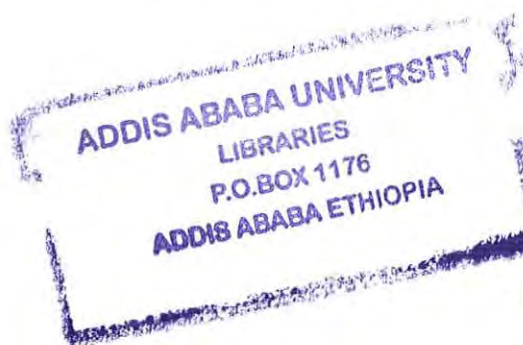


**AN ASSESSMENT OF HUMAN RESOURCE TRAINING  
AND DEVELOPMENT IN EDUCATION DEPARTMENTS  
OF ADDIS ABABA**

**BY:**

**TIBEBU AKLOG LEMMA**



**ADDIS ABABA UNIVERSITY**

**JUNE 2009**

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***A THESIS SUBMITTED TO SCHOOL OF GRADUATE  
STUDIES IN THE PARTIAL FULFILLMENT OF MASTER OF  
ARTS IN HUMAN RESOURCE AND ORGANIZATIONAL  
DEVELOPMENT***



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## **ABBREVIATIONS**

BA	Bachelor of Arts
BPR	Business Process Reengineering
BSC	Bachelor of Science
HR	Human Resource
MA	Master of Arts
MSC	Master of Sciences
TNA	Training Needs Analysis

## **ABSTRACRT**

*The purpose of this study was to conduct an assessment of human resource training and development programs offered in sub-city education departments of Addis Ababa for the last five years; to identify the strengths and weaknesses of the trainings and finally to forward recommendations. The study was carried out on five sub-city education departments. The sub-city education departments include Arada, Kirkos, Lideta, Nifas Silk Lafto and Yeka. These sub-cities were selected randomly. The respondents of this study were 15 education and training officers at sub-city and kebele level who were directly responsible for human resource training and development and 100 educational experts that include department heads, team leaders and supervisors found both in kebele and sub-city levels. To conduct the study, simple random sampling and purposive sampling techniques were employed. Questionnaire and interview were used as data gathering instruments. And the data gathered were interpreted and analyzed by using descriptive and inferential statistics. The result of the study revealed that, training needs assessment was highly influenced by top level managers and immediate supervisors while the participations of employees were not get attention. Most of the time, training and development needs were prioritized based on availability of budget. Training methods were chosen based on the level of trainees and interest of trainers without taking other things in to account. With regard to post-training discussion, the findings indicate that the issue was not experienced. Based on the major findings, recommendations are forwarded. Training needs assessment should include employees participation. Training methods have to be chosen based on clear criteria. Post-training evaluation has to be takes place regularly.*

# **CHAPTER ONE**

## ***The Problem and Its Approach***

### **1. Introduction**

This chapter consists of background of the study, statement of the problems, objectives of the study, significances of the study, delimitation of the study, limitations of the study, definition of basic terms and finally organization of the study.

#### **1.1. Background of the Study**

Human resource training and development is a continuous activity which has a long history associated with man. In the ancient time, youngsters acquired knowledge and skills from their elders traditionally on an individual bases. Saiyadain (1995:217) stated that “Training begins during the Stone Age when people transferring knowledge through sign and deeds”. The impact of rapid technological change and automation on the existing skill and job needs continual training and development (Saiyadain, 1995:217 and Pigors and Myers, 1981:285).

In any organization, people are said to be the most valuable resource. The intended outputs and fruitful results are obtained by human resource through training. In this regard, Davar (1994:13) said, “manpower is an asset appreciating in use”. The manpower asset can increase in its value through utilization and adequate development. Training of employees in an organization should be the highest concern and priority. Therefore, every organization needs to have well-trained and experienced workers who perform their tasks.

Raising the skill level and increasing versatility and adaptability of the employees are extremely important. Concerning this Harris and De Simone (1994:10) stated that, training and development focus on the improvement of the knowledge, skill and abilities (KSAs) of the individuals. In order to upgrade the productivity of organization effective human resource training and development is required. In this regard, Pigors and Myers (1981:281) stated that continuous training could help employees to develop their ability to learn, adapting themselves to new work methods, learning to use new kinds of equipments and adjusting to major changes in job content and work related activities.

Human resource training should not be only an activity that is desirable rather an activity which all organizations should give due attention like other major functions. Thus, resource should be allocated to enjoy the benefits of training by maintaining a valuable and knowledgeable work force. Rao and Rao (2000:296) asserted that the development and progress of both organizations and individuals is so crucial for their existence and for the attainment of their mutual goals. Human resource managers have the responsibility to develop the human capital. Accordingly, these authorities asserted that employee training is a specialized function and is one of the fundamental operative functions of human resource management. Similarly Pigors and Myers (1981:280) said “no organization can choose whether or not to train employees”. Employees regardless of their education and experience need to be trained as far as they are in work. This shows that training is a continuous activity.

No doubt that a country’s development is dependent on the amount and degree of its skilled and trained labor force. To this end, education sectors should play important roles to produce skilful and trained manpower. Currently, the Ethiopian government has provided greater

attention to improve the capacity of civil servants and bring better performance and prepare them to higher responsibility based on career development (Federal Negarit Gazata, 2002, No. 8). Based on this every government office has the duty to build the capacity and potentials of its employees and managers /officials through training, after identifying the training needs of its offices and preparing the necessary plan and budget.

Accordingly, nowadays most of the government offices are increasingly providing different education and training opportunities to their employees. Although such trainings are of paramount importance in successfully achieving the organization goals, they might be inefficient unless they are carefully planned and fit with the strategic plan of the organization. Failure to consider this would result in employees' dissatisfaction and wastage of resources. Therefore, training and development activities should go in line with employees and organizations needs. It should also be made continuously in a planned manner.

This study generally attempts to assess the current practices that have been undertaken by sub-cities education departments in training and development of their human resources. Besides, it tries to investigate factors that are affecting training and development activities.

## **1.2. Statement of the Problem**

No doubt that the contribution of training is important. However, there is a question on its contribution in practice. This is because; the output of training /transfer of training may be one of the following: positive, negative or zero (Harris and De Simone, 1994). Kenney et al. (1983) stated that, although, systematic training is a sound investment, it

posses key questions to organizations such as the possible return from the investment in training, the cost involved in it and the guarantee of success through training. Similar to the above notion, Harries and De Simone (1994) describe, evaluation of training has an attempt to obtain feedback on the effects of training programs. Furthermore, it is also considered as a measurement of the effects of training program and the extent to which the training objectives have been achieved.

Human resource training and development requires careful planning and evaluation. Mondy and Noe (1990) stated that, training program need to be carefully designed if they are to achieve intended goals. In connection with this, Harris and De Simone (1994) stress that evaluating the success of training activities are very crucial. But, most of the time post-training evaluation is not conducted. It is true that evaluation is the best way to measure the effectiveness of training programs whether it achieves the target or not. Saiyadain, (1995:230) explained that, “Evaluation of training effectiveness is the most crucial phase in not only assessing the quality of training imparted but also to see what future change in training plan should made to make it effective”.

Currently, Addis Ababa education bureau is striving to enhance the capacity of its employees to achieve its mission, through training. However, educational leader assignment in various managerial positions is not only by qualification but also through appointment. This may affect the effective implementation of human resource training and development in addition to budgetary constraints. Investigating the human resource training and development in some sub-cities is assumed to be important and indispensable issue because it has direct implication on the quality of education. Thus, by considering the role of human resource training and development in the education system, this study aimed to assess human resource training and development practices

within sub-city education departments of Addis Ababa education bureau. The framework of the study includes needs, inputs, outcomes and results.

Thus, the study attempts to address the following basic questions:-

1. Do sub-cities conduct training need assessment? In what way do they assess?
2. In what methods do the sub-cities offer training and development activities?
3. Do the sub-cities have established mechanism to evaluate the outcomes of the training and development activities?
4. What problems do the sub-cities face in human resource training and development?

### **1.3. Objectives of the Study**

Human resource training and development is one of the major activities of any organization. Thus, this study attempts

1. To assess the current training and development practices in some sub-cities education departments.
2. To see if the sub-cities conduct training need assessments.
3. To assure whether the sub-cities conduct effective and efficient human resource training and development or not.
4. In addition, it is also aimed at identifying barriers that affect the implementation of training and development in the sub-cities.

#### **1.4. Significance of the Study**

Human resource training and development plays a vital role for the effectiveness and efficiency of any organization. Therefore, this study will have the following significances:-

1. It will provide input and direction to the sub-cities in assessing and designing training needs and development programs.
2. The result of the study will help the sub-cities and other concerned bodies to understand the status of human resource training and development activities.
3. The study will give insight about major problems that face the sub-cities on human resource training and development.
4. It might also serve as a base for further in depth study on the area.

#### **1.5. Delimitation of the Study**

Not only Addis Ababa education bureau but also all regional education bureaus in the country conduct human resource training and development activities. However, assessing the trend of human resource training and development activities in all regions is so difficult by a single researcher due to financial, time and other reasons. Therefore, the writer of this paper has delimited the study on the city administration of Addis Ababa education bureau with special reference in five sub-city education departments (i.e. kirkos, Arada, Ledeta, Yeka and Nifas Silk Lafto) from 1996-2000 Ethiopian academic years. Moreover, the study doesn't include long-term trainings offered locally or abroad.

## 1.6. Limitation of the Study

Leaving the minor ones, the major problems include, unwillingness of respondents to fill the questionnaires, new arrangement of offices in each education department that was in connection with BPR. That means the offices under the study were rearranging to implement the BPR. Thus, respondents were not found stable, continuous trainings of respondent and carelessness of some respondents. The above-mentioned problems were the major constraints of this study.

## 1.7. Definition of Terms

**Development:** is a long-term process focus on preparing for future responsibilities while increasing the capacity of employee to perform their current job (Harris and De Simone, 1994: 2).

**Education department:** is a sub division of education bureau that is found in each sub-city.

**Human resource development:** is process, which consists of a series of activities conducted to design behavioral changes in specific period (Saiyadain, 1995:233).

**Training:** the activity which increases the specific knowledge, skill, attitude of an individual worker preparing him /her to do a given job in better way.

**Training needs assessment:** is a process of collecting data, which allow an organization to identify and compare its actual with its desired level of performance (Mabey et. al, 2000:361).

## **1.8. Organization of the Study**

This study comprises five chapters. The first chapter consists of the Background of the study, Statement of the problem, Objectives of the study, Significant of the study, Delimitation of the study, Limitations of the study, Definition of terms and Organization of the study. The second chapter deals with the review of the related literature. Chapter three contains, research design and methodology. Chapter four contains data presentation, analyses and interpretation. The last chapter presents the summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### ***Review of the Related Literature***

This chapter contains the relevant literature review. Which include, general overview of human resource training and development, the benefits of training and development, the process of HR training and development, training needs assessment, formulation of training and development objectives, designing training programs, implementing trainings, training methods and evaluation of training and development programs.

#### **2.1. Human Resource Training and Development**

Human resource training and development is a wide concept. It includes training, education and development. Each of them is examined in detail here under.

##### **2.1.1. Training**

A number of authorities defined the term training in various ways. However, the concept remains similar. In its broadest sense, Schermerhorn(1996) on his glossary defined as it involves a set of activities that provide learning opportunity through which people can acquire and improve job related skills. Similarly, Foot and Hook (2005:228) indicated that training is a planned process to modify attitudes, knowledge, or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization. Manopa and Saiyadain (1999:172)

stated that, the central ideas of training activities focus on improving employees and managers performance on the current job she/he holds. These writers also said that it is an activity that is designed to help workers to acquire and apply knowledge, skill ability and attitude in third work place.

In general, training is an activity that is prepared to improve knowledge, skill and attitude of the employees aiming to enhance the performance of employees in their job. People are the key to an organization performance success (Schermerhorn, 1996:28 and Cowling and Mailer, 1996:53). This applies both to the initial training of an employee and to upgrading or improving someone's skill to meet changing job requirements.

As a planned and systematic activity in providing knowledge, skill and attitude to individuals or groups, trainings are mainly meant for improving performance of individuals. Thus, with the objective of resulting in immediate improved performance of individuals, trainings are delivered relatively for a short period (Purcell, 2000:1). Similarly Pettinger (1996:89) explained that, the primary purpose of training is enhancing skill, knowledge, qualifications and expertise through the age and application of varieties of means and methods available. Training must offered in continuous manner to improve both organization and individual performance. Mullins (1996:635) stated that Training is a key element of improved organizational performance. It increases the level of individual and organizational competency. He also states that it helps to reconcile the gap between what should happen and what is happening between desired and actual levels of work performance. Many organizations give due attention to the training and development of its managers and staffs. They institute leadership-training programs that focus on learning managerial skills. Some of these programs are carried out on a year round basis in the form of in-service education (Cohen et al

1988:427). Such programs can have significant effect on the competency that manager brings to his/her job and has an implication for the emergent behavior of people under that manager (Cohen et al, 1988:427).

### **2.1.2 Development**

Human resource development can be defined as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demand (Harries and De Simone, 1996:2)

Human resource development is a broad concept that involves organizational growth with the needs of individual employees. The concern of human resource development is for the survival of the organization. Human resource development attempts to stress the Human resource development functions aimed to enhance learning for individuals, groups and organizations in line with the organizations business objectives (Foot and Hook, 2005:228). Human resource development “is a series of organized activities conducted within a specified time and designed to produce behavioral change of organization members” (Nadler, 1989). It is organized learning experiences provided for employees within a specified period of time to bring about the possibility of performance improvement and/or personal growth (Nadler, 1989).

Human resource development is an extension of training and development, with specific orientation towards organizational learning designed to improve skill, knowledge and understanding. Human resource development is a term, which describes training, and

development needs both within and outside the organization (Foot and Hook, 2005:227).

Development activities are mainly concerned with maximizing individual potentials and capabilities that go beyond the current job requirements. Mathis and Jackson (1997:314) explain that, it focuses on improving individual's capability in handling different assignments. Development helps people utilize the skill and knowledge that education and training have given them and it embodies concept like physiological growth, greater maturity and greater confidence (Truelove, 2000:29).

Unlike training, development activities are long-term activities that both employees and organizations can be benefited. In this regard Mathis and Jackson (1997:314) asserted that organization could be benefited from capable and experienced employees. The more capable and experienced individuals enhance organization to adapt and compete the dynamic environment and also individuals gain career development. The skill, knowledge and attitude an individual employee acquired would help to develop responsibilities in the future career. This shows that training is a base for development. Similar to this Goss (1996:62) discussed that even if training and development seems synonyms from human resource management perspective, such that "training is seen as both part of and precondition for development." Rao (in Saiyadain 1995:233) defined Human resource development as a process in which the employees of an organization are continuously helped in a planned way to: -

- a)** Acquire or sharpen capabilities required to perform various tasks and functions associated with their present future expected roles.
- b)** Develop their general enabling capabilities to discover and exploited their own inner potential for their and organizational development purposes and

- c) Develop an organizational culture where supervisor subordinate relation ships, teamwork etc is strong and contributes to the organizational health, dynamism and pride of employees.

### **2.1.3 Education**

Education and training some times seem similar concepts. Education and training can no longer be regarded as being in watertight compartment, and there is considerable overlap between the two (Foot and Hook, 2005:229). However, they are different. Reid et al (in Foot and Hook 2005:228) explained that, education activities that aim to develop the knowledge skill moral value, and understanding required in all aspects of life rather than a knowledge and skill relating only to a limited field of activities. In addition to this, education is a general foundation for life and training being specially related to work (Foot and Hook, 2005:228).

Educational activities are not directly related to current jobs (Monody and Noe, 1999:270). Similarly, Truelove (2000:291) stated, “educational activities are not primarily concerned with job performance. However, it is a process that primary focus on impart general knowledge and understanding”. Although there is no clear boundary between these three concepts distinction must be made between them particularly of training and development. Human resource development also includes the above-mentioned concepts (training development and education). Concerning this, Getachew (1998:219) differentiate that training in a planned and systematic activity which is delivered relatively in short term to upgrade the skill, knowledge and attitude of employee for the current job. While development is along term process in contrast to training that aimed to maximize the potentials of individuals in the future. On the other way Nadler and Wiggs (1998:6) argue that education focuses on acquiring

new knowledge, skill and attitude, directing individuals to accomplish a new job or do task's in different way in the future.

In general, education is intended to provide opportunities for human growth with highly determinate outcomes (Cowling and Mailer, 1983:53). Education, training, learning and development and human resource development, all involve creating conditions in which it is possible for people to learn (Foot and Hook, 2005:229).

## **2.2 Employees Training and Development**

It is true that the effectiveness of any organization is mainly depending on the capability and competency of its labor force. Although it is believed that organizations carefully screen the general ability and potential of employees during recruitment and selection process, most of their skills are developed through time (Mathis and Jackson, 1982:256). According to Mullins (1996:634), Training and development is one major areas of the personnel function of particular relevance for the effective use of human resource. The same author explained that, "Staff is crucial but expensive resource". So as to sustain economic and effective performance, training and development is important to optimize the contribution of employees to the attainment of organizational aims and goals. Employees training and development can be defined as planned process of improving individuals with learning experience aimed to increase their contributions on organizational goals and objectives (Heneman et al.1980: 331). Training activities begun when a new employee came to the organization, usually in the form of employee orientation and skill training (Harris and De Simone, 1994:10). Generally, the purpose of most training and development includes: -

- To orient new employees to the organization and their job
- To improve employees performance levels on their present job

- To enables employees to maintain performance levels as their present job changes
- To prepare employees for new job.

### **2.2.2 The Benefits of Training, and Development**

As we tried to discuss above training and development have multiple advantage both for individual employees and the organizations at large. In this regard Millins (1996:635) listed the following potential benefits. Training can: -

- Increase the confidence, motivation and commitment of staffs
- Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion
- Give a feeling of personal satisfaction and achievement, and broader opportunities for career development and;
- Help to improve the availability and quality of staff.

No doubt that, systematic and planned training and development activities have a lot of advantages (Werther and Davis, 1993:309) However, Gomez –Mejia, Balkin and Cardr, (1995:296) stated that poor and inappropriate training and development activities can be wastage of resources. Thus, effective training and development needs to be designed in systematic and planned manner to bring the desired result.

Effective training and development programs have the following benefits (Pigors and Myers, 1981:280; Werther and Davis, 1993:305) and Cowling and Mailer, 1983:50).

- a)** Improve production both quantitatively and qualitatively
- b)** Greater versatility and adaptability to new methods
- c)** Moral can be improved as a result of achievement constantly high standards

- d) Accidents, scrap rates, and energy use can be reduced.
- e) Dissatisfactions, complaints, absenteeism and turnover can be greatly reduced.
- f) Less need for close supervising so that managers and supervisors can devote more time on strategic issues.
- g) Customer complaints can be reduced as a result of improved services.

### **2.3. The Process of Human Resource Training and Development**

Effective and efficient human resource training and development program involves a number of processes. Among those, assessment of training and development needs, formulation of training and development programs, implementing training and development programs and finally evaluating the training and developed programs. The steps or process are discussed her under.

#### **2.3.1 Training and Development Needs Assessment**

Training needs assessment can be as simple as asking an employee what they would like to be able to do better in the work place. Many authorities defined that, training need assessment is the process of identifying areas where people lack skill, knowledge and ability to perform the job effectively. Besides, it involves identifying organizational constraints that are creating difficulties on performance (Sayadain, 199:219 and Nadler and Wiggs, 1988:8). Training need assessment is the process of identifying gaps between desired and actual organizational outcomes, unit achievements and employee's performance level (Milkovich and Boudrea, 1991:409). In addition, needs assessment is a

performance or output discrepancy that is important to the organization and that can be remedied by means of training or development activities (Heneman et al, 1996:423).

Identifying the needs is the first step to design training and development programs. Foot and Hook, (2005:209) explained that assessing training needs is the 1<sup>st</sup> stage in the training cycle. It can be assessed in many ways, of which the easiest way is to examine the task that has to be done and the knowledge skill or competency needed to do the job.

Cartwright et al. (1993:86) explained that training needs may be raised by line managers /supervisors as a result of observation or from an appraisal interview or it may be generated as a result of change within the organization. Performance gaps or organizational constraints could be occurred due to a number of reasons such as new products, new technology legislative changes, etc (Cartwright et al, 1993:86). The discrepancy or the gap can be resolved through training. Thus, conducting training need assessment is important to sort-out problems, which can be solved through training (Nadler and wigs, 1988:9). Furthermore, Heneman et al (1996:428) asserted that employee development is a potential solution to an important performance discrepancy. It happens when:

- 1.** The discrepancy is caused by lack of abilities and lack of motivation to perform
- 2.** The individuals involved have the attitude and motivation needed to learn how to do the job better (trainability)
- 3.** Supervisors and peers are supportive of the desired behaviors

In the process of training and development need assessment, it is important to see from different angles (Saiyadian, 1995:219; Kuber and Prokopenko, 1989:31-3).

**A. Organizational Analysis:** - an organizational analysis looks at the organization as a whole. Such analysis is critical to decide whether training and development is needed, through comprehensive analysis of organizational structure, culture, decision making process, objectives, strategic plans and so on (Saiyadain, 1996:219) and Mathis and Jackson, 1997:291-2). The primary purpose of organizational analysis is to determine where in the organization training activities should be conducted. Organizational characteristics as a whole and problems are critically analyzed in order to make training and development programs responsive to future changes. Mathis and Jackson (1997:291) and Saiyadain (1995:219) explained that organizational analysis focuses on whether there are enough manpower in an organization and tries to identify the ability, knowledge and skill that will be needed in the future to achieve goals.

Generally speaking, organizational analysis “starts by asking broad questions about the general work environment and the manpower needed to meet present and future demand (Cowling and Mailer, 1983:55).

**B. Task analysis:** - This is job analysis. It focuses on thorough analysis of the task performed in a given organization. Task analysis requires understanding the job requirements (Mathis and Jackson, 1997:292).

Monday, Noe and Premeaux (1999:262) stress that ‘importance’ and ‘proficiency’ must be primarily determined while carrying out task analysis. Importance refers to the relevancy of specific tasks and behaviors in a particular job and the frequency, which they are performed. Proficiency related to employees competency in performing their tasks.

**C. Person Analysis:** one of the mechanisms for identifying training needs is conducted at the individual level. It focuses on how they perform the job (Brown, 2002:573). This level is an important and basic which is the building block of any needs assessment (Kubr and Poropenko, 1989:31). Similarly Mondy, Noe and Premeaux, 1999:262 and Saiyadain 1995:220) stated that individual skills, knowledge and abilities are examined mainly to determine who need to be trained and what kind of training is needed. Kubr and Prokopenko, 1989:31 and Cowling and Mailer, 1983:56) view training and development needs assessment at group or team level. They argue that although individuals reflect unique needs there are other needs that are common to a certain group. In addition, these authorities discussed that, hence people work in groups, and needs that concern relation and interaction with other individual have to be treated through collective training.

To sum up, understand needs analysis requires adequate and reliable data. Based on the levels of needs analysis, different techniques are employed to gather information on training and development needs. At organizational level, conducting attitude survey, close observation, organization's performance, observing the behavior of people, complaints from customers, employees grievance, records of accidents, absenteeism, wastage, turnover etc, are important sources of data (Saiyadian, 1999:220; Mathis and Jackson, 1997:291-2 and Cowling and Mailer,1983:55). Similarly, analysis at person level indicators includes; meeting deadline, quality of performance, absenteeism, late coming etc. In most cases, performance appraisal data is the most widely used approach (Mathis and Jackson, 1997:292). Information on such indicators is generated using questionnaire, attitude survey, skill test, record of critical incidents, etc (Mathis and Jackson, 1997:292). Saiyadian, 1995:220 and Kubr and Porkpenko, 1989:79).

According to Mondy, Noe and Premeaux (1999:262), sources of data for task analysis could be generated from job description, job specification, performance appraisal, etc. Job description and job specifications are important source of data on expected performance and the skill, attitude and knowledge required of the person to accomplish a given tasks (Mathis and Jackson 1997:292).

With regard to the assessment of group or team needs, group meeting and discussion, syndicates, nominal group techniques, group project, simulation training methods, socio-grams etc techniques are employed (Kubr and Porkopenko, 1989:79). In general, Patton and Pratt (2002:468) listed the following techniques to conduct training needs assessments observation, questionnaires, consultation with subject mater experts' interview, group discussion, tests reference to organizational records and reports and work samples.

### **2.3.2. Formulation of Training and Development Objectives**

After training and development needs assessment have been determined, human resource manger are ready to translate the skills need in to specific training objectives or desired outcomes of the training programs. Then, training programs should be designed to meet these objectives by stating the specific number of people to be trained, the specific skill on which the training focuses and the time within which the training should be accomplished (French, 1990:333).

Objectives are statements, which describe intended outcomes of training and development programs. Objectives state what trainees accomplish when a program is over. In other way, they serve as criteria against

which the ultimate goal of a program is evaluated (Heneman et al, 1996:428, and Gomez-Mejia Balkin and Cardy, 1995:298).

According to Mathis and Jackson (1997:293-4), Objectives must be stated in behavioral terms that are measurable. Similarly, Heneman et al (1996:429) explained that objective should contain three elements (1) statement of desired performance (2) an indication of any important conditions under which the desired performance is to occur and (3) a criteria of acceptable performance that is suitable. To be measurable, objectives should take one or more of the following forms:

1. Knowledge objectives, refers to the material participants are expected to know when the program is over.
2. Attitudinal objectives state the beliefs and convictions that participants are expected to hold as a result of the program
3. Skill objectives describe the kinds of behaviors participants should be able to demonstrate under learning conditions.
4. Job behavior objectives indicate the desired responses of participants once they are back on the job
5. Organizational results objectives state change in profitability, sales, service, efficiency, costs, employee turnover, and the like that should result from the program.

Determining objectives involves precisely what the employee should learn and stating the desired outcomes. Thus, determining objectives is the keystone because all other in the development of training systems are based on it. These are approaches to training, the facilities, material required along with the criteria for measuring its success (Tracey, 1984:120). This author also listed out the following purposes of objectives: -

- Provide learners clarity where they are going

- Help facilitators to manage the learning towards achievement of learning goals.
- Help the training teamwork together in a concerted effort towards achieving training goals.
- Provide management clarity as to what can and what can not be expected from a training program.
- Assist immediate supervisors gets an idea of what their subordinates can expect to get from the course
- Assist managements/supervisors select the right person to attend the course
- Provide guide-line for evaluation of trainee performance
- Provide clear boundary for determination of courses content (Tracy, 1984:78).

Generally, short run objectives are stated in terms of knowledge, attitude or skill with job behaviors being more intermediate in length and organizational results (Heneman et al, 1996:429).

### **2.3.3. Designing Training and Development Programs**

Once training needs has been identifies, a number of choice to be made about how the training should be carried out. Firstly it should be determined whether the training is carried out in the organization (in-house) or by external bodies. Second, the trainer has to be considering which techniques should actually be used. Finally, the training program needs to be designed (Foot and Hook, 2005:210). Training and development objectives are converted in to practice by designing appropriate program. Training programs should be based on learning concepts as far as it is possible to do so. Some of the concepts however, are not always to apply easily (Cowling and Mailer, 983:63). Training and development programs are usually developed to meet training and

development needs (Pigors and Myers, 1981:28).once the training objectives are decided, then program have to be planned to use varieties of techniques in order to achieve the objectives in most effective way(Foot and Hook,2005:217). Training activities should not be left to chance. it needs great deal of planning. Depending on the type of needs to be addressed various training and development programs can be designed. In this regard, Saiyadain (1996; 227) list 4 types of standard training programs: -

- 1. Induction training:** where a new recruit is introduced into the organization; condition of services, rule of behavior, etc. In addition it is also given to familiarize a new entrant to the job.
- 2. Supervisory training:** supervisors are trained for technical skills, leadership qualities, for handling machines and men.
- 3. Technical training:** This type of training programs helps in inducting new entrants to the operational requirements of the unit and in improving the skill of existing employees for promotions, etc
- 4. Management development:** It is designed for managers. These training programs emphasize attitude, values and conceptual knowledge analytical abilities, and decision-making skills (Saiyadain, 1996:227-8).

The content of most supervisory management training programs includes: leader ship, strategic planning, goal setting, police making, decision-making, crises handling, resource allocation, etc, (Tracy, 1984:35). On the other hand, Mondy, Noe and Premcaux (1999:277-8) explained that, most employee training and development programs focus on specific skills rather than on more general development programs offered to managers.

While designing training and development, a number of questions have to be come in to mind. Such as who are involving in this training? Who



will provide the training? Which training methods are appropriate? How much time spent? How much cost incurred? (Foot and Hook, 2005:217). Training and development programs should be designed based on principles. That means, general principles have to be taken in to considerations while designing training and development programs. Tracey (1984:6-7) listed out the following principles of designing training and development programs:

1. Training requires the full commitment and support of top management, supervisory personnel, and the collective bargaining unit.
2. Training programs and activities must focus on problems that can be solved by training-remediation of deficiencies in knowledge, skill, and attitude; not on management problems, performance deficiency attributable to inappropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.
3. Training programs must meet both organization and employees needs, and they must encompass all types and levels of employees and cut-across all divisions and units of the organization.
4. The pattern and arrangements of training opportunities must complement and implement the philosophy of the organization.
5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement. And, the material used must be structured to provide integrated skills-building sequences of learning experiences.
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.
7. Training programs must be validated to ensure effectiveness prior to full-scale implementation.

8. Training programs include evaluation and feedback channel is and mechanisms to permit refinement, updating and continuing effectiveness.
9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge.

Training departments usually prepare training programs. However, a manager can be able to prepare training programs without expertise knowledge as far as he/she follow the following steps:-

- i. Examine the job or group of jobs for which training is believed to be necessary as part of the overall organizational system, and consider any practical alternatives to training.
- ii. Prepare job descriptions and specifications in a form suitable for training purposes, if training appears to be the best solution.
- iii. Employee task analysis or role analysis where necessary to give clear picture of the conceptual difficulties likely to be present when learning complex task or roles.
- iv. State the knowledge, skill and attitudes needed to perform the job or group of jobs.
- v. Assess the capabilities of those sent forward for training on an individual basis.
- vi. Provide a detailed specification of the training gap that the training is intended to overcome. This will be based on measure of present capabilities of trainees and of the knowledge, skills and attitude they must acquire.
- vii. Select training methods, equipment, aids and staffs with regard to the resource, skill available and the cost.
- viii. Evaluate the training program in its entirety. This normally consists of two process validation and overall evaluation.

The information obtained at each step and particularly at the end of the program can help the trainer to identify the errors in program design and execution, and hopefully to improve the next program (Cowling and Mailer, 1996:65-6). This strengthens the idea "experience is the best teacher". People learn more from their life experiences.

#### **2.3.4. Implementing Training and Development programs**

In this stage, the designed training and development programs changed in to practice. A well-designed training and development program by itself is not an end. If the designed program is not properly implemented, all the other efforts made before will be valueless. According to Saiyadain (1996:226), "Training administration basically refers to converting training needs in to contents, type of training programs, location of training programs, choice faculty and participants, and general administration". The same author (1996:228) stated that. It involves choice of participants whether they should be sent to an external program or the organization provides an in-accompany programme. According to Robinson (1981) learning will be fruitful when individuals need to have; motivation to learn, capacity to learn and perform, skilled guidance and opportunities and facilities. Training implementation program consists of three main activities: planning program implementation, preparing and organization program activities and executing the program (Campaga, 1989:128). The same writer explained that planning program for implementation has the task of producing master plan enable to identify and mobilize resources for implementation. The master plan helps to prepare a number of activities in systematic way and also helps to monitor the progresses of each preparatory activity.

When training and development programs are implemented, different resources are required. These include human, financial, material resource and infrastructures (Campaga, 1998:130 and Saiyadain, 1995:128). Those who are to carry out the training should themselves have some training in running the training programs. Although specialized training officer or human resource managers with responsibility for training will be often be involve in actually training individual (Foot and Hook, 2005:218).

The ultimate aim of any training program is maximize the positive aspects of the process known as transfer of training (Cowling and Mailer, 1983:62). These writers argue that it is difficult to trainers to produce situations that maximize transfer in practice, due to variation from trainee to trainees and the trainer do not know the stimuli to which each trainee best respond. To sum up, implementation of training and development program is critical process that changes all the steps into reality.

### **2.3.5. Training and Development Methods**

Training and development methods are the means, which enable to change the designed program in to practice. Verities of training methods are available and used by training agencies and organizations. Saiyadain, 1995:223). After objectives and program content is fulfilled consideration can be given to the techniques that will be relevant to the actual learning (Henaman et al, 1996:431 and Mathis and Jackson, 1997:298). Similarly, Foot and Hook (2005:211) stated that, once decision has been made about whether the training is to takes place, it is also important to decide on the most appropriate training techniques to use.

The trainer or organizations can employ a wide variety of training methods. However, the choice made will depend on different criteria (Cowling and Mailer, 1983:66; Heneman et al, 1996:431; Saiyadain, 1995:223 and Foot and Hook, 2005:211). The training methods used must be chosen to be appropriate for the particular training need that has been identified. The type of method chosen is function of the following considerations.

1. *The purposes of training:* knowledge can be provided by traditional methods like lecture and discussion. Skill and attitudes have to be developed by experimental methods like in basket, T- group, etc.
2. *The nature of content:* A concept can be clarified through a lecture while the operations may best be demonstrated.
3. *The level of trainees in the hierarchy of the organization techniques:* such as in-basket, management game, etc are designed for managerial levels.
4. *Finally, cost factors:* cost factors must be taken in to account while deciding on method of training. (Saiyadain, 1995:223).

Similarly, Wether and Davis (1993:315) stated that, the selection of the appropriate techniques depends on cost effectiveness, designed program content, appropriateness of training aids, trainer and trainees' preference and capabilities and learning principles. But, depending on the nature of the content and the program more than one method can be applied in a particular training and development program.

According to many authorities, the most widely used training methods include lecture, group-discussion, case material, the role-play, demonstration, guided instruction, simulation, (Cowling and Mailer, 1983:67; Saiyadain, 1995: 223-6 and Foot and Hook, 2005:212-3). In fact these training methods have their own merits and demerits. Other classified these methodologies into two broad categories.

## **A. On-the-job Training and Development Methods**

On-the-job training is a set of activities done in the work setting which provide the opportunities to acquire and improve job-related skills (Schermerhorn, 1996:256; Mathis and Jackson, 1997:494 and Heneman et al, 1996:437).

The learning takes place in surrounding or in the real work area using the office, materials, facilities and tools that have been used; that is no new pace or equipments are required (Saiyadain, 1995:224).

Pigers and Myers (1981:284) explained that first line managers, supervisors and experienced employees interacted and demonstrate for others within on-the-job training method. On-the-job training is focuses on employees training on their actual job area. Cartwright et al (1993:89) argued that learning at work has a number of advantages. This is because the surrounding is familiar, support from colleagues superiors and managers, the relevance of the learning to the job can be easy to observed. In addition to these, the workers participating in the on-the-job training learn and meanwhile they can accomplish their tasks, which contribute to the success of the organization.

In contrary to the above advantages, Heneman et al (1996:437) explained that, on-the-job training is inefficient for two reasons: lack of control over program content, which is determined by day-to-day job demand. And the other is supervisors or peer trainers who, normally different responsibilities in addition to employee development and who may receive life training for the task and no rewards for doing it well. Different

methods are used in training on-the-job. Of which the followings are common and more familiar:

**I mentoring:** is the act of informally sharing experience and insight between a senior worker and junior one (Schermerhorn, 1996:256); Gomez-Mejia, Bakin and Cardy, 1995:340). These writers believed that mentoring could be another important form of personnel development. In the process of mentoring the senior worker /mentor/ provide guideline to the junior worker / mentee/ about the overview of the general environment, the nature of the work, organizational culture, etc.

In order to guide the mentee effectively, the mentor should have good experience about the general environment of that organization. In addition, it is expected that the mentor is role model to his/her mentee. Thus a mentors is became experienced mature enough, skillful to inspire and influence the mentee.

**II Coaching:** it is also one of the on-the-job training methods. This method has been described as Heneman et al (1996:438) “the process of ensuring that employees development occurs in the day-to-day supervisor-subordinate relationship”.

Coaching consists of on-the-job development by a supervisor (Cowling and Mailer, 1983:93) and Mondy, Noe and Premeaux, 1999:263). Coaching occurs when an experienced person give specific technical advice to some one else. It can be delivered formally or informally (Schermerhorn, 1996:256). In coaching, a coach who is well-trained worker is assigned to look for the works of a new employee in the organization. Coaching represents an active process through which the manager provides feedback to the subordinate and gives comments to

strengthen development (Cowling and Mailer, 1983:93). Cartwright et al (1993:93) explained that "Training can be equated to the acquiring of a skill, coaching is the process where by that skill is developed and honed. This shows that coaching is a continuous activity. Both training and coaching requires a degree of caution. As a process it needs careful analysis of performance level and conditions (Harris and De Simone, 1994:267). Concerning this idea French (1990:262) explained that, the coaches are expected to assist employees by stating challenging goals, explaining the job and aware of what is expected from them, evaluating their progress and forwarding feedback.

Even if coaching seems time taking, it is important to individuals to learn and adapt new skill, idea and situations. According to Monody, Noe and Premeaux (1999:223) it would be effective when there is mutual trust and confidence between supervisor and subordinates Confidence among supervisor and subordinates. Some times the subordinate feel that he/she is under control or dependent. Therefore, the objectives of coaching must be clear for both parities. The success of coaching is highly depending on the skill and abilities of the coach (Gomez, Balkin and Cardy, 1995:34). This means that, incompetent and inexperienced coach may transfer inappropriate working methods. Coaches may not have enough time to guide specially, if an individual coach has many subordinates under his/her supervisions.

The other problem related with coaches is most coaches are not well prepared to coach employees and feel uncomfortable in the role. And finally, coaching is valueless if the supervise fails to pay attention at crucial moments (Gomez, Balkin and Cardy, 1995). As already mentioned above, coaching is a two-way communication and needs mutual understanding between the coach and trainee /supervisee.

**III. Job Rotation:** - Schermerhon J (1996:256) stated that, “it is a process of increasing task varieties via periodical shifting of workers among jobs involving different job assignments”. It allows workers to spend time working in various position and thus upgrade the scope of their job capabilities (Harris and De Simone, 1994:140; Monday Noe, Premeaux, 1999:267; Saiyadian, 1995:224 and Schermerhorn, 1996:256).

Similar to the above notion Heneman et al,(1996:438) “Job rotation involves a systematic shift of trainees through a predetermined set of jobs, usually with the objectives of providing exposures to many parts of the organization and to Variety of functional areas”. Through job rotation employees can be able to work in various departments. This helps an individual worker to familiarize most of the tasks.

Harris and De Simone (1994:146) discussed that trainees learn from different supervisors, about key roles policies and procedures. In general, job rotation is essential for both employees and organization in which skillful workers achieve organizational goals (Gomez, Blakin and Cardy, 1995:342).

In job rotation workers are exposed to learn through observing and donning rather than instruction (Harris and De Simone, 1994:139). Learning by doing enable the worker to understand the task very well. In other words when employees are learning by doing they can easily internalize their job. In addition to this, job rotation enable to avoided boredom. And also it helps to substitute when positions are vacant due to various reasons. However, according to Cowling and Mailer (1983:92), it is difficult to evaluate the validity. It also creates confusion in departments when new manager arrive who lacks relevant experience.

**IV Orientation:** it refers to some times indication or socialization. Orientation offered immediately after an individual is assigned to perform a job. Or it is the process of introducing the new employee to the organization and the tasks performing. A number of authorities forward the definition of orientation as a systematic and planned introduction of new employee to the job, workers and supervisors and the organization (Harris and De Simone, 1994:224; Mathis and Jackson, 1997:284; Gomez, Balkin and Cardy, 1995:316). Similarly Cartwright, et al (1993:77) stated that "...is a very important process that is often, unfortunately, relegated to a quick tour of the work areas, canteen and toilet facilities."

Orientation is part of training and development. It contributes to promote safe work habit, develop loyalty, effectiveness and productivity on workers /Tracy, 1984:7). In addition to this, the same author stated that it strengthen cooperation among workers, reduce grievance, discharges. Similarly Harris and De Simone, (1994:22) forward the following contributions of orientation. Reduce stress and anxiety, Reduce start up cost, Reduce turnover, Reduce the period of proficiency, Help in the organizations value and expectation, Assist the new comer to acquire appropriate role behavior, Help to adjust to the work group and its norm.

According to Saiyadain (1996:218), "the socialization process helps, an individual to know about himself, his hopes, aspiration and inclinations." Thus, every organization has to provide orientation to its employees, entering the organization to help them settle down. Staffs are crucial asset, and needs enough time to ensure that they are acquainting with the tasks that will be carried out, the people they will work together, facilities they use, products or services of the organization and its culture (Cortwright et al, 1993: 77). These authorities classified the induction

program in four strands: task induction, facility indication health and safety induction and organizational induction (1993: 81-4).

## **B. Off- the-job Training and Development methods**

As we discussed earlier the second method of training and development is off- the-job technique. Schermerhorn, J (1996:256 discussed that, “It is set of activities done outside of the work setting which provide the opportunity to acquire and improves job-related skills”). He also defined that unlike on-the-job training off-the-job training conducted not on the actual work place. It is commonly offered for management or professional development in the form formal courses, work shops, seminars etc (Tarcy 1984:64). “Off-the-job training is relatively efficient from the stand point of learning, but relatively inefficient in transferring learning form the classroom to the job (Heneman et al, 1996:437) and Gomez, Balkin and Cardy, 1995:302). The major types of off-the-job training techniques are dividing in to 3 broad categories (Heneman et al, 1996:432-3).

- I. Information presentation:** designed to import information with a minimum amount of activity by the learner.
- II. Information processing;** designed to involve groups of learners in the generation and discussion of materials to be learned.
- III. Simulation:** designed to represent the work environment to greater or lesser degree and to actually involve the learner (experiential learning).

It is difficult to say that one method of training is better than the others. This is because individual prefer to learn in various. Concerning this, Cartwright et al (1993:89) discussed that “it is necessary to be aware that there are four different ways in which individual learn, and learning can be enhanced if the right approach is used for different individuals. Foot and Hook (2005:198) also support the above idea. Cartwright et al

(1993:89) and Foot and Hook, (2005:198) stated the learning cycle as below:

- 1. Activists (experiencing):** They learn best when there is new experience and problem, especially where there are short-term results to be gained.
- 2. Reflectors (evaluating):** They learn best when they are encouraged to evaluate an activity and they are given plenty of time to think before going on to the next activity.
- 3. Theorists (conceptualizing):** They learn best when they can see how the task fits in to the whole and they are directed to the theoretical background to events.
- 4. Pragmatists (experimenting):** they learn best when they can concentrate on practical issues and they can see the link between theory and practice.

Foot and Hook (2005:215) explained that there are other contemporary approaches of learning and development. Currently these two approaches are more popular. The approaches are: -

- 1. Bite size learning.** “Redelivering training in bite size chunks means that one must adapt to the needs of individuals and provide short, focused training that suits their needs and life style “ Black in (Foot and Hook, 2005:215) The above idea explained that individuals remember more when they learn in small amount of time. This idea is directly related to attention span.
- 2. Blended learning:** is an integrated strategy for delivering on promises about learning and performance. It involves a planned combination of approaches as varied as coaching by supervisor, participating in on-line class, self-assessments and on-line attendance in workshops and in on-line discussion Douplas (in Foot and Hook, 2005:216).

It shows that there can be a mix of learning and development approaches to fit with the needs of the learners.

### **2.3.6. Evaluating Training and Development Programs**

Evaluating the training and development program is extremely important stage in the training cycle (Foot and Hook, 2005:218). Saiyadain (1995:230) stated that, "Training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility". Valuation is the final stage through which effectiveness of the program is examined. Training and development is designed and conducted to bring change both in the organization and individual's performance. However, many training and development professionals did not evaluate the result of their training and development at the end of the courses (Foot and Hook, 2005:218). Thus, Human resource manager should evaluate the impact of training and development of programs using various techniques and criteria. Thomson (in Foot and Hook, 2005:219) evaluating training is a way of combining the assessment of the impact of training and development, while raising the profile and influence of human resource and training functions.

As mentioned by many authorities the output of training is not merely positive. Due to various factors training may not be effective. According to Saiyadain (1995:30) evaluation is the most critical phase which enables to assess the quality of training imparted and also to predict the future training plan in order to make it effective. Similarly Harris and De Simone (1994:167) stated that evaluation of training and development programs have different objectives. Immediate evaluation will conduct after each training session where participants are requested to fill a form.

Where as, training utility refers the change or improvement brought by training and development program.

Evaluation of training and development need different resources such as time, financial, human, etc, which need careful utilization (Harris and De Simone, 1994:169).

Training and development evaluation requires clear criteria. Many authorities suggested their own models to evaluate training and development programs. Concerning this issue Hamblin (in Cowling and Mailer, 1983:67-8) and Heneman et al (1996:443-450) suggested the following methods: -

- a)** The reaction of trainees, in terms of their impression, opinions and attitudes.
- b)** The learning measured by verbal, written and practical tests.
- c)** The job performance after training, relatively easy to measure product in tasks but harder when to measure social skills critical to job success.
- d)** Selection and department performance after training, measured in terms of quality and quantity of production, damage of material and equipment, rates of labor turnover, etc.
- e)** Ultimate organizational goals, measured by reference to the return on capital employed, major improvements.

Training and development programs are evaluated by assessing whether the behavioral objectives have been attained or not (Cowling and Mailer, 1983:67). Several methods have been used to assess whether improvement have been brought through training or not. The methods include observation of the behavior on the job, evaluation by supervisor, peer and subordinates, self-evaluation, and qualitative and quantitative improvements of the trainee (Saiyadain et al, 1995:231). However,

subjectivity will be observed when others conduct evaluation and qualitative and quantitative results are also difficult.

Foot and Hook (2005:219-21) stated that, training evaluation can be conducted at four levels: *First*, at the end of the training course. It is commonly used in every training program the trainees are asked to give their own view about the effectiveness of their training. Most of the time participants are asked to fill questionnaires about the courses, methods, drawbacks, etc. From this, the trainer takes some adjustments on the next courses.

*Secondly* evaluation can be conducted when the trainees are actually got back to the work. It is done after few weeks to ensure whether the training has effect on their performance or not. At this level the participants and supervisors are asked through interview or questionnaires.

*The third* level of evaluation is carried out when they return to their normal work area they revert to their usual behavior. At this level, the evaluator aimed to test whether transfer to learning has taken place and whether the learning transferred to the workforce. In other words, evaluation at this level aims to measure changes in the job behavior.

*Finally*, evaluation can be done whether the learning and development activities made difference on the bottom-line in the organization. It is expected that training and development programs bring change on job performance and add value on trainees.

Similarly Heneman et al (1996:443-50) suggested that training program may be evaluated at more advanced level to determine: (1) how much change in knowledge, attitudes, skills job behaviors or organizational results observed among participants in the training. (2) To what extent the change reasonably attributed to their participation in the program.

## **CHAPTER THREE**

### **Research Design and Methodology**

This chapter deal with, research design and methodology, sources of data, data gathering tools, sampling techniques, data collecting procedures and data analysis.

#### **3.1. Research Methodology**

The purpose of this study is to assess the current status of human resource training and development programs in education departments of Addis Ababa. The coverage of the study was assumed to cover relatively large number of respondents. Thus, the approach that was found to be appropriate for this study was quantitative method. And the research design was descriptive survey. This research design helps to describe the status and factors affecting human resources training and development activities carried out within education departments.

This research design was selected because it is a planned method of data collection that helps to gather pertinent information to the issue under the study. Seyoum and Ayalew (1989) stated that, the descriptive method is concerned with depicting the existing situation. Moreover, it deals with the relationship between variables, testing hypotheses or development of generalizations, principles or theories that have universal validity. Descriptive survey is concerned with functional relationship (Best and Kahn, 2004).

Similarly, many authorities asserted that descriptive survey method is the most commonly used method in educational researches. This is

because, it helps to describe the nature of existing conditions, identify standards against with existing conditions can be compared and determining the relationship that exist between specific events.

### **3.2. Sources of Data**

Relevant information to the study was obtained both from primary and secondary sources. The combination of the primary and secondary information data gathered from different respondents and documents provide a clear picture of the current practices of human resource training and development activities within education departments of Addis Ababa. Primary data were collected from subjects such as: education and training officials, department heads, team leaders, supervisors and experts through questionnaire and interview. The respondents were found both at sub-city and kebele level. Concerning secondary sources of data, Training manuals training policies, legal documents, and minutes were assessed. On top of these, the necessary information was taken from the review of related literature.

### **3.3. Sampling Techniques**

The study focuses on human resource training and development activities carried out under sub-cities education departments. Different sampling techniques were employed to select the area of the study and the respondents. First out of 10(ten) education departments/sub-cities, 5(five) of them were included in the study using simple random sampling techniques. Simple random sampling technique gives equal chance to all elements to be involved in the study (Krishnaswami and Ranganatham, 2007:124). As a result, Yeka, Gulele, Arada, Ledeta and Nifas Silk Lafto education departments were selected and included under the study.

Then, 115 respondents were drawn from the total of 280 subjects. That is more than 40% of the population was included in the study. From these sample respondents, 5(five) education and training officers found at sub-city level were included using purposive sampling technique. This is because; this group of respondents was directly responsible for human resource training and development activities in their respective departments. Purposive sampling is useful in situations where a researchers need to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. Purposive sampling is the selection of sample units that conform to some pre-determined criteria. This involves selection of cases that we judge as the most appropriate ones for the given study (Krishnaswami and Ranganatham, 2007:139). The rests 10(ten) education and training officers found at kebele level and 100(hundred) education experts both in kebele and sub-city level, were selected using simple random sampling techniques. Attempt was made to give equal chance to all sub-cities.

### **3.4 Data Gathering Tools**

This study is concerned with assessing the extent of human resource training and development activities, factors affecting training and development activities and measures to be taken. Therefore, to collect pertinent information, different data gathering instruments were employed. These include questionnaire, structured interview and document analysis. Questionnaire was used because it is suitable for collecting factual information, opinion and attitude from such large population. It is also an opportunity to establish reports, explain the purposes of the study and explain the meaning of items that may not be clear (Best and Kahn, 2004). Both open-ended and close-ended items were prepared in English. It is expected that the respondents be at least

College/University graduates. The questionnaire has two parts. The first part was about general characteristics of the respondents. The second part contains issues related to the study that includes, training and development programs, training needs assessment, training methods, training evaluation and challenges of training programs.

Before the final form, the questionnaire was pre-tested with in small groups that have similar characteristics with actual respondents of the study, so as to make essential corrections and maintain validity. After getting corrected all items, a total of 115 copies of questionnaires were distributed to sample respondents.

For issue that needs clarification and to acquire additional primary data, structured interview was conducted with sub-city education and training officers and department heads. On top of these, document analysis was conducted to assess in what extent training and development activities were done.

### **3.5. Data Collecting Procedure**

After the review of related literature was organized, the researcher prepares questionnaire and interview guides to collect relevant information. With letter of cooperation from the university, the researcher went to education departments. To maximize the quality of the responses and the rate of the return pilot-test and continuous follow up was made. In addition, the researcher made clear the objectives of the study to all the respondents on the cover page of the questionnaire and

during the administration of the questionnaire in order to avoid confusion and facilitate ease of administration. Finally, 101(87.8%) of the questionnaires were returned from both groups of respondents. Then, each questionnaire was tallied, tabulated, analyzed and interpreted.

### **3.6. Data Analysis**

After the questionnaire was returned from respondents, the responses were tallied and tabulated. The data collected through questionnaire was presented in table. Then, analyzed and interpreted using descriptive and inferential statistic based on the nature of the data. The first part of the data was analyzed in descriptive way while the second Part of the data was employed with inferential analysis. Thus, frequency count, percentage, mean and grand mean were applied

Moreover, responses obtained from interview and document analysis was categorize in to similar groups and interpreted using qualitative approach.

## **CHAPTER FOUR**

### **Data Presentation, Analysis and Interpretation**

This chapter deals with the presentation, analysis and interpretation of data collected from different group of respondents. The group consists of education and training officers (here after officers) and educational experts (here after experts) of the sub-cities education departments.

The data was collected through questionnaires and interview. Questionnaires were distributed to 15 education and training officers and 100 education experts found in both sub-city and kebele level. While, interview was conducted with education and training officers at sub-city level. The information gathered from the questionnaires were organized and presented in table then interpreted using descriptive and inferential statistics. Such as frequency count, percentage, mean and grand mean depending on the nature of the data. On the other side, data obtained through interview were interpreted qualitatively. A total of 115 copies of questionnaires were distributed. From this, 15 of the officers and 95 of the experts was filled and returned. Of which, 5 questionnaires were not complete. Thus, they are discarded. Finally, a total of 101(87.8%) of the questionnaires were tallied, tabulated, analyzed and interpreted.

This chapter has two major parts. The first deals with the characteristics of the respondent. The second part consists of analysis and interpretation of the findings of the study in line with the basic questions.

## 4.1 Characteristics of the Respondents

The respondents were two types. The first group was education and training officers. The second group consists of educational experts. Both of the respondents were drawn from kebele and sub-city education offices.

**Table 1. Characteristics of the Respondents**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	<b>Sex</b>				
	a. Male	11	73.3	70	81.4
	b. Female	4	26.7	16	18.6
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
2	<b>Age</b>				
	a. 20 years and below	-	-	-	-
	b. 21-30	5	33.3	21	24.4
	c. 31-40	4	26.7	35	40.7
	d. 40 years and above	6	40.0	30	34.9
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
3	<b>Academic qualification</b>				
	a. Certificate	-	-	-	-
	b. Diploma	3	20.0	11	12.8
	c. BA/BSc	12	80.0	75	87.2
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>

	<b>Area of specialization</b>				
4	a. Educational planning and management	5	33.3	19	22.1
	b. Management	-	-	25	29.1
	c. Pedagogy	2	13.4	11	12.8
	d. Curriculum	-	-	-	-
	e. Other	8	53.3	31	36.0
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
	<b>Name of your department</b>				
5	a. Sub-city level	5	33.3	36	41.9
	b. Kebele level	11	66.7	50	58.1
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
	<b>Year of service</b>				
6	a. 5 years and below	8	53.3	23	26.7
	b. 6-10 years	-	-	14	16.3
	c. 11-15 years	1	6.7	11	12.8
	d. 16-20 years	1	6.7	12	14
	e. 21 years and above	5	33.3	26	30.2
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>100</b>	<b>100</b>

As shown in table 1, the majority of the respondents were male. Only 4(26.7%) and 16(18.6%)of the officers and experts were female respectively. From this we can observe that females' participation is limited.

On the same table, item 2 indicates the age range of respondents. 6(40%)of the officers and 30(34.95%) of experts were found in the age range of 41 years and above. Similarly, 35(40.7%)of the experts were

found in the age range between 31-40years. This shows that the majority of the respondents were found in the age range of 31 years and above.

Item 3 presents the academic qualification of respondents. 20(80%) and 75(87.2%) of officers and experts were B.A/MSC degree holders respectively. In line with this, item 4 shows their area of specializations. Majority of the officers (53.3%) and 31(36%) of experts were not specialized on one of the followings (Educational planning and management, Curriculum, Pedagogy, or Management). However, the position requires know-how about the above-mentioned subjects.

Item 6 on the same table indicates the respondents' years of services. 8(53.3%) and 23(26%) of officers and experts had below 5 years experience respectively. On the other side, 5(35%) of officers and 26(30.2%)of experts had more than 21 years of services. The rest were found between 6-20 years of service. It indicates that, majority of the respondents have better experience on the position which they hold. Thus it is possible to conclude that, their responses are credible and mature enough.

## **4.2. Human Resource Training and Development**

Table II presents the general perceptions of respondents about training and development. Item shows whether or not respondents receive training for the last 5 years. 15(100%) and 79(91.9) of officers and experts were received training in the last 5 years respectively.

On the same table item 2 indicates the frequency that respondents attained on the trainings. 9(60%) and 65(75.5%) of officers and experts were attained more than twice. Thus it is true that, most of he respondents were well experienced about the concept sand trends of human resource training and development activities.

**Table 2. Perceptions about Training and Development Activities**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	Did you receive any training and development in the last 5 years?				
	a. Yes	15	100	79	91.9
	b. No	-	-	7	8.1
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
2	If your answer for the first item is "Yes" how many times?				
	a. Once	2	13.3	5	6.3
	b. Twice	4	26.7	9	11.4
	c. More than twice	9	60.0	65	82.3
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>79</b>	<b>100</b>

### **4.3 The Benefits of Training and Development Programs**

Both organizations and individuals could be benefited from human resource training and development activities. However, the issue requires great attention of all members of the organization in genera and top-level management in particular.

**Table 3. Responses on the Benefits of Training and Development Programs**

No	Items	Respondents													
		Officers							Experts						
		f	1 VP	2 P	3 F	4 G	5 VG	X	1 VP	2 P	3 F	4 G	5 VG	X	Grand Mean
1	Improve the capability and competency of employees.		1	3	3	4	4	3.47	7	12	25	32	10	3.30	<b>3.32</b>
2	Improve job performance of employees		1	3	1	5	4	3.3	8	12	26	32	8	3.23	<b>3.24</b>
3	Enable the office to cope up with new technology.		1	4	3	4	3	3.53	22	29	18	12	5	2.41	<b>2.58</b>
4	Brought higher job satisfaction and motivation.		3	4	2	4	2	2.87	11	16	24	28	7	3.05	<b>3.02</b>
5	Brought higher customer satisfaction		2	1	3	4	5	3.27	12	19	24	26	5	2.92	<b>2.97</b>
6	Improve decision making process		1	3	1	6	4	3.60	4	24	20	22	20	3.49	<b>3.51</b>
7	Brought quality service		1	4	3	2	5	3.40	6	24	22	20	20	3.49	<b>3.48</b>

VP = Very Poor

X = Mean

P = Poor

X < 2 = VP

X, 2-2.7 = P

X, 2.8-3.2 = F

F = Fair

X, 3.3-4.2 = G

G = Good

X > 4.3 = VG

VG = Very Good

According to the data collected from education officers and experts that can be seen on table 3, all items asked for the sample respondents were considered as relevance of training and development activity. The grand mean of each item was between 2.97–3.58.

The respondents' grand mean value (3.51) identified that the benefits of training and development programs were good to improve decision-making process.

The next benefit identified by respondent groups was training and development brought quality service. The grand mean value (3.48) indicates that bringing quality services was one of the benefits of human resource training and development programs. Cowling and Mailer (1983) and Werther and Davis (1993) explained that effective training and development programs have the benefit to improve production both qualitatively and quantitatively.

As can be seen from the grand mean value (3.32) training and development was fairly important to improve the capacity and the competency of employees. Mullins (1996) stated that the potential benefits of training could be increasing the confidence, motivation and commitment of staff; help to improve the availability and quality of staff, etc. confirmed with respondents' idea.

Respondents were also asked to rate the benefits of training in relation to enable the office cope up with new technology. Accordingly, officers said well with the mean value (3.53) while experts agreed poor with the mean value (2.58). Similar, response on item 5, which is the benefits of training, was fair to bring customer satisfaction with mean value (2.97). However, Pigors and Myers (1981) stated that one of the benefits of

training and development is reducing customers complain as a result of improved service.

In general, it is possible to conclude that respondents have positive outlook about the benefits of human resource training and development activities that was carried out in their department/ office. Thus, there is no that much gap between principles and practices.

#### **4.4 Training and Development Needs Assessment**

Before training is delivered training needs has to be identified and analyzed. In training needs assessment all stakeholders have to be participated. Using various methods Training and development needs should assess

Table 4 indicates responses related to training need assessments. Item one shows that the habit of conducting training and development need assessments. Six (40 %) and 62 (72.1%) of officers and experts said that the offices conduct training and development needs assessment. whereas majority 8 (83.3%) of the officer and 14(16.3%)of expert respondents replied No.

These who said “yes” were asked that who conducts training needs assessment. Half 4 (50%) of the officers said each employee in the office. Two groups of the expert respondents 28 (45.2%) and 24 (38.7%) answered that training needs assessment was conducted by immediate supervisors and top-level managers respectively.

On the some table item 3 indicates methods that were applied to assess training and development needs. Performance valuation was responded by 5(50%) of the officers. However, 32 (44.4%) of experts said observation. Still 3 (30 %) and 13 (18.1 %) of the officers and experts answered that group discussion respectively. Concerning this Patton and Pratt 2002) listed those training needs assessment is conducted through, observation, group discussion, and consultation with subject mater experts, organization reports and records. Thus, respondents' answer was similar with literature.

Item 4 shows the reasons that hinder training and development need assessment. Majority of the respondents from both side 8 (36.4 %) of officers and 14 (53.8%) of experts responded that lack of budget was the reason. On the other side 66 (27.3 %) of the officers answered that absence of experts to conduct training needs assessment. Still 12(45.2%) of experts answered that the top management did not give attention.

To sum up, the above information obtained from experts, shows that training and development needs assessment was thoroughly conducted through various methods. However, most officers agree that training need assessment was not conducted due to various reasons.

**Table 4. Respondents Opinions about Training and Development Needs Assessment**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	Does your department/ office conduct training and development needs assessment?				
	a. Yes	6	40	62	72.1
	b. No	8	53.3	14	16.3
	c. Not sure	1	6.7	10	11.6
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
2	If your answer to question one is 'Yes' who conducts the need assessment?				
	a. Each Employee in the office	4	50	8	12.9
	b. Top level managers	1	12.5	24	38.7
	c. Immediate supervisors	3	37.5	28	45.2
	d. Don't know	-	-	2	3.2
	<b>Total</b>	<b>8*</b>	<b>100</b>	<b>62</b>	<b>100</b>
3	Which methods are applied to assess the training and development needs in your department (office)?				
	a. Performance evaluation	5	50	12	16.7
	b. Observation	1	10	32	44.4
	c. Group discussion	3	30	13	18.1
	d. Annual performance review	1	10	9	12.5
	e. Other (please specify if any) _____	-	-	6	8.3
	<b>Total</b>	<b>10*</b>	<b>100</b>	<b>72*</b>	<b>100</b>
4	If training needs assessment was not conducted in your office, what do you think are the reasons?				
	a. Absence of expert to conduct training need assessment	6	27.3	-	-
	b. Lack of budget	8	36.4	14	53.8
	c. Lack of awareness about the importance of conducting training need assessment	4	18.2	-	-
	d. The issue is not accustomed	1	4.5	-	-
	e. The top management do not give attention	3	13.6	12	46.2
	f. Others (if any) _____	-	-	-	-
	<b>Total</b>	<b>22*</b>	<b>100</b>	<b>26*</b>	<b>100</b>

\* = Frequency of responses not number of respondents

#### **4.5 Criteria for Prioritizing Training and Development Needs**

After training needs were identified it should be prioritize to identify which needs came first and which can be very sensitive. Training may e prioritizes based on different criteria.

Table 5 shows that criteria used to prioritize human resource training and development needs. As indicated on item 1, the grand mean value (3.61) states it was good that training and development needs were prioritized based on the urgency of the training. Furthermore, results obtained from the interview revealed that trading needs identified was prioritized based on the urgency of the training.

Item 2 on the some table, presents that training needs identified was significantly prioritized based on availability of budget. This was agreed by the grand mean value of 3.42. As indicated on the same table item 4, question was raised whether or not training and development needs identified was prioritized based on the availability of training materials. Most of the respondents agreed with the grand mean value (3.24) that training needs was good that prioritize based on the availability of training materials.

For the question raised to know trainees' motivation was the criterion of privatized training needs, officers fairly agreed with the mean value of 2.93. Likewise experts were nearly fair to this item with the mean value of 3.10.

In general, Training needs that may already identified using different techniques can prioritize using various criteria. But, as the data shows most respondents said that human resource training and development needs were prioritize based on urgency of the training needs and availability of budget.

**Table 5. Responses on Criteria for Prioritize Training and Development Needs**

No	Items	Respondents														
		Officers							Experts							Grand Mean
		f	1	2	3	4	5	X	1	2	3	4	5	X		
1	Training need identified is prioritize based on availability of budget		3	1	1	8	2	3.33	9	10	12	44	11	3.44	3.42	
2	Training need identified is prioritize based on urgency of the training need		-	1	5	4	5	3.87	4	12	23	26	21	3.56	3.61	
3	Training need identified is prioritize based on trainee's motivation		3	1	6	4	1	2.93	9	15	32	18	12	3.10	3.07	
4	Training need identified is prioritize based on availability of training material		-	5	4	5	1	3.13	5	16	28	26	11	3.26	3.24	
	Others (if any)		-	-	-	-	-	-	-	-	-	-	-	-	-	

X= Group Mean

X<1.5=VP

X, 1.6-2.7=P

X, 2.8-3.2=F

X, 3.3-4.2= G

X> 4.3=VG

**Table 6. Responses about Training and Development Methods**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	How is training and development method chosen in your department /office? (You can choose more than one)				
	A. Based on the purpose of training and development	5	15.2	48	32.2
	B. Based on the nature of the content offered	6	18.2	27	18.1
	C. Based on the level of trainees	8	24.2	12	8.1
	D. Based on the interest of the trainer	8	24.2	54	36.2
	E. Based on the cost incur	5	15.2	5	3.4
	F. Don't know	1	3.0	3	2
	<b>Total</b>	<b>33*</b>	<b>100</b>	<b>149*</b>	<b>100</b>
2	Of the following techniques of on-the-job training and development which one is most often applicable in your office? (You can choose more than one)				
	A. Mentoring	5	26.3	21	24.4
	B. Coaching	4	21.1	16	18.6
	C. Job rotation	-	-	7	8.1
	D. Group discussion	9	47.4	38	44.2
	E. Case study	-	-	-	-
	F. Role play	1	5.2	4	4.7
	<b>Total</b>	<b>19*</b>	<b>100</b>	<b>86</b>	<b>100</b>
3	Which of the following off-the-job training development techniques are used in your department frequently? (You can choose more than one)				
	a. Various workshops, seminars, etc	11	73.3	72	75.8
	b. Through distance education	1	6.7	7	7.4
	c. Learning in higher education institution	2	13.3	16	16.8
	d. Scholarship abroad	-	-	-	-
	e. Others (if any) _____	1	6.7	-	-
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>95*</b>	<b>100</b>

\* = Frequency of responses not number of respondents

were chosen in the office /department. Eight (24.2 %) and 54 (36.2 %) of officers and experts answered that training methods were chosen based on the interest of the trainers. forty-eight (32%) of the experts responded that training methods were chosen based on the purpose of training and development. Still 27(18.1%) of the experts said that the nature of the content offered on the training could determine the type of method. eight (24.2 %) and 6 (18.2 %) of the officers answered that training methods were chosen based on the level of trainees and nature of content offered respectively. Foot and Hook (2002) asserted that the training method used must be chosen to be appropriate for the particular training needs that have been identified. Similar, Heneman et al. (1996) and Saiyadain (1995) agreed that, the type of methods chosen is the function of, the purpose of training, the nature of content, the level of trainer, and the cost-factor. Here respondents' idea was almost similar to what the literature said. However, according to the data collected cost-factor was not set as criteria while choosing training methods. Depending on the nature of the content and the program, more than one method can be applied in a particular training and development activities. Training and development methods can be selected depending on the nature of content, cost-effectiveness, appropriateness of training aids, trainees and trainers preference and capability, and learning Pringles (Werther and Davis, 1993).

Item 2 on the same table indicates that the most commonly used on-the-job training and development methods. As responded by 9(47.4%) and 38 (44.2%) of the officers and experts respectively, groups-discussion was the most common used method in training activities. While 5(26.3 %) of officers and 21(24.4%) of experts answered that mentoring was the most common ones. Results from the interview revealed that now a days mentoring is fashion in education departments in general at school level in particular. In mentoring the senior worker provide guidance to the

junior worker about the overview of the general environment, the nature of the work, organizational culture, etc. (Gomez-majia, Bakin and Cardy, 1995) and Schermerhorn, 1996). From this one can observe that the common on-the-job training method that applied in most training is group discussion.

Similarly, item 3 presents the most offer-off-the-job training methods that applied in sub-cities education departments. As responded by 11 (73.3 %) and 72 (75.8%) of the officers and experts respectively, various workshops and seminars were the most often techniques used on the offer-job-training. Still 16(16.8%) of expert group answered that learning in higher education institution was the most common used method of off-the-job training.

Generally, we can conclude that the most common used methods of off-the-job training are various workshops and seminar.

#### **4.7 Orientation**

Orientation is part of human resource raining and development programs. It plays a great role to avoiding confusions on new comers by introducing about the general environment of the organization.

**Table 7. Respondents View about Orientation**

No	Items	Respondents													Grand Mean
		f	Officers					X	Experts					X	
			1	2	3	4	5		1	2	3	4	5		
1	The office normally arrange orientation programs for new employees		1	3	6	3	2	3.00	10	24	28	15	9	2.87	<b>2.89</b>
2	Orientation given by sending written directives		5	5	5	-	-	2.00	13	28	24	17	4	2.66	<b>2.56</b>
3	Orientation focuses on introducing new employees to their jobs		3	4	3	2	3	2.87	7	28	21	22	8	2.95	<b>2.94</b>
4	Orientation program focus on offices mission, culture, rules, and regulations, policies, structure		2	5	6	1	1	2.60	9	30	28	13	6	2.73	<b>2.71</b>
5	Orientation programs focuses on introducing new recruits to the working environment		3	4	4	2	2	2.73	8	21	22	24	11	3.10	<b>3.04</b>

X = Group Mea

X < 2 = VP

X, 2-2.7 = P

X, 2.8-3.2 = F

X, 3.3-4.2 = G

X > 4.3 = VG

Table 7 shows respondents opinion about orientation. Item 5 indicates the respondents' agreement on the question that orientation programs focuses on introducing new recruits to the working environment. The mean value of 3.04 indicates that expert respondents idea were fair on this. similarly, the mean value of 2.73 indicates officers were fairly agreed. Harris and De Simone (1994) argued that orientation can reduce anxiety, start-up cost, turn-over, period of proficiency, help the new comer to role appropriate behavior, adjust to the work group and its norm, etc. Tracy (1984) also stated that orientation contributes to promote safe work habit, develop loyalty, effectiveness and productivity on workers.

However, as can observe from the data gathered, orientation activities were not accustomed in the sample sub-city education departments.

Item 3 on the some table presents focuses of orientation. The grand mean value (2.94) shows that orientation activities held in the sub- city education department were fairly focus on introducing new employees to his/her job. Cartwright et al. (1993) asserted that staffs are crucial asset and needs enough time to ensure that they are acquainted with the task that will carry out. These authorities also explained that task induction is essential.

However, the experience observed on the sub-city educts departments was contrary of what literature said and recommended.

Item 1 on the above table presents whether or not orientation programs were arranged in the offices. The mean value (3.00) shows that officers were fairly agreed to this question similar to experts.

Item 2, and 4 talks about the orientation programs that can be send in the form of text and the contents that may be included. Respondents agree poor with the grand mean value of 2.56 and 2.71 respectively.

Generally speaking, observing the above data, one can conclude that orientation program is not common and well known by sub-city education departments. Thus, it is possible to generalize that employee's orientation is not get attention in the sub-city education departments.

#### **4.8. Post-Training and Development Discussions**

Whether or not the training imparted was fruitful, post-training discussions is essential. It is difficult to assume that, every training could be effective.

Table 8 Presents, respondents perceptions about post-training and development discussion. Item 1 shows that the practice of post-training and development discussion. As indicated on the data, 8(53.3%) and 48(55.8%) of the officers and expert group said "no" respectively. Yet,4 (26%) and 30 (34.9 %) of the officers and experts responded yes respectively. Still 3 (20%) officers and 8 (9. 5%) of experts were not sure.

These who answered no were asked reasons. No chance for discussion was forwarded by 42 (40.8%) of the expert group. The others 4(25%) of officers and 25(24.3 %) of the experts group replied that there was no enough time for discussion. Still 15 (14.6%) of experts responded that there was unwillingness on the trainees side. According to Saiyaidain (1995), evaluation is the most crucial phase which enable to assess the quality of training imparted and also predict the future. He also stated that training evaluation consists of an evaluation of various aspects of

training immediately after the training is over and a judge its utility. Similarly Foot and Hook (2005) disused that evaluating training is a way of combining the assessment of the impact of training and development. However, the data seen above refers the practice observed in sub-city was contradicting with theories and principles.

To sum-up, post-training and development practice is not well performed. Thus, we can understand that, there is deficiency in conducting post-training discussion with trainees.

**Table 8. Perceptions about Post-Training and Development Discussions**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	Dose your office have post-training discussion with trainees?				
	a. Yes	4	26.7	30	34.9
	b. No	8	53.3	48	55.8
	c. Not sure	3	20.0	8	9.3
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
	If your answer to question 4 is 'No' why? (You can choose more than one)				
	a. Trainees are not willing to discuss	-	-	15	14.6
	b. There is no chance for discussion	4	25	42	40.8
	c. The absence of responsible body to do that	4	25	25	24.3
	d. There is no enough time for discussion	4	25	21	20.3
	e. Lack of awareness about the importance of such discussion	4	25	-	-
	Others (if any) _____	-	-	-	-
	<b>Total</b>	<b>16*</b>	<b>100</b>	<b>103*</b>	<b>100</b>

\* = Frequency of responses not number of respondents

#### 4.9 Evaluation of Training and Development Programs

**Table 9. Respondents Perception on the Practices of Training and Development Evaluation**

No	Items	Respondents													Grand Mean
		Officers						Experts							
		f	1 SDA	2 DA	3 F	4 A	5 SA	X	1 SDA	2 SA	3 F	4 A	5 SA	X	
1	Your office evaluate training programs continuously		5	5	1	2	2	2.40	22	30	21	9	4	2.34	2.35
2	There are relevant criteria to evaluate training and development programs		4	8	1	-	2	2.20	12	34	22	15	3	2.57	2.52
3	Training evaluation is participatory in your office /department		4	8	2	-	1	2.07	13	33	24	9	7	2.58	2.50
4	Training evaluation results are well organized		4	8	1	-	2	2.20	11	34	25	11	5	2.59	5.53
5	Training evaluation is made throughout the training and development process		1	8	6	-	-	2.33	7	34	26	12	7	2.74	2.68
6	Problems are timely solved based on the training evaluation		1	6	5	2	1	2.73	10	26	28	13	9	2.83	2.82
7	Evaluation results are sent to each office as feedback		3	4	7	1	-	2.40	19	24	28	13	2	2.48	2.47

SDA = Strongly Disagree  
X = Group Mean

DA = Disagree  
X < 2 = SDA  
X, 2-2.7 = DA

F = Fairly

X, 2.8-3.2 = F

A = Agree

X, 3.3-4.2 = A

SA = Strongly Agree

X > 4.3 = SA

Table 9 depicts respondents level of agreement on the practices of evaluation of human resource training and development activities. Respondents' level of agreement on this issue was very low which shows with the grand mean value of less than 3.00

On item 6 the respondents grand mean value (2.82) indicates respondents fairly agreed that, after evaluation was conducted, problems were not timely solved based on the training evaluation results. On item 5 respondents disagree with the grand mean value of (2.68) that training evaluation was not made through out the training. Saiyaidin, (1995) explained that immediate evaluation would conduct after each training session where participants are requested to fill form. Even if the literature seems the above the practice is not fit with what is expected. Results observed from the interview ensure that immediate evaluation of trainings was commonly held. But no action was taken offer evaluation due to various reasons such as time, cost, responsibility, etc.

The other variable respondents replied that training evaluation was not well-organized and sent to each office as feedback. Responds disagree with the grand mean value 2.53 and 2.47 respectively.

On the same tale item 2 shows the criteria used to evaluate trainings. The grand mean value of the respondent (2.52) indicate that their disagreement on the existence relevant criteria to evaluate training and development activities. Cowling and Mailer (1983) asserted that training and evolution requires clear criteria. These authorities also stated that training and development programs are evaluated by assessing whether the behavioral objectives have been attended or not. But, the data obtained from respondents depicts that there is no clear criteria to evaluate training and development programs. However, respondents of the interview said that even if we made evaluation after the end of the training we did not have clear criteria for the evaluation.

Respondents were also asked whether the evaluation was participatory or not. They disagreed with the grand mean value of 2.52. The result obtained from interview also strength the response gathered through the questionnaire.

On the other hand respondents were also asked whether or not training evaluation was continuous. They disagreed with grand mean value of 2.35. However, Foot and Hook (2005) discussed that training evaluation can be conducted at four levels. First at the end of the training course, second when the trainees are actually get back to the work, third, when they turn of their normal work and finally evaluation can be done whether the learning and development activities made difference on the bottom line on the organization.

In general, we can conclude that evaluation of training and development activities were not satisfactory. Respondents disagree in all items that were related with evaluation of training and development.

#### **4.10. Challenges of Training and Development**

Table10 Presents, respondents view over challenges of human resource training and development. Respondents were asked whether or not problems were face while conducting training and development activities. The majority 8 (53.3%) and 52 (60.5%) of the officers and experts responded “yes” respectively. However, 4 (26.7%) of officers and 18 (20.9%) of experts answered “not sure”. Still 3 (16%) and 16 (18.6%) of officers and expert respondents were responded no respectively. Those who answered yes were asked reasons.

As indicated by 5 (26.3%) of the officers and 43 (34.4 %) of the experts financial constraints was the major problem. although 8 (42.1 %) and 34 (27.2 %) of officer and expert respondents responded that the problems were related to shortage of training facilities. Still others stated other reasons. Concerning this, the responses obtained from interview also support the above data. The

interviewees were give more weighs for financial constraints and shortage of training facilities as major factors that affect training and development programs.

**Table 10. Respondents View over Challenges of Training and Development**

No	Items	Respondents			
		Officers		Experts	
		No	%	No	%
1	Has your department /office faced any problems while conducting training and development programs?				
	a. Yes	8	53.3	52	60.5
	b. No	3	20	16	18.6
	c. Not sure	4	26.7	18	20.9
	<b>Total</b>	<b>15</b>	<b>100</b>	<b>86</b>	<b>100</b>
	If your answer is “yes” what are those? (You can choose more than one)				
	a. Financial constraints	5	26.3	43	34.4
	b. Shortage of training facilities	8	42.1	34	27.2
	c. Unavailability of trainers	3	15.8	17	13.6
	d. Inadequate knowledge about the need of training and development	2	10.5	17	13.6
	e. Training and development programs are not included in the strategic plan of the office	1	5.3	14	11.2
	<b>Total</b>	<b>19*</b>	<b>100</b>	<b>125*</b>	<b>100</b>

\* – Frequency of responses not number of respondent

Respondents were also asked to forward mechanisms to overcome problems related to training and development programs. The responses are grouped in to two and listed here under.

The officers group responded that, training and development programs have to be well designed; number of trainee in one class should not be large; concerned both have to be assigned on the position; top-level management must give due attention; enough finance and facilities should be allocated; training needs assessment must be conducted; awareness about training and development should be created; etc.

The experts group also forwarded these points: training needs must be identified and assessed together with employees; enough budgets have to be allocated; awareness creation should be carried out to higher-level officials; top-level managers must give due attention for training and development programs; the right person / professional have to be assigned on the position; training and development activities must be well planned; trainers have of have necessary knowledge, skill and techniques about training and development; post-training discussion has to be accustomed; etc.

Measures that forwarded in both group of respondents are summarized on the following manner: training and development activities have to be well designed; training and development needs must be identified and assessed together with employees; the right person / professional / should be assigned on the position; top-level managers must give due attention to human resource training and development program; enough financial and material budgets have to be allocated; awareness about training and development should be created.

## **CHAPTER FIVE**

### **Summary, Conclusion and Recommendations**

This chapter consists of brief summary of the findings, conclusion and recommendations.

#### **5.1. Summary**

The purpose of this study is assessing human resource training and development activities carried out in sub-cities education department of Addis Ababa and also identifying the strength and weaknesses in some aspects and forward the likely possible recommendations. To this effect, the following basic questions were raised.

1. Do sub-cities conduct training and development needs assessment? In what way do they assess?
2. In what methods do the sub-cities delivered training and development activities?
3. Do sub-cities have mechanisms to evaluate the outcomes of training and development activities?
4. What problems do the sub-cities face in human resource training and development activities?

The major findings are summarized on the following manner.

1. The data indicates that 15 (100%) and 79 (91.9%) of the officers and experts received training for the last 5 years. Based on their responses majority of the respondents are received training more than twice

2. The benefit of training and development activities were good to improve decision-making process. This finding was drawn from the grand mean values (3.51) of the respondents, to bring quality service and to improve the capability and capacity of employees. This consensus of respondents was expressed by the grand mean value of 3.48 and 3.32 respectively and to enable the office to cope up with new technology. This is fairly agreed by the mean value (2.97) of experts.
3. Majority of the respondents (40%) of officers and (72.1%) and experts said that their office conduct training and development needs assessment.
4. Half (50%) of officers responded that each employee in the office conduct training and development needs assessments. Where as 83.9% of experts answered that immediate supervisors and top-level managers conduct training and development needs assessment. Half of offices said that training needs was assessed by performance evaluation. observation was used, as method of training needs assessment. This was answered by 44.4% of experts.
5. Prioritizing training and development needs were good on urgency of the training needs and availability of budget. These findings were drawn from the grand mean value of 3.61, and 3.42 respectively. The grand mean values 3.24 and 3.07 indicate that training needs were fairly identified and prioritized based on the availability of training materials and trainees motivation respectively.
6. Training and development methods were chosen based on the level of trainees and trainers. This is agreed by 8(24.2%) the offices where as 54 (36.2%) of the experts said that training methods were

chosen based on the interest of the trainers. the most often applicable on-the-job training techniques was group discussion. Similarly, various workshops and seminars were the most frequent off-the-job training technique that was agreed by 73.3% and 75.8% of the officers and experts respectively.

7. Majority of the respondent agreed that orientation program was not common and not have good practice. This was fairly agreed by the grand mean value of less than 3.04.
8. Post -training discussion with trainees was not conducted. This was agreed by, 53.3% and 55.8% of officers and experts respectively. Majority of the respondents answered that absence of chance for discussion was the main reason. The grand mean value less than 3.00 indicates that respondents fairly agreed that post-training discussion with trainees was not common and it was impractical.
9. Problems were faced in their office while conducting training and development programs. This finding was drawn from the majority (55.3%) and (60.5%) of officers and experts respectively. Financial constraints and shortage of training facilities was the basic problems related to training and development programs.
10. Majority of the respondents stated that the followings points could be taken as a measure to solve the problems related to human resource training and development activates. Training and development activities have to be well designed; training and development needs must be identified and assessed together with employees; the right person /professional / should be assigned on the position; top-level mangers must give due attention to human resource training and development program; enough financial and

material budgets have to be allocated; awareness about training and development should be created; etc.

## 5.2. Conclusions

Based on the major findings of the study conclusions are drawn here under.

1. Human resource training and development is an essential program for any organization. The study findings show that training and development activities are carried out in sub-city education departments. Thus, it can be conclude that attempt was made to get benefit from trainings.

2. Human resource training and development was conducting in sub-cities. It is benefit was high on improving decision making process, brought quality service and to improve the capability and competency of employees. However, it was poor to brought higher customer satisfaction and enables the office to cope up with new technology. Therefore, one can generalize that the benefit of training was not limited.

3. Training and development need assessment highly relies on identifying the discrepancy between the actual and expected performance. It is conducting on the sub-city education departments. Majority of the experts said that top-level managers and immediate supervisors do training needs assessment. It shows that, employees' participation in training needs assessment is limited. It assessed using different techniques. The major findings indicates that training and development needs are assessed though performance evaluation and observation. From this one can possible to say that training needs assessment is almost conducting in a better way.

4. While imparting trainings, various training techniques may be applied. Many authorities suggested that there is no one best method of training. Hence, training and development methods can be determined through various aspects. However, the finding revealed that that most of the time training and development methods relay on the level of trainees and trainers. There was difference between officers and experts on this issue. There are different on-the-job training and development techniques, of which, group discussion is widely used in the sample sub-cities. Similarly, various seminars and workshops were frequently used off-the-job training techniques. We know that we do have various on-the-job and off-the-job training techniques. But the most often applicable one were group discussion and various seminars and work shops. There for, it is possible to generalize that other on-the-job and off-the job-training techniques were not applied in the sub-cities.

5. When an individual comes in to a new environment, he/she be comes alien. The study findings reveal that orientation programs are not well practice. This is agreed by majority of the respondents. The practice of orientation was very poor. So we can observe that orientation in the sample sub-city is not get due attention.

6. In order to ensure whether or not training is effective, it should be assessed in different ways. Most of the respondents answered that post-training discussion with trainees was not conducted. Trainees do not have the opportunity of discuss about the training they received. Therefore, it is possible to conclude that the effect of training is not easily assessed and identified.

7. Like other activities, so many things may affect human resource training and development programs. Various problems were facing the sub-cities education departments while conducting human resource training and development programs, of which, financial constraints and shortage of training

facilities were the major reasons. Thus, one can concluded that enough budget and training material is not allocating for human resource training programs.

8. Human resource training and development programs are not merely the responsibility of a single individual or department rather it needs cooperation and mutual understanding within all members of the organization. The majority of the respondents proposed that, top-level managers must give attention for human resource training and developments programs; Training and development programs must be well planned and organized; the right person /professional/ should be assigned on the position; Training and development needs must identify and assessed first, in order to alleviate the problems. Thus, we can conclude that top-level ménages do not give emphasis for human resource training and development programs.

### **5.3. Recommendations**

Based on the major findings and conclusions reached above the following recommendations are presented here under.

1. Human resource training and development activity is essential for the success of any organization. Training must meet both organization and employees need. Training and development activities are expected to bring improvement both on the organization and employees not only on limited aspects of the working environment. Training programs must focus on problems that can be solved by training-remediation (Tracey, 1984). Training and development programs bring improvement on the competency and capability of employees, employees performance, greater versatility and adaptability to new technology, higher job satisfaction and motivation, higher customer satisfaction, improved decision making, quality serve, etc. thus, we strongly suggested that each office has to give due attention on planning, designing implementing and evaluating training and development programs.
2. Assessing training needs is the first stage in the training cycle. Training and development needs analysis is the base for any training program. It has to include not only the top level managers but also all members of the office/organization to identify areas of training and prioritize based on the urgency and relevancy of the issue. It can be assess through different ways. The technique should be appropriate to address exactly what is expected to solve. The result of the findings shows that limited techniques were used to assess training and development needs. The writer of the paper suggest that, use various techniques such as observation, questionnaires, Consultation with subject mater experts, interview, group discussion, test reference of the organizational records, reports, and sample critical incident, etc.

3. Training and development methods are the means that enable to change the design training program in to practice. Wide varieties of training methods can be employed. However, the choice will depend on different criteria. Which includes, the purpose of the training, nature of the content, the level of trainees, cost-effectiveness, etc (Saiyadain, 1995). However, the findings indicate that training methods are selected based on level of trainees and interest of trainers. Group discussion was the most often on-the-job training and development method applied in sub-city education departments. Similarly, various workshops and seminars are also the most frequent off-the-job training technique treated in sub-city education departments. There are various on-the-job and off-the-job training techniques each method has its own advantages and disadvantages thus, analyzing its merit is essential. Therefore, it is highly recommended that other on-the-job and off-the-job training techniques have to be applied to carry out effective training and development activities.
4. Orientation is part and parcel of training and development programs. Results of the finding reveal that orientation activity is not strong enough and not effectively practiced. It is suggested that orientation helps the new recruit to know about him self, his hope, aspiration and inclinations (Saiyadain, 1995). Cartwright et al, (1993) stated that orientation/induction could be divided on four areas such as task induction, facility induction, health and safety induction and organizational induction. Many authorities stated that, orientation is a systematic and planned introduction of new employees to the job, work, supervisors and the organization, reduce anxiety, start up cost turn over, and help to adjust to the work group and its norm. Therefore, we strongly suggest that each office /department have to provide orientation to its employees enter to their office.

5. Evaluating the training and development programs is extremely important stage. It is the last stage through which the effectiveness of training is examined. However, as responded by majority of the respondents post-training evaluation is not conducting. Trainees do not have chance to discuss on trainings they received. Evaluation is the most crucial phase that enables to assess the quality of training imported and also to predict to the future (Saiyadain, 1995). Therefore, it is possible to suggest that training and development programs have to be evaluated setting clear criteria for evaluation. In addition, it has to be continues, participatory, the results have to be well organized and sent to each office as feedback and problems have to be solved on time based on the results of the evaluation.
6. Human resource training and development is not an easy task. Various things can affect the activities of training and development. As observed from the findings, financial constraints and shortages of training facilities are factors that affect training and development programs. Foot and Hook (2005) explained that if the training is effective it can not be left to chance and great deals of planning need to be happen. Thus, we can suggest that the office/departments have to allocate enough budgets, well planned and evaluate periodically.
7. Majority of the respondents suggested the following to minimize and/or alleviate problems related to training and development such as: top level managers must give due attention for human resource training and development program; training and development programs must be well planned and organized; the right person / professional should be assigned on the position; Training and development needs must be identified and analyzed first. It is true that the above-mentioned issues are paramount important to solve problems related to training and development programs. Foot and Hook (2005) stated that training requires the full commitment and support of tope level managers, supervisory personnel and collective bargaining of units. On

the other hand, those who are carrying out the training should themselves have some training in running the training programs. Specialized training officers or human resource managers with responsibility for training have to be involved. Thus, the writer of this paper would like to suggest that the offices in each sub-cities have to give due attention to human resource training and development programs.

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**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**

Department of Educational Planning and Management  
(Human Resource and Organizational Development Stream)

**Questionnaire to be filled by:** education department officers, team leaders, experts and supervisors.

The purpose of this questionnaire is to gather relevant data that will help to assess the current practice of human resource training and development in Addis Ababa education departments.

The objective of this study is purely academic. Your response is essential to the success of this study. Thus, you are kindly asked to fill the questionnaire carefully. I would like to assure that your response would be kept confidentially. Thank you in advance for your cooperation and dedication.

Please read the instructions and respond to each question carefully.

**N.B.** Don't write your name please.

- Make “√” sign in front of your choice
- Attempt to give response for all items.





### III. Training and Development Needs Assessment

1. Does your department/ office conduct training and development needs assessment?
  - a. Yes
  - b. No
  - c. Not sure
2. If your answer to question one is 'Yes' who conducts the need assessment?
  - a. Each Employee in the office
  - b. Top level managers
  - c. Immediate supervisors
  - d. Don't know
3. Which methods are applied to assess the training and development needs in your department (office)?
  - a. Performance evaluation
  - b. Observation
  - c. Group discussion
  - d. Annual performance review
  - e. Other (please specify if any) \_\_\_\_\_
4. If training needs assessment was not conducted in your office, what do you think are the reasons?
  - a. Absence of expert to conduct training need assessment
  - b. Lack of budgets
  - c. Lack of awareness about the importance of conducting training need assessment
  - d. The issue is not accustomed
  - e. The top management do not give attention
  - f. Others (if any) \_\_\_\_\_

5. Indicate your level of agreement with the following factors that serve as criteria for prioritizing training needs identified in your office/department/. Use (1=strongly disagree, 2 disagree, 3=neutral, 4=agree and 5=strong agree)

No	Question Items	Rating scale				
		1	2	3	4	5
1	Training need identified is prioritize based on availability of budget					
2	Training need identified is prioritize based on urgency of the training need					
3	Training need identified is prioritize based on trainee's motivation					
4	Training need identified is prioritize based on availability of training material					
	Others (if any) _____					

#### IV. Human Resource Training and Development Methods

1. How is training and development method chosen in your department /office? (You can choose more than one)

- a. Based on the purpose of training and development
- b. Based on the nature of the content offered
- c. Based on the level of trainees
- d. Based on the interest of the trainer
- e. Based on the cost incur
- f. Don't know

2. Indicate your reaction to the following statements by inserting number (1=strongly disagree, 2=disagree, 3 fairly, 4 agree, 5= strongly agree) in the box corresponding to the items

No	Question item	Rating Scale				
		1	2	3	4	5
1	The office normally arrange orientation programs for new employees					
2	Orientation given by sending written directives					
3	Orientation focuses on introducing new employees to their jobs					
4	Orientation program focus on offices mission, culture, rules, and regulations, policies, structure					
5	Orientation programs focuses on introducing new recruits to the working environment					

3. Of the following techniques of on-the-job training and development which one is most often applicable in your office? (You can choose more than one)

- a. Mentoring
- b. Coaching
- c. Job rotation
- d. Group discussion
- e. Case study
- f. Role-play
- g. Other (if any) \_\_\_\_\_

4. Which of the following off-the-job training development techniques are used in your department frequently? (You can choose more than one)

- a. Various workshops, seminars, etc
- b. Through distance education
- c. Learning in higher education institution
- d. Scholarship abroad
- e. Others (if any) \_\_\_\_\_

## V. Evaluating training and development programs

1. Dose your office have post-training discussion with trainees?

a. Yes

b. No

c. Not sure

2. If your answer to question 4 is 'No' why? (You can choose more than one)

a. Trainees are not willing to discuss

b. There is no chance for discussion

c. The absence of responsible body to do that

d. There is no enough time for discussion

e. Lack of awareness about the importance of such discussion

f. Others (if any) \_\_\_\_\_

3. Indicate your level of agreement or disagreement concerning training and development evaluation practices in your offices (1=strongly disagree, 2 disagree, 3=fairly, 4=agree, 5 strongly agree)

No	Question item	Rating scale				
		S.DA	DA	F	A	SA
1	Your office evaluate training programs continuously					
2	There are relevant criteria to evaluate training and development programs					
3	Training evaluation is participatory in your office /department					
4	Training evaluation results are well organized					
5	Training evaluation is made throughout the training and development process					
6	Problems are timely solved based on the training evaluation					
7	Evaluation results are sent to each office as feedback					

## VI. Challenges of Training and Development

1. Has your department /office faced any problems while conducting training and development programs?

- a. Yes                      b. No                      c. Not sure

2. If your answer is “yes” what are those? (You can choose more than one)

- a. Financial constraints
- b. Shortage of training facilities
- c. Unavailability of trainers
- d. Inadequate knowledge about the need of training and development
- e. Training and development programs are not included in the strategic plan of the office
- f. Others (if any) \_\_\_\_\_

3. What measures has to be taken to overcome the problems related to training and development programs?

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## **Interview schedule**

1. Does your office /department conduct training program based on need assessment?
2. How often does your office conduct training and development activities?
3. What methods does your office use for conducting training and development?
4. Does your office set objectives for training and development programs?
5. What measures does your department /office takes to make objectives clear to whom so ever participating the training?
6. What factors are affecting the process of training and development programs?
7. What is your suggestion as solution to problems of human resource training and development activities?

## Declaration

I, the undersigned declared that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials used for the thesis have been duly acknowledged.

Tibebu Aklog Lemm

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Signature

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This thesis has been submitted for examination with my approval as University advisor

Ayalew Shibeshi (assoc. professor)

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Signature

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Date

