ The problem (weakness) will continue.
- ✓ The training will become boring and the participation of trainee became less.
- ✓ The coordinators can't take measure actions.

Thus the findings of this research,

- ✓ Show the weaknesses of the program and the responsible bodies can take measures.
- ✓ The trainees will take the team development management training in a scientific way.

The contributions of training and development cannot be measured directly but the change in attitude and behavior that occurs as a result of training and development. By studying and analyzing the responses of employee's regarding training and development program I can make some scientific conclusion which is the core idea of my research.

Thus, the intention of this research is to analyze and evaluate the contributions of training and development programs on the effectiveness of employee's performance in IPAO.

This study tried to give answer for the following basic research questions.

1. What are the strengths and weaknesses of the team development management training program?
2. What is the contribution of the team development management training program to employee performance?
3. What corrective measures must be taken to strengthen the team development management training program?

## **1.2 Objectives of the study**

### **1.3.1. General objective.**

General objective of this study is to assess the contribution of team development management training and development program on the effectiveness of employee's performance in Injibara prison administration office and to find out the factors (challenges) hindering the effective implementation of the program.

### **1.3.2. Specific Objectives.**

- ✓ To see the contributions of training and development program on the effectiveness of employee's performance in the organization.
- ✓ To investigate the relation between the training and development program and the efficiency of employees in the organization.
- ✓ To identify the major constraints encountered in the implementation of the capacity building program.
- ✓ To suggest solutions and give recommendation about the effective measures to be taken in the future to increase the implementation of the program.

## **1.3 Significance of the Study**

There are so many significances that the research will contribute IPAO as well as for other respected bodies such as the regional government bureau who is responsible to coordinate the program at higher level.

Thus the findings of the study can have the following values.

- ✓ It will provide an opportunity for the IPAO to scan its strength and weakness, the existing management strategy.
- ✓ The process coordinators and team leaders will be aware of their strong and weaker parts in leading the training and development program.
- ✓ The study may help to create awareness among different stakeholders that the program should be paid due attention.
- ✓ In addition, the result of this study will give an insight to any individual who has interest to undertake further study on this area.

## **1.4 Delimitation of the Study**

The main purpose of this study is to find out the contributions of training and development program on the effectiveness of employee performance in Injibara prisons administration office. The training is an on-the-job type of training which is given to servants (both civil and military) and process coordinators. The program is Conference/ Discussion Method type which focuses on training of directives of the office and prisoner handling. This training has a lot of contributions to the employee's empowerment. Because of shortage of time, budget and my capacity on research it is delimited to this office employee's, process coordinators and office heads.

## **1.5 Limitation of the Study**

While conducting the study I may face different problems. From those problems the first one is absence of well organized secondary data; which means absence of written document and profiles of the organization. The second problem that will faces me lack of sufficient financial resource to conduct this research. The last problem will be lack of experience on conducting research. However, I will try to diminish it by seating time schedule for each activity and using advices of my advisors to avoid experience gaps.

## **1.7. Definition of Terms**

**Training** is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or jobs.

**Development** is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

**Effectiveness** is the degree to which some thing is successful in producing a desired result; success.

**Efficiency** is the ability to accomplish a job with a minimum expenditure of time and effort.

**Employee** is a person who works for another person or to a company for wages or salary.

**Employee performance** is the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed.

**Contribution** is the part played by a person or thing in bringing about a result or helping something to advance.

**Team management** is the ability of an individual or organization to administer and coordinate a group of individuals to perform a task.

**Capacity building** is the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adopt and thrive in the fast changing world.

## Research Design and Methodology

### 3.1. Research Methodology

This study was tries to evaluate the contributions of training and development program on the effectiveness of employee performance in Injibara prisons administration office.

*Descriptive research* includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs, as it exists at present.

The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.

The above description of the types of research brings to light the fact that there are two basic approaches to research, quantitative approach and the qualitative approach.

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. Depending on the above advantages, I was used descriptive survey method research in both quantitative approach and the qualitative approach.

### 3.2. Source of Data

The study was conducted in Injibara prison administration office. Thus my sources of data was,

#### A. Primary data

Primary data can be collected directly from the respondents. Such as employees in each process /department/, process coordinators and the office head. In the case of a survey, data can be collected by: personal interview were conducted to process coordinators and the office head.

Here in my research I used,

- ✓ Interviews with concerned people (process coordinators and the head of the office)
- ✓ Questionnaires ( employee)

#### B. Secondary data

Secondary data means data that are already available i.e., they refer to the data which have already been collected and analyzed by someone else. For this study I used, Statistics recordings, quarter and annual report of the office.

### 3.3. Population of the study

The total population of this study are 117 (male 90 and female 27) employees and six (5male and1 female) process coordinators and office heads in IPAO.

### 3.4. Sample and Sampling Techniques

The researcher relays on both probability and non-probability sampling method. From probability sampling method, I used stratified sampling technique and from non-probability sampling method, I used purposeful sampling technique. I prefer to stratify the data accordingly to a number on non-over lapping sub population (strata) and sample items are selected from each stratum. This method helped me to take samples from the six processes /departments and the remaining three caseworkers. The advantage of this method is allowing the researcher to address all teams taking the training. Thus, 44 samples employees out of 117 populations. From non-probability sampling method, I used purposeful sampling technique and three coordinators and the head of the office

are selected as sample respondents. Therefore, the total sample will be 48 respondents. All the sample population will fill questionnaires and additionally I will interview process coordinators and the head of the office for further information.

### **3.5. Data Gathering Instruments**

In dealing with any real life problem, it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate to the study. There are several ways of collecting the appropriate data, which differ considerably in context of money costs, time and other resources at the disposal of the researcher.

For this study, both primary and secondary data are used. In this study, I initially collect secondary data about the training, which is found in the office of human resource management supportive process. In addition, the primary data was collected through interview (process coordinators and the head of the office) and both open ended and closed ended questionnaires (employee) fill by differently stratified population samples.

In the office all of them are native speakers of Amharic and even some of them has shortages of writing and reading of English. Thus to get clear information I will prepare questionnaires in Amharic and then convert it into English for the use of data interpretation and analysis.

### **3.6. Data Analysis Techniques**

Data processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups.

The result obtained from the response of the participants was analyzed both quantitatively and qualitatively. For the close-ended questionnaire, items up on which respondent's response require choosing among the given alternatives, the value were first tallied with in each category. Then after, to summarize the data obtained, simple frequency counts and percentage are used. For the open-ended questionnaire items in which respondents asked either to describe or to comment on, are analyzed qualitatively. Quantitatively researcher relays on descriptive analysis of data obtained from the respondents of the study.

## **PRESENTATION AND ANALYSIS OF THE DATA**

Analysis and interpretation is the one of the important stage of a project.

In this analysis and interpretation, I tried to focus to answer my basic research questions. This basic research questions were,

1. What are the strengths and weaknesses of the team development management-training program?
2. What is the contribution of the team development management-training program to employee performance?
3. What corrective measures must be taken to strengthen the team development management-training program?

In this stage the recorded responses are coded into symbols, for making counting, edited, tabulated and represented in appropriate pictorial form. The responses in the questionnaire have its own value in making a true interpretation. There are 44 employee and four managerial level respondents in my sample. All of them (100%) employee level respondents fill and answer the questionnaire. From these 29 were in Prisoners handling administration core process, six in Prisoners regeneration core process, three in Human resource management supportive process and the rest six respondents were in other departments.

For the managerial level respondents my sample contains Prisoners regeneration core process coordinator, Human resource management supportive process coordinator, Purchasing and supplies management supportive process coordinator, and the office head. All of them (100%) the managerial level respondents fill and answer the questionnaire.

The questions are prepared in a way that the ambiguity is avoided. After preliminary scrutiny of the filled questionnaires, it is noticed that all the respondents marked their responses to important questions which will lead the study. The responses of the questionnaires are tabulated and represented in percentages to get a clear cut picture about the responses. It made the interpretation quite easier on the basis of percentages chart is drawn. The interpretation for questions which seeks Yes or No answers was easy because comparative majority can be identified by the percentage. Diagrammatic representations are given for each question in order to make the findings more clearly to the reader.

The questionnaire contains three parts. Part A is about personal data, Part B about closed ended questions and Part C. about open ended questions.

#### 4.1 Back Grounds of the Respondents

**Table II Back Ground Information of the Respondents**

No	Question item		Respondents			
			Managerial level		Employee level	
			no	In%	No	In%
1	Age	18-23	-	-	15	34.09%
		24-26	2	50%	12	27.27%
		26-30	1	25%	9	20.45%
		30-35	1	25%	3	6.83%
		Above 35	-	-	5	11.36%
		total	4	100%	44	100%
2	Sex	male	4	100%	33	75%
		female	-	-	11	25%
		total	4	100%	44	100%
3	Marital statuses	single	1	25%	27	64.36%
		married	3	75%	17	38.64%
		total	4	100%	44	100%
4	Service in years	Below one year	-	-	5	11.36%
		1-3 years	-	-	13	29.55%
		4-5 years	-	-	9	20.45%
		6-7 years	2	50%	3	6.82%
		Above seven years	2	50%	14	31.82%
		total	4	100%	44	100%
5	Educational level	Below certificate	-	-	9	20.45%
		Certificate	-	-	14	31.82%
		diploma	2	50%	18	40.91%
		Degree & above	2	50%	3	6.82%
		total	4	100%	44	100%

Source collected questionnaire

The above table II item 1 shows large portion which is about 15(34.09%) of the employee respondents are between 18 and 23 years old. 12(27.27%) of the respondents are between 24-26 years old, and 50% of Managerial level respondents are between 24-26 years old.

As it is shown in above table item 2 out of 44 employee respondents who filled and returned the questionnaire 33 (75%) were males, While the rest 11 (25%) are females. Moreover, all of the managerial level respondents are males.

The above table II item 3 shows about 27(64.36%) of the employee respondents are single and 17 (38.64%) of them are married, and 75% of the managerial level respondents are married.

The above table II item 4 shows that 14 (31.82%) of employee respondents service in the office is above seven years of experience, 13(29.55%) of respondents service is in between 1-3 years where as 100% the managerial level respondents served more than six years.

The above table II item 5 shows as most of employee respondents 32(72.13%) are certificate and diploma holders where as 100% the managerial level respondents are diploma and above.

#### 4.2. Response Related to the Study

##### 4.2.1 Employee Related Response

**Table III Opinion about the contribution of training on the improvement of performance and work effectiveness**

No.	Opinion		No. Of Respondents	Percentage Of Respondents
1	Does the training contribute on the improvement of your performance?	Yes	37	84.09%
		no	7	15.91%
		total	44	100%
2	Does the training contribute on your effectiveness?	Yes	33	75%
		no	11	25%
		total	44	100%

Source collected questionnaire

As it is indicated in the above table III, item 1, 37(84.09%) of employee respondents agreed that training contributes a lot for the improvement of employee performance, but seven (15.91%) of the respondents disagree with the idea. This indicates the training program is essential to the performance development of employees.

As it is indicated in the above table III, item 2, we can see that 33(75%) of employee respondents said that training has apposite contribution on work effectiveness. While 11(25%) are of the opinion with no contribution. This indicates the training program is essential to employees' effectiveness.

**Table IV Opinion about the frequency of training evaluation**

No.	Opinion		No. Of Respondents	% Respondents
1	Do office heads evaluate the training frequently?	Yes	16	36.36%
		no	28	63.64%
		total	44	100%
2	If your answer is yes for the above Q how frequent they evaluate?	Weekly	-	0%
		Monthly	4	
		Quarterly	10	62.5%
		Twice a year	2	12.5%
		total	16	100%
3	What should be the ideal time evaluating training?	After a week	28	63.64%
		After a month	10	22.73%
		Immediately after training	6	13.64%
		total	44	100%

As it is indicated in the above table IV, item 1 we can see that 28 (63.64%) of employee respondents answered that training was not evaluated frequently but 16 (36.36%) of respondents answered that training was evaluated frequently. This implies that there is no frequent and well-scheduled program to evaluate the training program.

From respondents who answered that training was evaluated frequently, 10 (62.5%) of them answered that it was evaluated quarterly, 4 (25%) of them answered monthly and 2(12.5%) of them answered that it was evaluated twice a year. Even from the respondents who believe that the evaluation program is frequent answered it was evaluated quarterly.

As shown in table IV item 3 many of the employee respondents 28(63.64%) agreed that the ideal time of training evaluation is after a week at which the training is conducted. 10(22.73%) agreed after a month at which the training is conducted. Here we can see that 34(77.27%) of the respondents agreed evaluation should be taken at least before a month on which the training is conducted.

**Table V Opinion about the evaluation of training**

Opinion		No. Of Respondents	Percentage Of Respondents
Do you think that the feedback	Yes	23	52.27%

evaluate the effectiveness of training program?	no	21	47.73%
	total	44	100%

Source collected questionnaire

From table V, we can see that 23 (52.27%) of employee respondents agreed that the feedback evaluates the training program but 21(47.73) % of respondents disagree with the idea.

**Table VI Opinion about achieving objectives of training**

Opinion		No. Of Respondents	Percentage Respondents	Of
Do you believe you achieved the objective of the training?	Yes	14	31.82%	
	no	30	68.18%	
	total	44	100%	

Source collected questionnaire

Table VI indicates that 30 (68.18%) of the employee respondents believe that they did not achieved the objective of the training but the rest 14 (31.82%) of the respondents believe that they achieved the objective of the training.

**Table VII Opinion about the frequency of training participation**

Opinion		No. Of Respondents	% Of Respondents
How frequent you participate in the training?	Each day for a week	20	45.45%
	twice a week	15	34.09%
	once a week	9	20.45%
	total	44	100%

Source collected questionnaire

Table VII indicates that 20 (45.45%) of the employee respondents believe that they participate the whole part of the training, 15 (34.09%) of the respondents believe that they participate twice a week in the training.

**Table VIII Opinion about improvement of knowledge after training and motivation**

No.	Opinion		No. Of Respondents	% Of Respondents
1	Your opinion about improvement of knowledge after training program	Yes	40	90.91%
		No	4	9.09%
		total	44	100%
2	Does training helps to increase the motivation level of employees?	Yes	40	90.91%
		No	4	9.09%
		total	44	100%

Source collected questionnaire

Table VIII item 1 indicates that 40 (90.91%) of the employee respondents believe that they get a good knowledge on the training but the rest 4 (9.09%) of the respondents disagree with the idea. This implies that the content of the training relevant for the employees.

As shown in table VIII item 2 almost all of the employee respondents 40(90.91%) agreed that the training helps to increase the motivation level of employees on the other hand 4(9.09%) of them believe training has no motivational factor

**Table IX Opinion about willingness of attending the training program**

No.	Opinion		No. Of Respondents	% Respondents
1	Do you like to attend the training program	Yes	29	65.91%
		No	15	34.09%
		total	44	100%
2	What kind of training method do you prefer?	on the job	26	59.09%
		Off the	5	11.36%
		Both	13	29.55%
		total	44	100%

Source collected questionnaire

As it is indicated in the above table IX item 1 we can see that 29 (65.91%) of the employee respondents like attending the training but the rest 15 (34.09%) of the respondents have no interest to attend the training. here we can see that 34% is a large number who are not interested to attend the training.

As it is indicated in the above table IX, item 2 we can see that 26 (59.09%) of the employee respondents prefer on the job method training program 5 (11.36%) off the job method training program and the rest 13 (29.55%) have no choices. This implies the office is going on the right truck to employee training needs.

**Table X Opinion about the relevancy of training program**

Opinion		No. Of Respondents	Percentage Of Respondents
Is training relevant to the needs of the organization?	Yes	42	95.45%
	No	2	4.55%
	Total	44	100%

Source collected questionnaire

As shown in table X almost all of the employee respondents 42(95.45%) agreed that the training is relevant to the needs of the organization.

**Table XI Opinion about the employee selection of the training program**

No.	Opinion		No. Of Respondents	Percentage Of Respondents
1	Are you satisfied with present method of selection of candidates for training?	Yes	41	95.45%
		no	3	4.55%
		total	44	100%
2	Are you satisfied with the effectiveness of training program?	Strongly	4	9.09%
		agree	9	20.45%
		somewhat	12	27.27%
		disagree	19	43.18%
		total	44	100%

Source collected questionnaire

In case of selection of candidates for training almost all of the employee respondents 41(95.45%) have no reservations as indicated in table XI item 1.



The above table XI item 2 indicates most employees respondents 19(43.18%) were unsatisfied on effectiveness of the training.

**Table XII Opinion about the improvement the training program to employee relationships**

No.	Opinion		No. Of Respondents	Percentage Respondents	Of
1	Does training helps to improve employee-employee relationship?	Yes	39	88.64%	
		No	5	11.36%	
		total	44	100%	
2	Does training program enable the employees to be accountable and authoritative in making decision?	Yes	36	(81.82%)	
		No	8	18.18%	
		total	44	100%	

Source collected questionnaire

As shown in table XII many of the employee respondents 39(38.64%) agreed that the training helps to increase the employee-employee relationship on the other hand 5(11.36%) of them believe training has no impact on employee- employee relationship.

As it is indicated in the above table XII item two, 36 (81.82%) of the employee respondents answered training program enable the employees to be accountable and authoritative in making decision on the other hand 8 (18.18%) of them believe training has no positive impact on employee empowerment.

**Table XIII Opinion about the contents of training courses**

Opinion		No. Of Respondents	Percentage Respondents	Of
Does training courses include the special challenges faced by managers and officers?	Yes	32	72.73%	
	No	12	27.27%	
	Total	44	100%	
Does the training method focus on developing team work and leadership skills?	Yes	29	65.91%	
	No	15	34.09%	
	Total	44	100%	

Source collected questionnaire

As shown in the above table XIII item one, 32(72.73%) of the employee respondents agreed with the contents of training courses and 12(27.27%) of the respondents disagreed with the idea.

The 2<sup>nd</sup> item shows the focus of training on the developing team work and leadership skills, here 29 (65.91%) of them agreed with the idea but 15 (34.09%) of the employee respondents disagreed with the idea.

**Table XIV Opinion about the consideration of training as a part of development**

Opinion		No. Of Respondents	Percentage Respondents	Of
Your organization considers training as a part of organizational strategy. Do you agree with this statement?	Strongly agree	11	25%	
	Agree	18	40.91%	
	somewhat agree	7	15.91%	
	Disagree	8	18.18%	
	Total	44	100%	

Source collected questionnaire

Table XIV shows consideration of the organization training as a part of organizational strategy, here 11 (25%) of the employee respondents strongly agreed, 18(40.91%) agree 7(15.91%) somewhat agree and 8(18.18%) disagree with the idea.

**4.2.2. Analysis of managerial level respondents.**

**Table XV Opinion about the improvement the training program to employee relationships and team work**

No.	Opinion	No. Of Respondents	Percentage Of Respondents
1	Does training helps to improve employee-employee relationship?	Yes	3 75%
		no	1 25%
		total	4 100%
2	Does the training method focus on developing team work and leadership skills?	Yes	4 100%
		no	-
		total	4 100%

Source collected questionnaire

As it is indicated in the above table XV item 1 we can see that 3(75%) of the managerial level respondents agreed that the training helps to increase the employee- employee relationship on the other hand 1(25%) of them believe training has no contribution on employee- employee relationship.

The 2<sup>nd</sup> item shows the focus of training on the developing team work and leadership skills, here 4 (100%) of them agreed with the idea. From these we can see that managers of the office believe the training is fostering employee-employee relationship as well as develop teamwork and leadership skills. Thus, managers of the office should closely follow the training program.

**Table XVI Opinion about the employee accountability and authoritativeness in decision-making**

No.	Opinion	No. Of Respondents	Percentage Of Respondents
1	Does training program enable the employees to be accountable and authoritative in making decision	Yes	4 100%
		no	-
		total	4 100%
2	Does training courses include the special challenges faced by managers and officers?	Yes	4 100%
		no	-
		total	4 100%

Source collected questionnaire

As it is indicated in the above table XVI item 1 all 4 (100%) of the managerial level respondents answered training program enable the employees to be accountable and authoritative in making decision.

As it is indicated in the above table XVI, item 2, all 4(100%) of the managerial level respondents agreed with the contents of training courses.

**Table XVII Opinion about the satisfaction and contribution of the training program**

No.	Opinion	No. Of Respondents	Percentage Of Respondents
1	Are you satisfied with the effectiveness of training program	Yes	2 50%
		no	2 50%
		total	4 100%

2	Does the training contribute on the improvement of your performance	Yes	3	75%
		no	1	25%
		total	4	100%

Source collected questionnaire

As it is indicated in the above table XVII, item 1, we can see that 50% the managerial level respondents were unsatisfied on effectiveness of the training at the same time 50% them are satisfied.

As it is indicated in the above table XVII, item 2, 3(75%) the managerial level of respondents agreed that training contributes a lot for the improvement of employee performance. But 1(25%) of the respondents disagree with the idea. This indicates the training program is essential to the performance development of employees.

**Table XVIII Opinion about the kind of training method**

Opinion		No. Of Respondents	Percentage Of Respondents
What kind of training method do you prefer?	on the job method	3	75%
	Off the job method	-	-
	Both	1	25%
	Total	4	100%

Source collected questionnaire

As it is indicated in the above table XVIII, we can see that 3 (75%) of the respondents prefer on the job method training program and 1 (25%) have no choices. This implies the office is going on the right truck to employee training needs.

**Table XIX Opinion about the consideration of training as a part of development**

Opinion		No. Of Respondents	Percentage Of Respondents
Your organization considers training as a part of organizational strategy. Do you agree with this statement?	Strongly agree	1	25%
	Agree	2	50%
	somewhat agree	1	25%
	Disagree	-	-
	Total	4	100%

Source collected questionnaire

As it is indicated in the above table XIX, we can see that 3 (75) the managerial level of respondents consider the organizations training as a part of organizational strategy, here 11 (25%) of the respondents strongly agreed, 18(40.91%) agree 7(15.91%) somewhat agree and 8(18.18%) disagree with the idea.

**Table XX Opinion about the evaluation of training**

Opinion		No. Of Respondents	Percentage Of Respondents
Do office you evaluate the training frequently?	Yes	2	50%
	No	2	50%

	Total	4	100%
How frequent you evaluate?	Weekly	-	-
	Monthly	-	-
	Quarterly	2	50%
	Twice a year	2	50%
	Total		100%

Source collected questionnaire

As it is indicated in the above table XX, item 1 we can see that 2 (50%) of the managerial level respondents answered that training was not evaluated frequently and also 2 (50%) of respondents answered that training was evaluated frequently. This implies that there is no frequent and well scheduled program to evaluate the training program.

From respondents who answered that training was evaluated frequently, 2 (50%) of them answered that it was evaluated quarterly, 2 (50%) of them answered that it was evaluated twice a year. Even from the respondents who believe that the evaluation program is frequent answered it was evaluated quarterly.

**Table XXI. Opinion about the evaluation of training**

Opinion	No. Of Respondents	Percentage Of Respondents
Do you think that the feedback evaluate the effectiveness of training program?	Yes	1 25%
	No	3 475%
	Total	4 100%

Source collected questionnaire

As it is indicated in the above table XXI, we can see that 1 (25%) of respondents agreed that the feedback evaluates the training program but the rest 3(75) % of the managerial level respondents disagree with the idea.

**4.2.3 Analysis of open end questions of both employees and managers**

I prepared Subjective types of questions which are directly related to the subject matter under study, such as what do you suggest making the training effective?, Please mention some contributions of the training on the effectiveness of employee performance, how is the efficiency of employee performance after training? And what problems you encounter during the training? And give them to get future information.

Many of the respondents suggest their own suggestion to make the training effective. Their response is summarized as follows:

The suggestion cited by both managers and employees to make the training effective is summarized as follows:

- ✓ Make the training attractive
- ✓ Give credit for employee comments
- ✓ Limit the time of training
- ✓ Avoid redundancy of topics
- ✓ Improve provision of different benefits.
- ✓ Listening employees compliance accordingly

In addition to these, both managers and employees were asked to mention some contributions of the training on the effectiveness of employee performance. Both respondents for warded the following contribution:

- ✓ Employees know office directives
- ✓ Employees become good in prisoner handling
- ✓ Answer questions without waiting their respective bosses
- ✓ Working condition is improved by the training.

When the respondents were asked about the improvement of efficiency of employee performance after training, they said employee become efficient in somehow. Still there are employees who are not still efficient and not volunteer to take the training.

The last question was about challenges or problems encountered during the training. The respondents mention the following challenges.

- ✓ Drop out of trainees
- ✓ Redundancy of topics
- ✓ Boringness of the training
- ✓ Shortage of training materials
- ✓ Shortage of training classes
- ✓ Low capacity of trainer
- ✓ Lack of attention of office heads /manager

## **SUMMARY CONCLUSION AND RECOMMENDATIONS**

The research was conducted to meet the general objective of the contribution of team development management training and development program on the effectiveness of employee's performance in Injibara prison administration office and to find out the factors (challenges) hindering the effective implementation of the program.

In doing these, the research was focused to answer the following basic research questions.

- ✓ What are the strengths and weaknesses of the team development management-training program?
- ✓ What is the contribution of the team development management-training program to employee performance?
- ✓ What corrective measures must be taken to strengthen the team development management-training program?

In chapter four analysis and interpretation of data were taken place. Thus depending on these analysis and interpretation of data, I site the following summary, conclusion and recommendations.

### **5.1 SUMMARY**

The data presented and analyzed in the research is summarized as follows.

Regarding the contribution training on the improvement of performance and effectiveness the training contributed a lot in both improvements of employee performance and effectiveness but there is no frequent and well scheduled program /action plan/ to evaluate the training program. Even though there is no frequent and well scheduled program /action plan/ to evaluate the training the feedbacks were important to evaluate the training.

When we look at the attitudes of employees towards training, i.e. willingness of attending the training program, frequency of training participation, improvement of knowledge after training, the kind of training method they prefer and motivation and achieving objectives of training many of the employees are interested in participating the training, they believe that their knowledge is improved after training, they prefer on the job method of training, some of employees participate frequently on the training but many of the employees failed in achieving objectives of training.

The other point goes to summarize the relevancy of training program to the needs of the organization, the satisfaction level of employees with present method of selection of candidates for training, the contribution of the training program enable the employees to be accountable and authoritative in making decisions, the contribution of the training to improve employee-employee relationships and the satisfaction level of employees with the effectiveness of training program. According to the respondents many of them believe the relevancy of training program to the needs of the organization; they are satisfied with present method of selection of candidates for training, they believe the training contribute a lot to improvement of employee-employee relationships and make them accountable and authoritative in decision makings. But there is a shortage in the effectiveness of training program.

Regarding the managerial level respondents the followings were the questions raised to them and summarized as follows. the contribution of the training to improve employee-employee relationships, the focus of the training method on developing team work and leadership skills, the contribution of the training program for the employees to be accountable and authoritative in decision making, the content of the training courses to include the special challenges faced by managers and officers, the satisfaction level with the effectiveness of training program, the contribution of the training on the improvement of performance, the training method they prefer, the organization's consideration on training as a part of organizational strategy, The frequency of training evaluation and the use of the feedback to evaluate the effectiveness of training program.

Concerning these, almost all of the managerial level respondents agreed that,

- ✓ The training improved employee-employee relationships.
- ✓ The training method focuses of on developing team work and leadership skills.
- ✓ The training program empowered the employees to be accountable and authoritative in decision-makings.
- ✓ The content of the training courses include the special challenges faced by managers and officers.
- ✓ The training contributes much on performance improvement.
- ✓ They prefer the on job type of training method.
- ✓ There is a gap in considering training as a part of organizational strategy.
- ✓ They are less satisfied with the effectiveness of training program.
- ✓ There is a shortage in the evaluation of the effectiveness of the training program.
- ✓ There is a shortage use of the feedback to evaluate the effectiveness of training program.

In general, many respondents have satisfactory opinion about the training and their ability to train but a few numbers of the respondents were neither satisfied with the way in which the training programs were conducted by the trainer with regard to the enhancement of skills and knowledge of training.

As infrastructure facilities are concerned, majority of employees have stated that the learning atmosphere was not quite all right and the facilities provided during the process of training were not adequate to achieve the objective of the training.

The employee who have attended the training program, have cited there was an enhancement in their knowledge and skills compared to the other employees who have not attended the training program. The skill and knowledge learned through training were helpful to them in exercising on the job.

## **5.2 CONCLUSIONS**

Analysis of all the facts and the observations and the experience during the training period gives a very positive conclusion/ impression regarding the training imparted by the office trainers. The office is performing its role up to the mark and many the trainees enjoy the training imparted especially the topics related to directives.

Thus from the summary of the study the following conclusions are drawn.

- The training contributed a lot on the effectiveness of the performance of the employees.
- Assists the employees to acquire skills, knowledge and attitude.
- Helps to motivate employees and helps in avoiding mistakes.
- It becomes quite clear that there is no other alternative or short cut to the development of human resources.
- There is a shortage in the evaluation of the effectiveness of the training program.
- The training program empowered the employees to be accountable and authoritative in decision-makings.
- The training improved employee-employee relationships.
- Only fewer employees achieved the objective of the training.
- Training program is relevant to the needs of the organization.
- Many employees and managers prefer on the job method of training.

Training when used in a planned and purposeful manner can be an extremely effective management tool as they increase the knowledge and skills of workers and thereby increasing the productivity and wealth of the organization.

## **5.3 RECOMMENDATIONS**

In this competitive world attitude is the factor, which is the dividing line between failure and success. Thus, training of the employees must be made not only on skills and knowledge but also the attitude of the employee. If an employee has a positive attitude, then training him can be more effective

In the light of the conclusion the following possible recommendation are offered.

- ✓ The training needs shall be assessed regularly by observing the performance of employees and from feedback.
- ✓ The training records shall be maintained, preserved properly and updated timely.
- ✓ Proper care shall be given while selecting the trainers.
- ✓ The office must be take continuous feedback and the training should be performed as a continuous planned activity
- ✓ New and different trainers shall be invited so that the maximum impact can be got from the training programs.
- ✓ Co –ordination and interaction of the employees of all levels shall be encouraged to locate new talents among employees.
- ✓ Individual care should be given as much as possible in case of commenting the program.
- ✓ Try to use more visual and audio aids to make trainings more interactive and active
- ✓ Try to consider the personal goals of participants when designing the training module.
- ✓ Make trainings more interactive and active by which the interest and satisfaction of participants can be increased
- ✓

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