

**ASSESSMENT OF CLERGY TRAINING PROGRAM IN
ETHIOPIAN ORTHODOX TEWAHIDO CHURCH
DEVELOPMENT AND INTER-CHURCH AID
COMMISSION**

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By

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I love the LORD, for he heard my voice; he heard my cry for mercy.

Because he turned his ear to me, I will call on him as long as I live.

Psalm 116:1-2

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Acronyms and Abbreviations

AOTN : Assessment of Training Needs

CTC : Clergy Training Center

DICAC: Development and Inter Church Aid Commission

EOTC : Ethiopian Orthodox Tewahido Church

HIV/ AIDS : Human Immune Virus / Acquired Immune Deficiency Syndrome

ILO : International Labor Office

JIT : Job Instruction Training

OJT : On the Job Training

Abstract

This study was made to assess the performance of Clergy Training Program of Ethiopian Orthodox Tewahido Church. The training needs assessment, the selection of both trainers and trainees, the reinforcement mechanism, facility of the training centers, and contents of the training were assessed in four purposely selected training centers. The four centers were from the Amehara region, Tigray region, Oromia region and South Nations and Nationalities regions. Questionnaire, Interview and Observation were the main tools to gather information. The data analysis was made using relevant statistical tool such as frequency and percentage. The study revealed that the training centers were not well equipped and organized accordingly. They had no uniformity in access of facilities, accommodation and admission of trainees. The program was not done based on training need assessment. And there was no any research activity in the centers so that they were not able to solve at least some of the problems they face. More over the program was held once every year. Though, the centers admit clergy trainees from relatively closer diocese, their geographical dispersion, limited physical quality, and scarcity of inputs obliged them to limit the number of trainees they can admit. In general, the study revealed that the training centers of the church were not efficient to produce effective, problem solving and qualified clergies or church servants. In line with the findings and conclusions drawn, it is recommended that the church in collaboration with the laity, external sister churches, donors and the federal government of Ethiopia should upgrade the physical facility of the training program. The church on its part is recommended to do vast and deep training need assessment prior to launching the training, to expand the contents of the training based on the assessment and to have governing rule and criteria of admitting both the trainees and trainers. Research and other contemporary socio-economic issues should be incorporated in the courses of the training. Finally, the EOTC-DICAC is recommended to give special concern to the Clergy Training Programs.

CHAPTER ONE

1. The Problem and Its Approach

This introductory chapter consists of back ground of the study, statement of the problem, objectives of the study, significance of the study, limitations of the study, definition of terms and organization of the study.

1.1 Background of the problem

Training refers to the teaching/learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities needed by that organization. Broadly speaking training is the act of increasing the knowledge and skill of an employee for doing a particular job (Sarkar, 2000:118).

The most valuable resources in organizations are people in the organizations themselves. Intended goals of organizations are achieved through people in organizations. Therefore, developing the skill, knowledge and attitude of these potential assets of organizations should be the highest priority and concern.

According to Chris Hendry (1995:381):

If human resources management embraces any one specific value above all others it is to invest in and develop people's capabilities at work . . . the first challenge to any business is to generate the competencies necessary to provide output that will be valued by customers.

Thus, Training is the corner stone of sound management for it makes employees more effective and productive. Training programs are an integral part of most organizations across the globe. It is a widely accepted problem – solving device and a tested means of human resource development in any organization.

According to Sarkar (2000:121), training is a practical necessity because apart from the other advantages, it enables employees to develop and rise within the organization and increase their market value, earning power and job security.

By training, it is possible to improve the efficiency of personnel in any organization, as it is possible to adjust the sails though it may be difficult to direct the wind.

Training, according to Goal and Rajneesh (2003: 262), connotes that the trainers can influence the performance of the trainees. The ultimate success of the training depends upon the change in behavior of the trainees, who in turn can inject efficiency and effectiveness in their services.

Training is important both in good producing and service delivering organizations. It provides special and practical knowledge of specialized subject area through various methods, including: classroom style learning, workshops, conference, round tables and others. But it must impart Brownfield knowledge, with the goal that the persons or organizations being trained will achieve some level of self-sufficiency with regard to the subject matter.

Ethiopian Orthodox Tewahido Church is one of the earliest orthodox churches of the world. The church is responsible for spreading the words of God through out the country and in the process has created religious arts, crafts and literature, which formed the foundation for the country's civilization. The Ethiopian Orthodox Tewahido Church is truly broad-based. As the five years strategic plan (2005-2009) of Ethiopian Orthodox Tewahido Church Development and Inter Church Aid Commission (EOTC-DICAC) shows the church has over 40 million followers, over half a million clergymen in 35,000 churches and monasteries, and about 6.5 million registered Sunday school youths (DICAC, 2005:14). This shows that one can find a church in every district in most parts of the country. Clergymen of EOTC are highly integrated with the communities. Their moral, integrity and acceptability over the laity give them a position of significant influence in the Ethiopian society. This broad-based presence in the country is cited as the greatest potential for Ethiopian Orthodox Tewahido Church to play key role in the countries development endeavors. Throughout its history, the church has remained part and parcel of the Ethiopian society and has prominent stake in socio-economic development.

Kesis Kefyalew (2003:21), in his book "Peace and Reconciliation" states that the church has also been the teaching institution well before the modern form of education was introduced into the country. It has been teaching arithmetic, literature, astronomy, crafts and skills, literacy and all forms of art and this role continue today. Not only do Ethiopian Orthodox Tewahido Church support modern schools and higher learning institutions, but also continues its traditional teaching through the monasteries and in the country yards of local churches.

In order to facilitate and speed up the roles, the church established the Development and Inter-Church Aid Commission (DICAC) in 1972 by a legal notice No 415 of 1972 as a development wing of the EOTC. In addition to other development activities the development and inter-Church Aid Commission started to plan and implement short, medium and long term training programs (PCS 1997- 1998 plan, 1996: 19).

The clergy-training program of EOTC was started in the early 1970s and the aim was to reinforce the theological training of the clergy and also build their capacity for development services in their parishes. Until 1994 training was given at different training centers situated in Addis Ababa, Zeway, Awassa, Bahirdar, Mekelle, Mettu and Chench. According to the DICAC's report (1996: 19), since the start of the program, over 8,000 clergymen have participated and all had a good opportunity in acquiring new and improved skills in different fields.

1.2. Statement of the Problem

Training enables management to resolve sources of friction arising from parochialism to bring to the employees the fact that the management is not divisible; it moulds the employees' attitudes and helps them achieve a better co-operation with their institution and a greater loyalty to it.

According to Sarkar (2000:122), a successful training program presumes that sufficient care has been taken to discover areas in which it is needed most and to create the necessary environment for its conduct. The same author (2000:123-4) indicates that certain general principles need to be considered while organizing a training program. These include:

- Training programs should be given when trainees tend to be most responsive to training programs based on need assessment,
- Training programs are more effective where there is reinforcement,
- Training programs should provide 'feed back' on the progress the trainees are making in utilizing the training they have received,
- Training programs to be effective must use tested principles of learning and,
- Training programs should be conducted in the actual job environment to the maximum possible extent.

On the other hand the Ethiopian Orthodox Tewahido Church Development and Inter- Church Aid Commission had already identified that the pre-1994E.C training strategy had some shortcomings and weaknesses as revealed by successive evaluations. Some of the problems were inadequate facility at the training centers, lack of follow-up of trained clergymen, profile of participants, undefined entrance requirement of participants and lack of well developed curriculum. To improve such conditions the EOTC Holy Synod has decided in 2001 that the centers should be suspended and the training program should be given through the Holy Trinity Theological College and operate under it where the trainees are drawn from all the dioceses in the country (EOTC- DICAC1996:19). According to this program plan, since the start of the clergy-training program under the theological College, clergymen composed of priests; deacons and Sunday school youth members participated in the training. The aim has been to strengthen the theological knowledge of the clergymen and at motivating and providing skills to enable trainees to meet their respective Communities with a capacity for development work. Though the training program is very essential to the clergy men of Ethiopia, its effectiveness and efficiency had not been assessed ever since. Goal and Rajneesh (2003:295) said, "As a result of huge amounts being spent on training programs, evaluating training programs has gained increased importance".

Positive evaluation ensures that organizations conduct training programs that improve performance standards of both the employee and organizations.

Therefore, assessing EOTC-DICAC Clergy Training Program is assumed to be relevant, timely and indispensable issue as it has far reaching impact on the quality of trained clergies that are crucial to the social well being of the majority of the people of Ethiopia. In light of this, the purpose of this study is to assess the training programs in terms of scientific and tested principles of training and seek for answers for the following basic questions.

1. To what extent are the training programs for the clergies based on need assessment?
2. Do the training programs for clergies use the basic principles of learning?
3. Are the training programs for clergies conducted in the actual job environment to the maximum possible extent?
4. How does the training program select and accept the trainees?
5. To what extent and how do the training centers reinforce trainees?
6. To what extent are the training programs linked with research?

1.3 Objectives of the Study

The overall objective of this study is to assess the performance of the training program of EOTC-DICAC and to evaluate its effectiveness.

The study specifically attempts to: -

- See whether the training programs are based on need assessment.
- Assess if the training programs use tested principles of learning.
- Explore the relationship between the training centers and the actual job environment of trainees.
- Find out the entrance criteria of the training program.
- Identify the reinforcement mechanisms of the training program.
- Identify the linkages between the training and researches.

1.4. Significance of the Study

The result of this study will give an in-depth insight as to how training programs of EOTC- DICAC could effectively be strengthened to achieve the maximum possible intended outcomes; especially to get well trained clergymen that can serve the society with the maximum possible effort. Moreover the study will benefit other similar training programs carried out by governmental and/or non-governmental organizations, program makers, training institutions, research organizations and individuals interested in training programs. Generally, the result of this study will:

- Increase awareness among stakeholders of training programs of EOTC – DICAC.
- Improve the performance and efficiency of clergy training programs of EOTC- DICAC.
- Increase the number of participant clergymen in the training programs of EOTC-DICAC.
- Increase the number of upgraded clergymen in Ethiopian Orthodox Tewahido Church.

1.5. Limitations of the Study

The research was done on the four selected clergy training centers which are found in very scattered areas. This was one of the critical problems the researcher faced. The attempt to reach these centers by itself took many days, much time and energy. The other critical problem was lack of adequate literature on the issue. The indifference of clergies and officers of the training centers were other challenging problems. The training schedule of the centers was not predetermined. Thus, the researcher faced a problem of access to the trainees as respondents at the time he reached there. It was impossible to reach all the centers in a single trip. Therefore, the researcher by himself had to go to each of the centers within different time. Thus, all the above limitations affect the quality

of the findings of the research. For instance, some of the questionnaires that were distributed to respondents were not collected.

1.6. Definition of Terms

Church education:- the education traditionally imparted by the Ethiopian Orthodox Tewahido Church under the category of Reading, Zema, Kine, The writings of the likawunt, the merha ewuran, and history (aleqa Imbakom Kalewold, 1970:1)

Diocese:- churches under a bishop: the Christian churches that are under the authority of one bishop, or the district containing them. **Microsoft® Encarta® 2006. © 1993-2005 Microsoft Corporation.**

Evaluation: - Systematic collection and Assessment of information for declaring how to utilize available training resources in order to achieve organizational goals (ILO journal 1974:21).

Kessis: - A title given to clergies of Ethiopian Orthodox Tewahido Church which is immediate super ordinate to deacon, who are subject to perform religious services that are related to priest hood.

Likawunt: - The top scholars or church fathers of EOTC, who have deep knowledge of rules and spiritual discipline of the church, and who are subject to teaching and philosophy of the church education.

Merha Ewuran: - Guide to 'illiterates', which deals with the computation of the Ethiopian church calendar and affords mathematical training.

Metsahift: - A Church Education that includes the old and the new testaments with full commentaries (aleqa Imbakom Kalewold, 1970:1).

Parish: - a district with its own churches (oxford pocket school dictionary).

Qine/kine: - An abstract poem or illamical poetry of Amharic or Geez mostly used in Ethiopian Orthodox Tewahido Church (Aleqa Imbakom Kalewold, 1970:1).

Reading: - This is the primary education in EOTC that begins with the alphabet and covers the psalms of David. It takes approximately two years to complete.

Training: - a process of learning a sequence of programmed behaviors application of knowledge, giving people an awareness of the rules and procedures to guide their behavior (Mamoria, 1980:308)
- It is the organized procedure by which people learn knowledge and/or skills for a definite purpose (Sarkar, 2003:118).

Zema: - Spiritual song or religious music of Ethiopian Orthodox Tewahido Church mostly used to pray and worship the Holly God. It also deals with religious dance, in which drums and sistra are used (Aleqa Imbakom Kalewold, 1970:1).

1.7. Organization of the Study

This study report is organized in five consecutive chapters. The first chapter is about the introduction of the study, the second chapter is review of the related literature, the third chapter is design and methodology of the study, the forth is presentation and interpretation of data, and the last chapter is summary, conclusion and recommendations.

Chapter Two

2. Review of the Related Literature

In this part related literature materials that directly or indirectly contribute idea to the concept of training have been reviewed. The chapter includes problem identification and training need assessment, designing training programs, and training in Ethiopian Orthodox Tewahido Church. Related sub-topics under each topic are also incorporated.

2.1. Concepts of Training

The training philosophy of an organization expresses the degree of importance it attaches to training. Most organizations understand that they live in a competitive world and they should have high quality employee than other organizations' employees. Up to now the best way to develop the skill and competence of employees that can be engaged in mighty competition is investing on training. According to Armstrong (1999:510), it is not enough to believe training as an act of faith rather it should be supported by positive and realistic philosophy of how training contribute to perform on the bottom line. The areas in which the need to set hard objectives for training in terms of return on investment to pay back include: a strategic approach to training, relevance of the training, problem based ness, action orientation, performance related ness, continuous development and training policies. Training program needs serious care discover of areas that have to be developed through training. The trainers also have to have professional expertise, teaching skill, pleasing personality and leadership capacity (Sarkar, 2003:122).A training program has to be established with some degree of credibility and importance. Trainees in organizations appreciate training program when they feel it is their intense need. A trainee will be egger to take part in a training program if he/she feels that the training promises answers to problems he/she faced.

2.2. Problem Identification and Training need

Assessment

Training must have a purpose and that purpose can be defined only if the learning needs of the organization, the groups and individuals within it have been systematically identified and analyzed. Armstrong (1999:507) noted that "Training is a systematic modification of behavior through learning, which occurs as a result of education, instruction, development and planned experience". This writer further said that the detailed definition of training given by Manpower Services Commission as:

A planned process to modify attitude, knowledge or skill behavior through Learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization..

Any training need can be prepared as an organizational problem, and need assessment as problem identification. Training need as a problem in its own has unique characteristics, causes and solutions (ILO, 1998:90). A problem is normally defined as a difference or discrepancy between what is or will be actually happening and what should or might be happening. A problem can also be an uncertain or disturbed situation (Kubr, 1996).

According to Mirza and Saiyadain (1999:218), people are not satisfied if they continue to work in the same position for long. Since mobility is the fact of life; one of the objectives of training is to provide an employee an opportunity to climb up the promotional ladder. Therefore, people's need towards promotion by itself can be taken as a problem in this aspect.

Needs assessment is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and /or individual performance.

Training need analysis on the other hand is an analysis the organization performs to determine areas of job performance in which an employee needs training.

A survey or assessment is often conducted before any training takes place. Training needs analysis helps an organization strengthen its employees' job performance by pinpointing areas of performance that can be improved. H.Rouda and E.Kusy (1995:2) stated that, any organization that has existed can benefit from need analysis training survey software.

Any organization that believes it can strengthen its employees through training has to pinpoint the training methods with best results.

According to Rouda & Kusy (1995:3), the largest expense for human resource development programs by far is attributable to the time spent by the participants in training programs, career development, and/or organization development activities. Any training naturally should be output oriented. The main result of effective training is also improved organizational performance. Therefore, a meaningful assessment of training needs should start with the identification of organizational performance problems.

Proko Penko (1998:81) said that the final purpose of needs assessment is to identify what training development personnel should receive, and what conditions have to be created in order to assure that training and development have an affirmative impact on the organizational performance. For this writer, training alone can't guarantee improved performance. Because organizations may have problems that can be solved both by training and non-training solutions. However, the first important conceptual and practical task should be identifying organizational performance problems and distinguishing the training and non-training needs and solutions.

In identifying and defining training needs assessment, the first step is identifying and comparing two main levels of performance. These are: the standard, desired, optimum future and planned performance level and the current existing and real performance.

The International Labor Office (1998:83) considers such difference as performance gap. The office explains that the first step in defining performance gap is to check the actual performance of an organization and people in it against the existing standards or new standards. In this case two important parts are essential. These are the current situation and desired or necessary situation. Without assessment of these states of affairs, one would have no starting- point, and no base from which training need could be identified and compared.

2.2.1. Tools and techniques for needs assessment

Identifying training needs is a process that involves establishing areas where individuals (employees) lack skill, knowledge and ability in effectively performing the job and also identifying organizational constraints that are creating road blocks in the performance. McGhee and Thayer (in Salyadin, 1999:220) have proposed a model of needs identification that consists of three components: organizational analysis, task analysis and man analysis.

ILO (1998:94) on the other hand classified techniques of needs assessment in to three major categories as individual needs assessment, group needs assessment and organizational needs assessment.

Rajneesh (2003:270) on the other part categorized the training needs assessment aspects in to three as job aspect, human aspect and organization aspect.

2.2.1.1. Individual Need - Assessment Techniques

The systematic approach to training shows the training needs of an individual and Careful analysis of the job including the setting of performance standards is the first step. The performance attained by employees can sometimes be measured, but more often it is assessed through appraisal scheme. Management shows a different techniques by reviewing measurable performance in previously agreed key areas of the job. Any disparity between standards and performance levels shows possible training needs. Mostly, individual needs assessment is done by intuition, questionnaire, Interview, observation and test examinations (ILO, 1998:85).

According to Proko Penko (1989:42), the tests and examination could include 'question and answer' tests, objective oral tests, essay tests, performance tests, in-tray (in-basket) exercises, psychological tests and the like.

Basically, the assessment that is to be done through any technique stresses on historical evidences, performance at work, performance on specially set tasks, and questioning (Peter Critten, 1993:55).

2.2.1.2. Group (Team) Needs - Assessment Techniques

Group Needs - Assessment techniques are mainly used to identify those training needs that reveal themselves best, to find out about needs that are common to members of the group and to obtain the group's collective opinion and consensus on what the needs are and in what number of priority they should be met. In these techniques of needs assessment, observation of group activities and meeting processes, group meetings & discussions, contact and discussion with syndicated groups, group projects and group creativity techniques and simulations. Among the simulation methods, role-playing, business games, case method and behavior modeling analysis are main and appropriate techniques of identifying training needs (ILO, 1998:85-86).

2.2.1.3. Techniques for Assessing Organizational Needs

This involves a comprehensive analysis of organizational structure, objectives, culture, processes of decision-making, future objectives, and so on.

According to Saiyadain (1999:219), organizational analysis would help to identify deficiencies and mechanisms that would be needed to make adjustment in those deficiencies.

Organizational needs assessment technique is particularly important for relating management development and training needs to organizational system, their problems, objectives and performance improvement programs. More importantly, the common advantage of these techniques is that they relate the assessment of training needs to wider organizational concerns.

According to ILO (1998:90), such techniques include analysis of records and reports related to activities, analysis of future trends and opportunities, environmental analysis inter-firm comparison, bench marking, and management.

2.2.1.4. Job /task/ Need – Assessment

This involves a detailed analysis of various components of jobs and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skill in performing those tasks (Miraz, 1999:220).

The main benefit of organizational training need analysis is that it provides a perspective on individual training needs. An effective analysis of organizational training needs prevents waste of resources in doing job analysis and task analysis which is not necessary. It also avoids using training where it is not justified (Truelove, 2000:52).

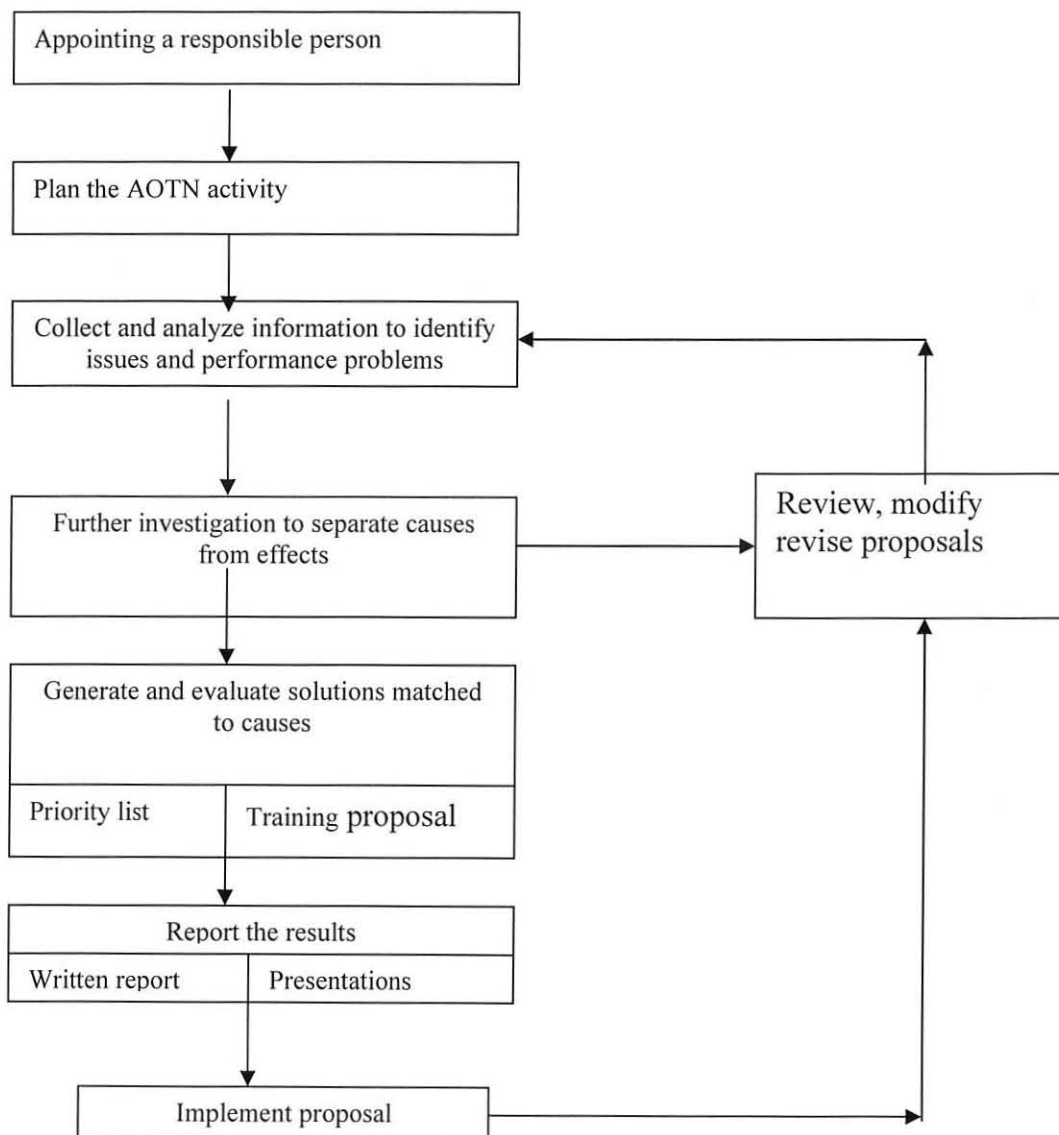
2.2.2. Determining Training Needs and Its Methods

*“if you don't know where you are going,
any road will take you there.” Anon.*

According to Armstrong (1999:515), training needs should be analyzed for three interconnected areas in an organization. These are first the organization as a whole, corporate needs; second, the departments, teams, functions or occupations within the organization-group needs; and third, the individual employs-individual needs. Scholars agree on the use of training survey to determine effective training program because it assembles all information gained through other methods of training need analysis so that to provide a comprehensive basis for the development and implementation of training program. The information can be accumulated through talking to people about their work requirements and their training needs in relation to their actual work. The reason given for trainers to use techniques of analysis is to provide direction. Analysis is a method of breaking up of any complex thing in to various simple elements (Truelove, 2000:28). Edward Card in Truelove (2000:28) stated that analysis is simply going back on the path-

which the mind has already traveled proceeding from the more to the less determined. When trainers are called up on to *analyze* a situation it is almost certain that with a different purpose in mind. The determination of training needs of organizations, individuals and/or job or task involves at least either organizational need analysis or individual needs analysis. John Roscoe in ILO's 'Training and Development' has given the flow chart that shows the common process of analysis of organizational training need.

The Process of Analysis of Organizational Training Needs (AOTN)



Source: John Roscoe (2000: 54)

Basically, training needs can be determined by Organizational analysis, Job analysis, Analysis of Organizational Behavior, and Productivity analysis

2.2.3. Needs for Training in Religious Organizations

Training in religious organizations is expected to increase the theoretical knowledge of the clergies and at the same time to equip them with skills and knowledge related to development and administration aimed at enabling them to act as agents of change in their respective community. Like any institutions or organizations, religious sectors' interest in training can be visualized under the following aspects:

- **Increased productivity:** - an increase in skill usually results in both quantity and quality of output. It is believed that raw human resources can make only limited contributions towards the achievement of an organization. Since the out put of religious organizations is expressed in the magnitude of effort towards worshipping, praying and preaching people, skilled human resources should do it in accordance with the intended out come. On the other hand Armstrong (1999:508) listed a number of benefits of effective training. Some of these are: minimizing learning costs, helping to develop positive culture in the organization, providing higher levels of service to customers.
- **Heightened Morale:** - Morale, according to Sarkar (2000:120) is a mental condition or attitude of individuals or groups which determine their willingness to co-operate. High moral is expressed by employees' enthusiasm, willingness to co-operate with others, highest effort to innovate new ways of performance in the accomplishment of the organizations' objectives. Skilled human power tends to have high moral and satisfaction on the job. Possession of needed skill helps to meet such human needs. Employees with adequate training perform meaningful work with knowledge, skill and pride.

- **Reduced supervision:** - trained employees want freedom and autonomy and then less supervision. The assumption here is skilled manpower is capable to supervise him or her self. In reduced supervision supervisors can go in for increasing span of management and this may require less number of intermediate levels, and organizations can save much costs of supervision.
- **Spiritual commitment:**-The Ethiopian Orthodox Tewahido Church requests clergies to keep up their efforts and genuine commitment. The Holy Bible states that “Jesus called his twelve disciples to him and gave them authority to drive out evils spirits and to heal every disease and sickness ...” Mathew 10:1. The same book on John 21:15-17 shows the magnitude of commands clergies received. Therefore, training will stabilize the commitment of clergies to perform commands of God. As stated in 1Peter 3:15, clergies should always be prepared to give an answer to everyone who asks them to give reason for the hope that they have. In addition, they have told to do this with gentleness and respect. Clergies are commanded to act “--not lording it over there entrusted to you, but being examples to the flock” 1 Peter 5:3.
- **Increased organizational stability and flexibility:** organizational stability is a sustainability of effectiveness even with the loss of any key personnel. Flexibility is also the ability of an organization to adjust short run variation in the magnitude of work. Staff members, who acquire the required skill and knowledge through training programs, often accomplish assigned tasks successfully and this will give them the opportunity to develop a sense of job satisfaction. Satisfied staff members are often loyal to their organization.

2.2.4. Importance of Training

The main aim of training is to help an organization achieve its purpose by adding value to its key resources or the people it employs. As Armstrong (1999:507) said training is an investment on people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular and specific objectives of training are developing the competence of employees and improve their performance, Helping people to grow within the organization and reducing the learning time for employees starting in new jobs on appointment, transfer or promotion.

Many Scholars have tried to assess the importance of training. Among these Caffarella in Joseph (1993:3) listed three main importance of training Such as: To initiate and motivate people to do their jobs, to increase the magnitude of quality of performance of people who are already at work, and to lead the organization as a whole to growth and development.

Training is the main indicator of good management and it is the best way to make employees more effective and productive. Training is an integral part of the whole management program of any organization. It is important not only because it increases productivity and efficiency, but also enables employees in an organization develop and increase their market value earning power. Trained personnel have molded attitude and can achieve a better co-operation with the organization and loyalty. When there is an effective training in an organization, vast access of personnel for delegation will appear and the magnitude of supervision will be reduced. Sarkar (2000:122) expressed the importance of training as: "it is a widely accepted problem-solving device". Maximum manpower productivity can be achieved through education and extensive training programs. As we take more vitamin trills to solve personal health problems, we use more training to solve manpower problems of organizations. Over and wider emphasis on training should be given reasonable concern extending from inadequate recognition and determination of training needs and objectives.

Rajneesh(2003:263) stated that the most selective investments are not in material supplies, but in maximum efforts performed to train personnel, who through their own initiative, can in turn be catalytic in changing people's outlook, perception, attitude and behavior in favor of a better life style. Training is a cautious process though lastly is the life of an employee. Mr. Joung on Hang (2003:264) in "public personnel administration", said that training is an action process, advice by which abilities and performance of personnel improved, an important way to meet organizational goals and objectives in terms of personnel knowledge, skill and attitude in accomplishing assigned tasks of functions. Dooley (2003:204) in his part in the same material stated that Training is not an activity that new employee has to do rather it is a continuous activity. For this person, "Every time you get some one to do work the way you want to be done, you are training, Every time you give directions or discuss a procedure, you are training."

2.3. Designing Training Programs

The starting point for any training design is need assessment. It is when the need for training has been established and agreed, that it requires further analyses to provide the detailed and specific information for design. The design may be for various forms of training in accordance with the magnitude of participants. The information for the preparation of training can be collected by job analysis and task analysis. Designs face a problem of loosely sight of all those variables. Therefore, according to Truelove (1998:146), the useful way to approach outcomes of learning is unit model. That is by considering each outcome of learning as a separate learning unity it is possible to design any size of training activity. The concept of training design for Rajneesh is more serious than the rest. To this author (2003:271),

Training is an investment that can give dividends only if it is properly designed. Designing a useful training program requires a systematic, thought and critical inquiry in to the organizational need vis -a-vis the training design.

All scholars agree that training is useful but differ regarding the rationale and philosophy of the training program. Designing a program of training is a complex and situation specific activity. The situation specificity is for no two programs should be applied on an organization at the same time. But more importantly Picoona (1993:118) stated that contemporary training initiatives, especially as they are designed to accelerate the improvement of productivity must be assessed properly. By assessment he means a comprehensive attempt to determine whether or not the desired organizational enhancements have been effected and the extent to which change has occurred.

2.3.1. Establishing System Requirements

Sarkar (2000:125) identified five systematic steps through which training system can be designed. These are: Identifying training and development needs, Collection and analysis of job data, Selecting and writing training objectives, constructing evaluative instruments, and constructing criterion measures.

Lynton and Pareck (1973:176) have also advised to follow five consecutive steps in designing training program. The orderly step-by-step description makes them appear mechanical and some kind of mathematical extrapolations. These steps include: choosing a strategy or, usually, a combination of strategies, breaking the general training objectives in to constituent parts, using the specification of different training methods in order to arrive at the total time and facilities required for meeting an objective, deciding on the different packages in which these program could be offered and to ask the organization to choose between them, and working detailed training events in to training sequences and finally in to the shape of the total program package.

2.3.1.1. Identification of Training and Development Need

A responsible training department is expected to know the existing training needs and to anticipate the future training to its organization. As many schools of training agree, an effective training should start by identifying the need for training.

This identification process helps to state and put clearly, the gap between what is actually happening and what should happen so that the gap will be filled by training (Rae, 1986: 11).

In the contemporary situation, systems of organizations are alarmingly dynamic. Therefore, to cope up with the dynamics of the duties and systems, personnel's capacity in the organizations should be built up.

The gap between dynamics of systems of performance and capacity of personnel can be a point to start for training. Kenny (1997:33) expressed that the purpose of training need identification is to provide an objective analysis of an organization's training requirements. Furthermore, this assessment and identification help training managers to draw up a training policy so that training resources are used effectively to develop manpower for the present and future requirements. There are many ways of identifying training needs. But all of these rotate around work reports and profiles of personnel.

Robinson (1985: 37) stated that training needs could be identified through observation while the work is in process, questionnaire and interviews.

Generally, identification of training needs focuses on identifying the gap between the actual performance and intended output or product.

2.3.1.2. Collection of Analysis of Job Data

Sarkar (2000:126) stated that analysis is the process of collecting, analyzing and interpreting data. This process consists of pre-planned procedures designed to accomplish. The procedures include: Collection, recording and analyzing tasks performed by individuals in specific jobs, Description of conditions around the performance of these duties, Identifying scales of Knowledge and abilities required to perform the duties and tasks, and determining acceptable standards for the performance of these duties and tasks.

Job analysis is performed within the content of a functional break down of activities. Though, different scholars stated different methods of job analysis, the very common are questionnaire, checklist, interview, observation, jury of experts, daily work records, work performance and analysis of technical publications.

Steve Truelove (1998:30) presented an analogy of digging a hole to the task of job analysis .For this writer: both the area to be covered in job analysis and the depth to dig are arrived at by knowing the purpose of the hole. This analogy goes further that the task can be tedious and messy.

According to Truelove (1998:31), there are four levels of job analysis;

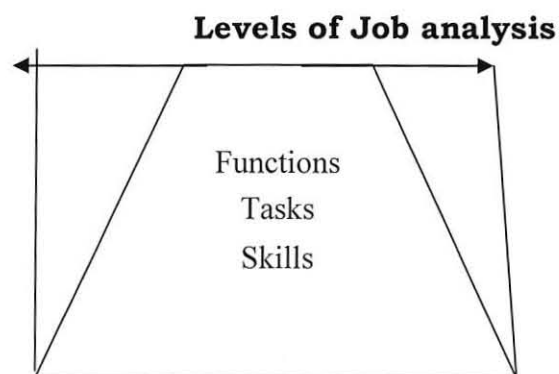
The first is the level at the surface of the job which is some what superficial from the trainers point of view, this is the level known as job function. In this case it is possible to broadly classify the functions into three as: Managing or supervising: such as planning, directing, developing or organizing, Direct work: this includes operating, maintaining, selling or marketing, and Specialist work: such as consulting, advising, researching or analyzing. This type of analysis enables to see a job explicitly.

The second level is an observation below the surface directly to the tasks which are done in the job .A task is a discrete unit of work that has a clearly identified beginning and end with inputs, through puts and out puts.

The third level of job analysis builds up trainers' interest by considering skills in accordance with the tasks. It is at this level that typically, training is designed.

The last level is the level of abilities since each skill consists of one or more abilities result in lack of learning skills.

This division of job analysis is one of the many techniques of job analysis .In this case the level becomes wider as the analysis becomes deeper.



Source: ILO (1998)

2.3.1.3. Selecting and writing training objectives

Re-examining why training was thought necessary is very essential activity in designing training programs, Formulating aims and then objectives is an opportunity for a training designer to capture the essential purpose of the training. Objectives provide a strong point and direction to go through it.

Girl Sanderson in True love (1998:155) stated that, objectives are starting points for training design, giving a rationale for selecting methods and contents.

Objectives communicate the goals of the program to the learner and trainer. It is believed to be a good source of evaluation base for improvement of learner, trainer and training as a whole. Mager in True love (1998: 166) expressed that useful objectives are those which enable all involved in agreement with the behavior required of successful training.

For Sarkar (2000:127), "The selection of objectives is a judgmental procedure involving qualified personnel". The main function of statement objectives is communicating objectives' skeleton of a training program. Appropriate objectives are those which are universal, crucial, frequent, practicable, achievable and quality. Rae in his article on "Human resource development" in business India, January 13-26, 1986 has rightly mentioned that:

Human resource development aims at creating mechanisms and processes in organizations to continuously develop the qualities of employees so that they can perform their present jobs well, become better equipped to perform the future roles of the changing organizations vitality and growth.

Therefore the objective of training is to enable an individual know the environment under which he/she is working administrative management to achieve optimum performance and cultivation of necessary attitudes (Rajneesh, 2003:266).

2.3.1.4. Constructing Evaluative Instrument & Criteria Measures

Evaluation is concerned with measuring to what extent training has achieved intended goals. Evaluation is about the total effects of training. It is the process of obtaining and valuing all the evidences about the effects of training processes, and identifying training needs or objective settings.

It is the scientific collection and analysis of evidences used to make decisions related to the selection, adoption design, modification and value of a training program (True Love, 1998:124). Evaluative instruments facilitate the perception of a program developer about the effectiveness of the system. These instruments include rating scales, questionnaire and interviews (Sarkar, 2000:125). At the same time, criteria measures are also essential instruments of evaluating training programs. They are best ways of gathering immediate feedback about the results of the training. Kirkpatrick in True Love (1998:126) put forward a conceptual frame work suggesting four levels of criteria measures:

- i. Reaction: - Concerned on materials, facilities, methods, content, trainers and duration of the program.
- ii. Learning: - Focuses on skill, knowledge and attitudes gained from the program.
- iii. Behavior: - the change of performance as a result of the program.
- iv. Result: - the result achieved in cost saving, quality improvements, and increment in outputs.

Other theorists by the name War, Bird and Rackham in True Love (1998:126) have suggested four other levels of criteria and they form an acronym CIRO in the first letters of the Criteria; Context, Input, Reaction and Outcome evaluations. Evaluating training programs is a very difficult task and considers several issues like employee development, performance improvement and employee retention. According to Raje (2003:290) in the book 'Public Personnel Administration', there are three specific reasons for training program evaluation these are: To justify the importance of the existing training department in relation to the organizations objectives and goals, To see and consider the cost effectiveness of the training programs, and To gain additional information and feed back about the employees needs and ongoing requirements to the future.

Raje (2003:291) advocates that Krik Patrick's evaluation model as the most popular one. Donald Krik Patrick published four levels of Training program evaluation that include: Reaction, learning, behavior and results.

Most organizations spent lots of time in planning and implementing training programs, but least priority for evaluation. Raje (2003:293) stated an issue on training program evaluation by saying:

The attitude of an organization influences the quality of evaluation. The more Insecure people feel in a particular situation, the greater the anxiety that becomes associated with evaluation employee trainers should treat evaluation as opportunity to prove the business impact of training, instead of looking at it as a threat.

Generally, Raje (2003:295) concluded that because training programs consume huge amount of resources, evaluation of training programs has also acquire increased importance. Affirmative evaluation also ensures that the evaluation improve performance levels of both employee and organizations. The International Labor Office (ILO) (1998:16) forwarded the following general approach to training evaluation:

Table -I: General Approach to Training Evaluation

	Scientific	Systems	Illuminative	Intervention
Main purpose	Proving	Controlling: improving	Proving: improving	Improving; learning
Methods/features	Measures/pr e-post; Control groups	Rating scales; out comes compared to objectives	observation: progressive focusing; discussion	short questionnaires and interviews; focus on stake holders questioner
usage	very rarely used largely myth	most common model for training evaluation	useful for new programs; inside story	Adopted by consultants; effective lever for changing things.
Weaknesses	usually inconclusive; complex and expensive; often irrelevant	picks up trivial out-comes; assumes objectives are real	costly: difficult to use results	May have seen as biased.

Source: International Labor Office (1998)

2.3.2. System Development

System development is a process of formulating relatively sustainable formulae for a particular training program. The objective of training system is the core part of a training program. This includes selecting course content, training strategies, training aids, equipment requirements and producing training documents (Sarkar, 2000:128). System development needs the best strategy through systematic identification, testing and by comparing the alarmingly changing conceptual developments. In the system development, the content selection refers to the subject matter to be learned, the knowledge and the skill that are essential to maximum job performance. The selection also must be followed by sequencing in terms of the internal logic of the subject matter. On the other hand, for the system to be effective, the appropriate equipment must be facilitated in the right place and the right time so that there will be an opportunity to make a significant contribution to the achievement of objectives. In addition to course content and strategy, factors related to training objectives, content, trainee population, instructors and time facilities should be carefully considered by the system development authority (Sarkar, 2000: 128). Finally, this writer seriously stresses on reason plans and programs of instructions including worksheets and guides as critical parts of system development.

2.3.3. System Validation

Sarkar (2000:130) stated that the quality of any training depends upon the quality of instructional staff accumulation including selection of trainees and instructors, evaluation of the already developed system and follow up of training completers. The type and complexity of the personnel records and information system must obviously depend up on the company and its needs. Armstrong (1999:836) said:

Small companies may need only a basic card index system for an individual employee and a simple set of forms of recording information on numbers employed, labor turnover. But a larger company will need a more complex system because more information has to be handled, many more decisions has to be made, the data changed more often.

The same issue is true in training validation. Supplementary records may be needed to give more detailed information about individual participants and the training system as a whole. The benefits of computerized record in these circumstances are considerable.

2.3.3.1. Selecting Trainers

Instructors are directly related with the trainees and the whole parts of the system of training. Many authors suggest different points as criteria of selection. Tracey (1984:347) gives more emphasis to experience with qualification, competence in motivating, counseling and directing trainees. The selection of trainers for a particular training program should be given more attention. To achieve training, the trainers must be pedagogically and technically qualified. These refer to pedagogical knowledge, communication skill, personal quality, professional knowledge, and organizational acquaintance as the best quality measures of trainers. ILO on the other hand stresses on competence and qualification within the budget limits, the objectives of the program, target population, time and resources availability to recruit trainers. Trainers should be selected based on their professional reputation. ILO (1998:127) stated that:

Some trainees find it difficult to accept reasons from a trainer who is junior to them, if that person is not a reputed genius. if you can't afford to pay a management consultant's high training fee, look for successful manager who would appreciate sharing experience with others , perhaps free of charge.

According to ILO's 'management development' (1998:127), a trainer should be well aware of the number of participants, their position, their experiences in the subject matter and the general objective of the training program, the breadth and depth of the subject to be taught on one hand, the teachings provided before them, time, place arrangement and other training facilities on the other.

Knowles (1980:157) has also stated that the knowledge of practitioner ship, enthusiasm permissiveness and creativity as main criteria for trainer selection.

Rajneesh (2003:285) said “the success of training programmers to a large extent depends on the trainers; investment in a trainer is again to the hundreds whom he trains in turn”.

The same writer coined the words of Prof. Laidlaw (2003:285), “You can not teach surgery to medical students out of text book, only a surgeon with long experience can teach others to be surgeons. So also is in other training programs” to emphasize the importance of expert trainers in a training program. He also advised to plan do workshops and conferences on the latest developments to sharpen the minds of trainers in a training center.

2.3.3.2. Selecting Trainees

Inputs to a training program should be representative of the trainee population for which the training was designed. Therefore, a careful selection of trainees is the main task of a training program. Sarkar (2000:131) has stated “the aptitude, ability, knowledge and skills anticipated in the future trainee groups must be represented to insure a valid trial of the system”. International Labor Office, in ‘Management Development’ (1998:139) also stated that the selection of a trainee for a training program should be done by a selection committee which includes heads of services, personnel manager, union representative and a training director of the organization. The publication of ILO further stated that the committee is responsible for establishing selection criteria and procedures, which should be based on corporate growth strategies and career development expectations of the trainees. The above criteria and procedural responsibilities are subject for trainees who are to be trained by the sponsorship of the organization of the committee. But if a trainee is sponsored by some other part and if it is possible to participate in a training program, the trainee may be selected according to the criteria established by the sponsor based on the entrance criteria of the training program. According to the ILO publication (1998:140), “paying participants for commercial open course are normally welcomed until the break even number is reached. If the fees cover the fixed training costs and more trainees register, a selection can be made.”

He listed eight training methods/ techniques such as: On-the-job-training (OJT), job instruction training (JIT), vestibule training, training by seniors, and training by supervisions, demonstrations, simulation and apprenticeship. Memhir Amsalu Tefera (1998:10-11), in the curriculum of Ethiopian Orthodox Tewahido church's training for clergy stated; lecture, class works and home works, fields practice, excursion and reporting, and group discussion and project preparation as the basic and main methods of training. The selection and application of appropriate training method is vital to attain the intended goals and objectives of a training program. According to Warren (1969:67-70), objectives of the training program, feed back from trainee, instructors' skill, approximation to the job, the allotted budget and feasibility and adaptability of the program should be taken in to consideration in selecting appropriate method of training. Warren (1969:68) added:

Training methods must be sought to bring about the desired behavioral change. For instance, in the case of training the sport goods sales man, lecturing meets all the requirements of criteria, stipulating listening of features. However, if the sales man required converting features to benefit in front of customer, role-playing method may be more effective.

This writer gives more emphasis to the cost of preparation and presentation of the methods too.

Different institutions use different methods in training. Most commonly they used lecture, demonstration, questioning, field trips, project method, apprenticeship, laboratory (self help) methods in training programs. But Coles (1997:113) said "A good method is the one that involves a number of faculties", and he classified the many methods in to four main categories as lecture, discussion, demonstration and practical explanation.

In the process of training there are many important things to be considered. At the general level of training, Knowles in Malcolm Shepherd (1998:228) suggested that four concepts can be used to think about training. These are: the self- concept of the trainees, the trainees' experience, the trainees' readiness to learn and trainees' perspective of time.

This writer quoted Smith's (1983a, 1983b) more specific review of instruction literature to identify variables that affect the training process. They include objectives content structure, instructional sequence, rate of delivery repetition and practice knowledge of results, reward and reinforcement. But all these are subject to the control of the trainer. The selection of training approach depends on many criteria, such as conditions of learning, contents and characteristics of trainees (M. Shepherd, 1998: 229). A training program may incorporate and apply a number of training modalities and techniques. Every method will have its own weakness and strengths. To choose appropriate technique according to the target groups, it is good to have vast list of alternatives. Nadler, in Jones & Yogo (1995:58) listed about thirteen more commonly used methods of training. While discussing the advantages and limitations of each method, Nadler stresses the 'Need', when selecting a method, to consider four factors. These include the subject, leadership, facilities and participants of the training program. Trainers and training program designers always should keep in mind the number of trainees in this case. Because some methods or techniques are more effective with large trainee size while others are suitable to a small group.

The unpublished lecture note on staff personnel management in the course 'human resource development' in Addis Ababa University, on its part classified or categorized training program techniques in to on-the-job and off- the job trainings. In on- the- job training the note listed job rotation, special projects, selective reading and training on specific jobs as main techniques of training. On the other hand in off- the- job training special courses, lecture conferences, case studies, simulation and performance appraisal have been listed as appropriate techniques. Armstrong (1999:837) also classified the whole types of training techniques in to three as:

- **On-the-Job technique**:-demonstration, coaching, mentoring, job rotation planned experience.

- **On-the-Job or Off-the-Job techniques:** - action learning, job (skill) instruction, question and answer, assignments, projects, guided reading, computer based training, video, interactive video, multimedia training.
- **Off-the-Job techniques:**- lecture, talk, discussion, case study, role-playing, simulation, group exercises, group dynamics, T-groups, inter-active skills training, assertiveness training, distance learning, outdoor learning.

2.3.3.4. Financing a Training Program

Financing any program in the concept of financial management is identified with two primary functions: financial planning and financial control along with financial utilization. According to Ethiopian Management Institute's Training and Development Directorate (1990:16), the financial planning as with any management planning lays down an orderly approach to future actions, comprehensive programming and budgeting of future operations. The financial control on the other hand assigns organizational responsibility for the execution of approved plans. In this case, management accounting is identified closely with financial control, for it provides the principal tools for establishing standards, gathering evidences so as to actual performance. Financing a training program is directly related to what commonly known as budget. True Love (1998: 240) said "In most training context, budgeting is comparatively simple when considered against the complexities of line manager's budget, which have to take account of many variables". Therefore, the definition of budgeting (financing in this case) is a statement of what the organization intends to spend on training in a given period of time. This concept is directly the intention of spending on training. There are some institutions that generate money directly from their training programs. According to Mohsin (1997:89), sources of finance for an organization including training programs are either internal or external or both. The internal sources can be generated by retained earnings and depreciation. He pointed out that the external finance is mostly gained from government. Training budget is mostly allocated by top managers in the hierarchy of the training institution. But the operational managers are expected to submit convincing budget proposal.

A writer by the name Craig (1976: 125) said that the budget proposal must contain the plans of training program departments, the cost break down of each activity, and the estimated saving and profits which will be gained from the training program.

Craig classified the budget to any training program in to two as operational and capital budget. The former is used for the purpose of wags and salary, cost for the professional training staff and its clerical support and other direct and indirect costs, where as the latter focuses on the major items of training equipments. Knowles (1980:190 - 191), in his part forwarded general principles that should be noted in order to use a budget effectively. These principles include financial goal, financial plan, financial control, proper authorization, financial records, appropriate audit and clear financial report.

2.3.4. Training Evaluation

Different writers suggest different approaches to evaluate training. More generally, it is the personnel management that should accurately assess the performance of trainees a fixed time after completion of training so that to get valid measure of training effectiveness. Evaluation by its nature should be precise and cost effective. Any evaluation at the end of the external program financing will reconsider the entire program rationale, its objectives, and its preparation, implementation, proper operation and its impacts.

According to Gill Sanderson (1998:124), the main purpose of training is to improve the performance efficiency of an organization. Evaluation in relation to this is concerned with measuring how far training has achieved this goal. This writer tried to clarify evaluation comparing with validation. Internal training validation is a series of measurements and evaluations designed to ascertain whether a training program has met the specified behavioral objectives. By external validation we mean the process of deciding whether the objectives of a program are based on an initial identification of training needs. But totally both validations are embraced by evaluation of training programs.

Training evaluation is about the total outcomes and direct effects of training. Evaluation can also be the process of obtaining and weighing all tangible effects of the training and other related processes such as identifying training needs or objective settings. Truelove (1998:125) more comprehensively set importance of evaluation as: determining whether the objectives of training were light and achieved, improving current and future programs and trainers, establishing the cost effectiveness or cost benefit of programs, establishing the contribution of the training function, providing marketing data, determining unmet training needs. Michael Armstrong (1999:531) on his part stated that a training evaluation is an important step in order to assess the effectiveness of a training program, in producing the learning out-comes specified when the training intervention was planned and to indicate where improvements or changes are required to make the training more effective.

Hamblin, in Armstrong (1999:531) defined the process of evaluation of training as: "Any attempt to obtain information (feedback) on the effects of training program and to assess the value of the training in the light of that information". Many scholars agree that evaluation is a comparison of objectives with outcomes to answer the question of how far the training has achieved its purpose.

2.4. Training in Ethiopian Orthodox Tewahido Church

According to the Ethiopian Orthodox Tewahido Church Development and Inter-Church Aid Commission Proposal for Clergy Training (1996E.C:19), the church is one of the oldest churches with well developed Christian values and traditions. Despite serious threats from external and internal forces, it has managed to survive in its original form. This paper further stated that, because of the changing social and economic conditions of Ethiopia, the need for building the capacity of the church in providing extensive religious services to satisfy the needs of its followers is highly felt. Thus, as a step to address this need, it was planned to have short, medium, and long term training program for clergies.

Many materials disclosed that the clergy training program was started in the early 1970s. As far as the church's training manual for clergy training centers (2004:1) is concerned, the training programs have shown their potential to address the strategic issue of empowering the clergy with religious knowledge power so that they disseminate God's word to the followers in their respective communities. Memhir Amsalu Tefera (1998E.C:1) has written that the Ethiopian Orthodox Tewahido Church has more than 45 million parishioners and 5 million of which are Diaspora. In addition, he noted the presence of 25,000 churches, more than one thousand monasteries, and more than 35,000 clergies. He said this amount of members made the church one of the leading oriental churches. The writer disclosed that the church has two colleges of divinity and seven clergy training centers through out the country. But he commented the insufficiency of this number compared to the vast demand of the church. Clergies are expected to be exemplary to the community as the Holy Bible (*Titus 2:6-8*) commanded:

Encourage the young men to be self controlled .in every thing set them an example by doing what is good. In your teaching show integrity, serious ness and soundness of speech that can not condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us.

Clergies have to be well trained in all aspects of life because they have a command of God to be light of the world to shine before men.

2.4.1. The History of Clergy Training Centers of EOTC

Memhir Amsalu Tefera (1998:2) stated that there are about seven clergy Training centers under Ethiopian orthodox Tewahido Church. The main purpose of the centers is providing different social skills as well as spiritual education to clergies. But all are assumed to receive trainees from all over the country. Amsalu has listed the names and time of establishment of the seven centers as:

1. Mekele St. Freminatos Aba Selama Kesate Birhan Clergy Training center, established in 1964 E.C.

2. Bahirdar Felege Tsehay St.Michael Clergy Training Center, established in 19971 E.C.
3. Zeway Hamere Noh St. Gabriel Monastery Clergy Training Center established in 19971 E.C.
4. Awasa Clergy Training Center established in 1973 E.C.
5. Methu Felege Birhan Clergy Training Center, established in 1973 E.C
6. Haiq Estifanos Aba Eyesus Moa Monastery Clergy Training Center, established in 1992 E.C
7. Jimma Finote Birhan Clergy Training Center, established in 1995E.C.

Amsalu (1998E.C.2), commenting on the poor quality of the services that the centers are delivering, presented some reasons. Such reasons include Budget scarcity, lack of qualified trainers, absence of good curriculum, Trainees with diversified academic status, absence of sustainable follow up and feed back about Trainees after completion and absence of formal structure for the centers.

Dn, Mersha Alehegn and Asrat kebede (1998 E.C:66-67) also stated that the presence of seven clergy training centers and the duration of a training including special disciplines the centers exercise. They said, most of the centers undergo four month training and the training include: Doctrine, church history homilies, church administration, basic accounting, heritages preservation and anti HIV / AIDS. The DICAC Training Manual for Training Centers (2004:2-6) state that the physical makeup of the centers does not fit the purposes they were organized for. Each lacks something very vital and the other misses some other thing that the former owns and uses. The manual further expresses the recruitment and selection criteria of trainers and trainees respectively as it is very dynamic in accordance with the dynamism of the nature of the training it self. Based on this, even though the criteria differs from center to center, church education background, certified health condition, formal education of grade eight and above, wide public acceptance, dynamism with management of innovative ideas and age are main criteria for trainees.

On the other hand trainers are selected and recruited based on the criteria that include; certified health condition, sound church education, and modern education grade ten and above, age of 30 years and above, strong and wide diocesan office managers' acceptance and dynamic in training methodology and innovative ideas. The conceptual framework of the training emanates from the strong belief clergy members have to disseminate the true teachings of the Gospel. The Gospel teaching will have life in followers provided that trained clergy members become a model in both their spiritual and decent and disciplined worldly life to other church training program followers in their respective communities. As a result, DICAC (1999:10) advised the clergy training program to follow systematic methods in the training process.

The Ethiopian Orthodox Tewahido Church is very keen on pursuing policies which help followers to satisfy both their spiritual and worldly life. Thus, training clergies is assigned as one of the main ways of addressing the functional roles in the human development process of the church. The training program requires the development of training curriculum. According to Adama in DICAC (1989:423), the curriculum consists of all experiences of learning which are organized where by the organizations' policies and decisions are put in to practice. The contemporary situation of the training centers as stated by Amsalu (1998E.C:9) is almost the same as it was in the past except the inclusion of a course related to prevention of HIV/AIDS. The writer expressed that the inclusion of the course is in two ways: directly as a regular course and as a part in other related courses. The contemporary guiding principles of clergy training as stated in the EOTC-DICAC clergy training manual (2004:14) include: Active participation of clergy trainees, Training should be based on the trainees' experience, Mutual learning opportunities should be provided during training programs, Learning how to learn and teach others should be emphasized, Learning by doing is essential in training, Training should use a variety of methods and materials, Reflection of the training should be component of the training, and The training should be personally satisfying to the trainees.

2.4.2. Developing Clergy Training Curriculum

Clergy Training Program requires developing training curriculum which consists of all experiences of learning. Curriculum is the master plan that outlines the dimensions and structure of the learning experiences and guides the implementation of the training program (Stanley, 1987:24).

Development of a training program curriculum can be carried out in four phases. An in-built evaluation outcome of the development process is the main component. It provides feedback on how to proceed from each phase to the next. The phases of curriculum development include pre-planning, planning, implementation and recycling.

CHAPTER THREE

3. Research Methodology and Design

The main components of this chapter are: the delimitation of the study, the methodology, and the sources of the data, the sampling techniques, and instruments used to data analysis.

3.1. Delimitation of the Study

The Ethiopian Orthodox, Tewahido Church's Development and Inter-Church Aid Commission (EOTC-DICAC) conducts three basic training programs: training for clergies, training for community and training for the personnel within the commission's office in the form of internal capacity building. Since the more formal and crucial training program that has vast linkage to the majority of the people of Ethiopia is the training for clergies, the scope of this study was delimited to this program. This program is being performed in seven centers: Arbaminch, Bahirdar, Haiq, Awassa, Zeway, Mekelle, and Jimma. Because of the following basic reasons this study was conducted on the four of the above centers only: Haiq, Awassa, Zeway and Mekelle. The reasons were:

1. The four centers are found in different administrative regions and can represent different ethnic groups of the country.
2. Conducting the research on more than these centers in this study could not be manageable as a result of financial, time and energy constraints.
3. Since all the training centers are under the immediate control and supervision of EOTC-DICAC, they are believed to perform almost similar activities. Therefore, the four were selected as representative of the rest.

In addition, this study focused on the training program conducted from 1994E.C. to the present only because, the training program before that year had already been assessed and evaluated. The owner of the program, the commission was also incorporated in this study too.

3.2. Methodology

The Purpose of the study was to assess the training programs in Ethiopian Orthodox Tewahido Church's Development and Inter-Church Aid Commission. The coverage and usage was wide and the study was comprehensive. Thus descriptive survey method was taken as more appropriate and relevant approach both to describe the current situation of the training programs and to test the basic research questions.

3.3. The Sources of Data

The population of the study was the seven clergy training centers of the Ethiopian Orthodox Tewahido Church. These include Mekele, Zeway, Bahirdar, Awasa, Mettu, Haiq and Jimma training centers. Among these only four were purposely selected as a sample. The sample centers include Haiq, Awasa, Mekele and Zeway clergy training centers. The data were collected from various sources. These include trainees, trainers and deans or administrators of the four purposely selected clergy training centers, training program head of the EOTC -DICAC, and documents in the different departments of the Ethiopian Orthodox Tewahido Church.

3.4. Sample Population and Sampling Technique

3.4.1. Sample Population

The sample of the study comprised forty trainers, from the selected four centers, sixty trainees i.e. fifteen trainees and ten trainers from each of the centers, the four deans or administrators of the training centers, and the training program head from EOTC-DICAC. As a result the study had one hundred five respondents.

3.4.2. Sampling Technique

The selection of the sample was random sampling for trainees. This was mainly to give the respondents equal chance of participating in responding and to minimize the chance of bias to appear.

Questionnaires containing both open-ended and close-ended items were distributed to sixty trainees and forty trainers of clergymen. Questionnaire was selected as the appropriate tool for data gathering because the number of respondents was relatively large, it was manageable and it allows respondents to give clear and reliable information including confidential issues.

The questionnaires were pilot tested in Ta'eka lemariyam clergy training center under St, Trinity Theology College in Addis Ababa to come up with required feedback. Accordingly, necessary amendments were made to the questionnaires.

3.5.2. Secondary Data

Supplementary data for the research were gathered from available documents such as published books, reports, and other similar records. This type of data collection stabilized and also provided additional information that was not accessed by the data collected from the primary sources.

3.6. Methods of Data analysis

Open-ended and close-ended question items were prepared in questionnaires, and distributed to sixty trainees and 40 trainers in four selected Clergy Training Centers (CTC). And it was managed by distributing the questionnaires randomly.

The Data analysis involved contents of questionnaire, interviews and documents. The raw data collected from the field was tallied, structured, organized, categorized, analyzed and interpreted. This was assumed to make the research more descriptive and expressed quantitatively. Descriptive statistics were employed to analyze the data. The descriptive statistics used were frequency and percentage only. This was because the nature of the data was not subject to complicated comparison to each other and was appropriate to be treated using these. The information gathered through interview were used to give qualitative analysis so that to reply the basic questions of the study.

CHAPTER FOUR

4. Data Analysis and Interpretation

This chapter mainly deals with the presentation, analysis and interpretation of the data collected from trainees, trainers, deans and coordinator of clergy training centers. The chapter is divided into two main parts. These are characteristics of respondents and analysis of the findings. The presentation is supported by tables and followed by analysis and interpretations.

4.1 Characteristics of Respondents

The respondents participated in this study were three types the trainees, trainers, and administration or coordination staff. Their responses in relation to their general characteristics have been incorporated here under.

Table II – Characteristics of Trainee Respondents

No	Item	Frequency	%
1	Which training center are you in for training?		
	a) Awassa	12	21.43
	b) Haiq	14	25
	c) Mekelle	14	25
	d) Zeway	16	28.57
	Total	56	100
2	Do you have priest hood?		
	a) yes	56	100
	b) no	-	-
	Total	56	100
3	If your answer for items 2 is 'yes' which one is your priest hood?		
	a) deacon	4	7.14
	b) clergy/priest	52	92.86
	Total	56	100
4.	Which of the following church education have you learned?		
	a) Nibab (Reading)	56	100
	b) Zema	18	32.1
	c) Aquaquam	12	21.4
	d) kine	10	17.8
	e) Metsahift (Books)	24	42.8
	Total		100

5	Which stage have you reached in modern education?		
	a) less than grade four	13	23.2
	b) grade 5 – 8	28	50.0
	c) grade 9 – 10	12	21.4
	d) grade 11 – 12	2	3.5
	e) college diploma	1	1.7
	Total	56	100

As we see on table II: 21.4%, 25%, 25% and 28.5% of the respondents were from Awassa, Haiq, Mekelle and Zeway respectively. This shows relatively equal proportion of number of respondents was given to the training centers. All the trainees have priesthood and 92.8% of them were priests/ clergies and the rest 7.14 % were deacons. All of the respondents have learned Reading. Most of the respondents (42.8%) have learned Metsahift (Books) in church education. Significant proportions of trainee respondents have learned Zema and Aquaquam which are about 32.1% and 21.4 respectively. Only 17.8% of them learned Kine. Aleqa Imbakom K. (1970:1) disclosed that in church education, Nibab (readind) takes two years, Zema three years, Kine five years and Metsahift about three years. On the other hand in modern education, most (50%) of the respondents were in grade 5 – 8. Where as 23.2% and 21.4% of the respondents were below grade four and grade 9–10 respectively. 3.5% of them were in grade 11–12. Only 1.7% of them have college diploma.

The above information reveals that most of the respondents had relatively better experiences and exposure to different ways of learning. These in turn enable them give reliable and clear information.

The EOTC-DICAC'S Training Manual for Clergy Training Centers (1998:6) revealed that the trainee's selection criteria were: Church education background, certified health condition, Formal education of grade 8 and above, Clergy men with wide public acceptance, Dynamic with innovative ideas.

However, the information gathered show that the majority of the trainees were below grade eight; only 25% of them met the formal education criteria. Therefore one can conclude that the training centers do not strictly follow the manual of the training centers in the process of admitting trainees.

Table III: Characteristics of Trainer Respondents

No	Item	Frequency	%
1	Do you have priesthood?		
	a) Yes	24	82.7
	b) No	5	17.2
	Total	29	100
2	If your answer above is 'yes' which one of the following are you?		
	a) Deacon	8	33.3
	b) Priest	12	50
	c) Bishop	4	16.6
	Total	24	100
3	How long experiences do you have as an instructor in clergy training centers?		
	a) one year	2	6.9
	b) two years	2	6.9
	c) three years	8	27.5
	d) four years	5	17.2
	e) five years	2	6.9
	f) more than five years	10	34.4
	Total	29	100
4	Which of the following church education have you learned?		
	a) Nibab (reading)	29	100.0
	b) Zema (Songs)	20	68.9
	c) Aquaquam	18	62.0
	d) Kine	15	51.7
	e) Metsahift (Books)	12	41.3
	Total		
5	What is your level in modern education?		
	a) Grads 5-8	2	6.9
	b) Grade 9-10	3	10.3
	c) Grad 11-12	7	24.1
	d) Diploma	5	17.2
	e) First degree	8	27.5
	f) Second degree	4	13.7
	Total	29	100

Table III: shows that 82.78% of the trainers have priest hood. Among them half (50%) were Priests, 33.33% of the trainers were Deacons, and 16.66% of them were Bishops.

4.2 Analysis of the Data Gathered Through Questionnaires

Table IVA: Responses of Trainees on the Training Program's need Assessment.

No	Item	Frequency	%
1.	Have your perception of the training program changed after your admission?		
	a) No	6	10.7
	b) Slightly yes	45	80.3
	c) Yes	5	8.9
	Total	56	100
2.	The training and your pre-training tasks are:		
	a) Irrelevant	43	76.7
	b) Slightly relevant	8	14.2
	c) relevant	4	7.1
	d) Other	1	1.79
	Total	56	100
3.	How many of the courses of the training have met your expectations?		
	a) Most of them	13	23.2
	b) Half of them	31	55.3
	c) Some of them	10	17.8
	d) None of them	2	3.5
	Total	56	100
4.	Have you been requested your interest to participate in the training?		
	a) Yes	3	5.3
	b) No	46	82.1
	c) I don't remember	7	12.5
	Total	56	100

As one can see Table IV A, The trainees' perception of the training program was slightly similar both before and after their admission to it. Because 10.7% and 80.3% of the respondents said that their perception about the program is not changed and slightly changed after their admission respectively. On the other hand 76.7% of the trainee respondents expressed that the courses in the training and the duties they were engaged in were irrelevant to each other.

Of course, about half of (55.3%) of the respondents said that the training met their expectations about it. But, 82.1% of the trainees witnessed that they were not requested to express their interest whether they need to join the training program or not. And about 12.5% of them don't remember whether they have been requested or not.

Therefore the above information reveals that the training centers didn't do training need assessment before preparing the training program. But many scholars advocate the importance of training need assessment. For instance, True Love (2000:27) confirms that training need assessment helps to determine effective training program. Training need assessment helps to assemble all information gained through any other methods of training need analysis. And training need assessment provides a comprehensive basis for the development and implement of training program.

Table IVB: Responses of Trainers about the training Program's need assessment

No	Item	Frequency	%
1	How were you assigned as a trainer?		
	a) Voluntarily	2	6.9
	b) Through competition	25	86.2
	c) Order of your church	2	6.9
	Total	29	100
2	Do you think this training is based on trainee's interest?		
	a) Yes	20	68.9
	b) No	2	6.9
	c) I don't know	7	24.1
	Total	29	100
3	If your answer on the above (item 2) is 'yes' how did you prove it?		
	a) Through questionnaire	2	10
	b) Through interview	5	25
	c) Through observation	10	50
	d) all	3	15
	Total	20	100
4	Do you think that your course is needed by the trainees?		
	a) Yes	18	62.0
	b) No	11	37.9
	Total	29	100
5	If your answer for item 4 is 'yes' how did you prove it?		
	a) Through interview	2	11.1
	b) Through observation and discussion	6	33.3
	c) Other	10	55.5
	Total	18	100
6	Do you think the training is related to the daily duties of clergies?		
	a) Yes	25	86.2
	b) To some extent	4	13.2
	Total	29	100

Table IVB: Shows that 86.2% of the trainers were assigned as a trainer through competition. 68.9% of trainers said that the training is based on trainees' interest and according to half of the trainer respondents, this was proved by observation.

62.0% the trainers believed that their courses are needed by trainees and according to 55.5% of the trainer respondents, this has been proved by observation and discussion. The trainer respondents finally were requested whether the training is related to the daily duties of clergies. 86.21% of the respondents said yes and 13.2% said “No”.

Therefore, based on the trainers’ responses, the training program is almost appropriate in that it supports the daily duties of clergies. But this idea could not be witnessed by the main target groups: trainees. According to Goel and Rajneesh (2000:119-120), individual and group need assessments of training enables to address appropriate interest of trainees and it can be done by organizational and job analysis. Thus, analysis of organizational behavior and productivity analysis are determinants of training need assessment But the information gained shows that the training program didn’t do any need assessment so that to make it strengthening the daily duties and assignments of clergies.

Table V: Responses of Trainees and Trainers regarding principles of Learning Applied on the Training Program

No	Item	Trainees		Trainers	
		Frequency	%	Freq.	%
1	Is there a daily schedule in the program?				
	a) Yes	42	75	20	68.9
	b) No	14	25	9	31.0
	Total	56	100	29	100
2	Which training methodology is more utilized in the training process?				
	a) Lecture	31	55.3	10	34.4
	b) Discussion	10	17.8	11	37.9
	c) Practical demonstration	1	1.7	4	13.7
	d) Other	14	25	4	13.7
	Total	56	100	29	100
3	Is there continuous evaluation during the training program?				
	a) Yes	13	23.2	21	72.4
	b) No	43	76.7	8	27.5
	Total	56	100	29	100
4	How many trainees are registered in a batch?				
	b) 25 – 50	56	100	29	100
	Total	56	100	29	100
5	The training program you are participated in is				
	a) Full day	56	100	29	100
	Total	56	100	29	100

Table V shows that, both the trainees (75%) and the trainers (68.9%) agree on the presence of daily schedule in the program. Both respondents again with more similar proportion disclosed that 'lecture' is the most utilized methodology of teaching. The presence of daily schedule is a basic principle of learning.

But lecture method of teaching should not be emphasized as a lonely method. On the other hand 72.4% of trainers said that there is continuous evaluation while 76.8% of trainees said that there is no continuous evaluation.

Here, consensus was expected on either of the cases. But the two parties did not agree to have similar perception. Even though there may be a possibility for trainers to evaluate continuously hidden by themselves, the trainees should be well informed about it. So, it is possible to conclude that either there was no continuous assessment or it was not done in appropriate way.

On item 4 and 5 all respondents replied similarly that the centers accept 25-50 trainees in each batch. This makes the training program more efficient and effective. Because the resources in training centers are scarce and the number of classrooms in each training centers are small, the minimum numbers of trainees, is accepted as appropriate. The EOTC-DICAC Clergy Training Manual (2004: 2) revealed that some training centers lack something very vital and the other misses also some other thing that the other center owns and uses. According to the manual (2004:4), even the ones that are identified to be best (Mekele, Zeway) were found to lack cafeteria and modern cooking Kitchen with heavy-duty kitchen devices and appliances. Therefore, it is possible to conclude that the minimum number of admitted trainees was appropriate; the training was programmed full day and the program was boarding. Thus, these by themselves enable the training program sustainable and effective.

Table VI: Responses regarding the Relationship (Distance) between Job Environment and Training Centers

No	Item	Trainees		Trainers	
		Frequency	%	Freq.	%
1	Are the working places and training center of the trainees in the same diocese?				
	a) Yes	30	53.5	12	41.3
	b) No	-	-	10	34.4
	c) I don't know	26	46.4	7	24.1
	Total	56	100	29	100
2	How far do you think is the average distance of most of the trainees' work place from the training center?				
	a) Less than 100 km	32	57.1	13	44.8
	b) 101 – 200 km	11	19.6	11	37.9
	c) 201 – 300 km	6	10.7	3	10.3
	d) 301 – 400 km	7	12.5	2	6.8
	Total	56	100	29	100

Table VI revealed that 53.5% of trainees and 41.3% of trainers with top proportion indicated that trainees were invited from the same diocese with their training centers. At the same time 57.1% of trainees and 44.8% of trainers expressed that the trainees' original work places were within a radius of one hundred kilometers away from each training center.

According to Sarkar (2000: 4), training, to be more effective and efficient, has to be conducted in the actual job environment to the maximum possible extent. Thus, the data gathered shows that the training program coincides with the principle of training.

Table VII: Responses on Admission Criteria

No	Item	Trainees		Trainers	
		Frequency	%	Freq.	%
1.	Which of the following criteria is more stressed in admission of trainees?				
	a) Physical fitness	30	53.5	22	75.8
	b) Educational background	48	85.7	29	100
	c) Interest to training	11	19.6	18	62.0
	d) Age	4	7.1	-	-
	e) Others	13	23.2	8	27.5
	Total		100		100
2.	How are trainees initiated to participate in the training programs?				
	a) Their own initiative	30	53.57		
	b) By the quote of their church	14	25		
	c) By obligation	9	16.07		
	d) Others	3	5.35		
	Total	56	100		
3.	How do the trainees enroll or enter to the training program?				
	a) Through competition	41	73.2	21	72.4
	b) By direct invitation	2	3.5	-	-
	c) Through direct admission	6	10.1	3	10.3
	d) By order of the church	3	5.3	2	6.8
	e) Other	4	7.1	3	10.3
	Total	56	100	29	100

Table VII shows that most of the trainees and trainers that are 85.7 % and 100% respectively believe that educational background was more stressed criteria of admitting trainees. Both of them said that physical fitness was the second priority of admission criteria.

On the other hand, the EOTC- DICAC Training Manual gives more emphasis to wide acceptance, dynamics of the individual and the ability to acquire knowledge effectively. However, the actual performance shows that educational background was more considered criteria.

Therefore, one can understand that the criteria do not follow the centrally prepared manual of the EOTC-DICAC.

As one can see on Table VI, on the first items all of the trainer respondents and 85.7% of trainees said that educational background was more considered criteria in accepting trainees. Of course the information gathered shows that the criteria include interest, physical fitness and others. But educational background is more used one. On item 2 of the same table, 58.6% of the trainers and 53.5% of trainees said that they themselves took the initiative to participate in the training.

On the other hand 73.2% of trainees and 72.4% of trainers indicated that trainees enroll and enter to the training program through competition.

According to the Training Manual for Clergy Training Centers prepared by EOTC-DICAC (2004:5), the trainee admission should give priority to those who have wide acceptance within their locality. Though church education is one of the criteria, more emphasis was not given to it. On the contrary respondents expressed that educational background was given more value as a selection criteria. Here we can understand that clergy training centers accept trainees based on their own different criteria regardless of the manual prepared by the church.

Table VIII A: Responses of Trainees on Reinforcement

No	Item	Frequency	%
	Which of the following facilities are available to trainees in the centers?		
	a) Food	56	100
	b) Bed	56	100
	c) Monthly salary	12	21.4
	d) Other	10	17.8
	Total		
2	Are there common norms and regulations for trainees in the center?		
	a) Yes	36	64.2
	b) No	12	21.4
	c) I don't know	8	14.2
	Total	56	100
3.	If your answer for Item 2 above is 'yes' which one of the following is more emphasized in the norms?		
	a) Rewards	1	2.7
	b) Penalties	31	86.1
	c) Complaints	2	5.5
	d) Others	2	5.5
	Total	36	100

Table VIIIA shows that food, shelter, monthly salary and other facilities were available in the training centers. However, the access was in different degrees. For example, all get food and shelter equally but not monthly salary and other facilities. Facilities naturally reinforce trainees but it should be uniform through out similar centers. The respondents disclosed that there were common norms and regulations exercised in the centers. And as far as their responses are concerned, the norms include rewards, penalties, complaints and others. In relative terms, norms related to penalties were more emphasized in the norms and regulations than the rest.

Based on the information above, it is possible to conclude that reinforcement methods were being used in the clergy training centers. And this coincides with the Sarkar's(2000:124) suggestion that is "the success of training program is directly related to the application of certain general principles that include reinforcement".

Table VIII B: Responses of Trainers on Reinforcement

No	Item	Frequency	%
1.	Trainees' class participation is:		
	a) High	16	55.1
	b) Moderate	10	34.5
	c) It is difficult to decide	3	10.3
	Total	29	100
2	If your answer for the above item is not 'high' the reason you think is:		
	a) Separation from family	9	69.3
	b) Involuntary participation	2	15.3
	c) poor quality of the training	-	-
	d) Difficulty of the training	2	15.3
	Total	13	100
3.	Which method do you use to motivate trainees?		
	a) Rewards	9	31.0
	b) Special support	13	44.8
	c) Tutorial	3	10.3
	d) Others	4	13.7
	Total	29	100

Table VIII B shows that, most of the trainees participated in classes. This shows that there was a sort of effort to motivate trainees. Even for those who did not say that the participation was 'high' the reason was the trainees' separation from family or it was not a problem directly related to the training program. The trainers expressed that they use special support and rewards system to motivate trainees more.

- The only available teaching materials used were history of EOTC both international and national context, the church, the Holy Synod and its responsibilities and other related issues written by his holiness Abune Gorgorios II.
3. For the question about trainees' admission, the coordinator disclosed that the trainees admitted in each centers were from relatively closer catchments areas.
 4. Regarding the criteria for trainees' admission, the coordinator stated that mainly church education and recommendations of administrators of the diocese were considered.
 5. The coordinator expressed that there was no sound and sustainable reinforcement mechanism in the churches. But he said that there were some sorts of regulations to control and follow up trainee- trainer relationship.
 6. The coordinator also disclosed that there was no any research and related activity in the clergy training centers. Neither trainers nor trainees do research or research related activity.

Generally, from the stated information gained from the coordinator, one can conclude that the training programs did not start by formal and appropriate training need assessment. In addition, the trainees were invited from relatively closer area to the training centers. But like the trainee respondents and the deans, the coordinator also indicated the absence of research work.

The absence of need assessment and research works can be perceived as drawback of the training program while the presence of some common regulations and rules in the centers was a good reinforcement mechanism.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter contains three main parts the first is summary. This part summarizes the whole procedures of the research. The second is the conclusion and this concludes the main findings of the research. The last part shows the recommendations of the researcher.

5.1 Summary

The study was done on Ethiopian Orthodox Tewahido Church Inter-Church aid and Development Commission Clergy Training Centers. Though, there were about seven training centers through out the country, the researcher purposely delimited the sample to only four of them. Mekelle, Zeway, Haiq and Awassa Clergy Training Centers were selected as a sample centers. Trainees, trainers and deans of each center were included as respondents to the research questions. The basic questions were mainly focused on whether the training program was based on need assessment; use basic principles of learning; performed near to the actual job environment; has reliable way of admitting trainees; reinforce trainees and perform research works.

Literatures related to these issues were reviewed. To gather appropriate information, questionnaires and structured interviews were prepared and pilot tested. The questionnaires were distributed to trainees and trainers. The interviews were done with the deans of the selected training centers and the EOTC-DICAC training coordinator of Clergy Training Centers. The samples were selected purposely. The gathered data were tallied, tabulated and interpreted based on the reviewed related literature.

This section presents the major findings arrived at based on the above summarized procedures.

The main findings were:

1. The Ethiopian Orthodox Tewahido Church Inter-Church Aid and Development Commission Clergy Training Centers contain well experienced and church educationally qualified personnel, trainees and trainers.
2. The training centers did not do any training need assessment before applying the training program so as to meet the needs of the trainees with the programs' contents.
3. Even though the basic principles of training advocated that a training program should not be organized in a hurry and organization should be planned and prepared at least six months to one year before the program launched, the clergy training centers were not well prepared.
4. The training was being held in actual job environment of trainees to the maximum possible extent.
5. The training centers admit trainees with different criteria based on their own context. Some stress on recommendations, others on church education qualifications and others also on age and other factors.
6. Almost all the training centers had a sort of reinforcement regardless of the difference in type and magnitude. All give food and shelter to their trainees but some give more than these, such as pocket money and monthly salary as a motivation.
7. All training centers did not have research program, research work disclosing program or any other occasion to introduce and/or to appreciate research works. The training contents also did not include research methodology.
8. There was training manual prepared at the central level. But the number of teaching or training materials was too small compared to the expectations of the trainees.
9. Trainees were not sure for the competence of trainers on research works. Where as the trainers challenged this idea and believe that they have competence on it.

The structure of the Ethiopian Orthodox Tewahido Church administration was not interested to stabilize and strengthen the training program while many scholars believe training in any organization is vital to increase productivity and quality of goods and services and to upgrade personnel engaged in an organization.

5.3. Recommendations

Based on the findings of the research, the researcher forwarded the following recommendations to solve or to alleviate the problems and to strengthen the good aspects of the clergy training program of EOTC-DICAC.

1. The church has to give more emphasis to either hire qualified both in church education and modern education trainers for the training centers or first train the trainers themselves. According to Rajneesh (2003: 285), the success of training programs to a large extent, depend on the trainers. Investing on trainers is investing on three to five fold trainees at a time. Trainers should be in contact always with the practices they are to train. Hence, training centers must have qualified trainers and also need to invite experts in various important fields from abroad and different institutions with in the country so that to further sharpen the minds of trainers.
2. The church should be committed in assessing the needs of the personnel or clergy before inviting trainees. One of the critical activities in planning manpower development should be to classify the tasks of the organization and assess developmental needs, in order to provide need based training to the individuals to increase their operational efficiency both for the current and future needs. The main problem in EOTC Clergy Training program is those who deserve to be trained cannot be spared and those who can be spared do not always deserve the training. Hence, only those who possess requisite qualifications and experiences have aptitude for training and are senior enough in the line should be deputed and a well designed roster system should also be devised for need based training programs.

Therefore, for positive reinforcement the training centers should incorporate different reinforcement purposes. Such purposes may include rewards, allowing further education, covering incentives and promotion on job.

7. Ethiopian Orthodox Tewahido Church has relatively many clergies in different diocese. Each of these need capacity building trainings. But to create the maximum possible access of training for clergies, there should be reasonable number of training centers with appropriate facilities.

It is recognized that suitable location, building and other necessary facilities are essential conditions for a proper training center. Therefore, to create comfortable training to clergies on one hand and to create vast enrollment opportunity for many clergies on the other, the centers should plant expansion projects at large. The project may involve the community and other charity organizations to generate financial, material and human resources to the expansion. The training centers currently are idle for most of the months within a year. This is because of lack of budget. Therefore, the church should plan and allot enough amount of budget to the training centers so that to utilize the centers to the maximum. Training negligible proportion of clergies only can not bring sound change of performance. Therefore, it is wise to utilize the training centers to the maximum and generate three fold amounts of trained clergies to diocese every year.

8. The training centers should not neglect other essential socio-cultural issues like HIV/AIDS, technology and language. Therefore, the courses should include international languages, counseling and other local languages so that the clergy trainees will be more qualified advisors and social workers. The inclusion of these courses will make clergies capable of helping or supporting people regardless of language and ethnic diversity.

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**Addis Ababa University
College of Education**

Department of Educational Planning and Management

Questionnaire to be filled in by Trainers of Clergy Training Centers of Ethiopian Orthodox Tewahido Church

Introduction

This questionnaire is prepared to assess the performance of EOTC-Clergy Training Centers so that to give valuable recommendations. Thus, your response will have significant value to it. There fore we kindly appeal your co-operation.

Instructions:

- ❖ No need of writing names.
- ❖ Your responses are liable only to this research.
- ❖ For multiple choice questions, circle the letter of your choice.
- ❖ For open ended questions, give clear answer on the space provided.

I. personal details

1.1. The name of your training center _____
The diocese of the training center _____

1.2. Do you have priest hood a) Yes b) No

1.3. If your answer for 1.2 is yes, which one is yours?

- a) Deacon c) Bishop
- b) Clergy d) Other _____

1.4. If you have any title that you get in the church, please state it here.

1.5. How do you get this title?

- a) For your educational status.
- b) For you contribution to the church.
- c) other _____

1.6. Which one of the following church educations have you learned? Put ✓ sign in the box to show it.

Education	I've learned	I didn't learn
a) Reading (Nibabe)	<input type="checkbox"/>	<input type="checkbox"/>
b) Religious Music (Zema)	<input type="checkbox"/>	<input type="checkbox"/>
c) Spiritual Dance (Aquaquam)	<input type="checkbox"/>	<input type="checkbox"/>
d) Poetry (Kine)	<input type="checkbox"/>	<input type="checkbox"/>
e) Books (Metshift)	<input type="checkbox"/>	<input type="checkbox"/>

- 1.7. Which stage have you reached in modern education?
 a) Below grade four d) 11th -12th grade g) First degree
 b) 5th -8th grade e) Technical vocational School h) Second degree
 c) 9th -10th grade f) Diploma I) Others
- 1.8. How long training experience do you have?
 a) One year c) Three years e) Five years
 b) Two years d) Four years f) Six and above

II. General Questions

- 2.1. How did you assigned as a trainer in the training center?
 a) Voluntarily c) Order of your office
 b) Through competition d) other
- 2.2. Which of the following qualities were considered for your assignment as a trainer?
 a) Age c) modern education e) other
 b) Priest hood status d) voluntary ness
- 2.3. Do you think the training is based on trainees' interest?
 a) Yes b) No c) I don't know
- 2.4. If your answer for 2.3 is 'yes' how do you prove it?
 a) Through questionnaire c) through observation and discussion
 b) Through interview d) through all the above
 e) Other
- 2.5. Is the work place of your trainees closer to the training center?
 a) Yes b) No c) I don't know
- 2.6. The interest of your training towards the training program is:
 a) High c) low e) other
 b) Medium d) impossible to know
- 2.7. State the reason for your answer on item 2.6 above.
-
- 2.8. How do you evaluate the participation of your trainees in the training program?
 a) It is high c) it is medium e) other
 b) It is low d) difficult to judge
- 2.9. If your answer above is not 'high', the possible reason is:
 a) Separation from family c) poor training system of the center
 b) Involuntary participation d) difficulty of the training
- 2.10. Which type of reinforcement do you use in the training?
 a) Rewards c) tutorial
 b) Special support d) other
- 2.11. Have you proved that your course is needed by the trainees?
 a) Yes b) No
- 2.12. If your answer above is 'Yes' how?
 a) Through questionnaire c) Through observation and discussion
 b) Through interview d) other

- 2.13. Do you think you have know how of research?
a) Yes b) No
- 2.14. If your answer above is 'Yes', do you share your knowledge to your trainees?
a) Yes b) No
- 2.15. If your answer for 2.14 is 'No', why?
a) The program do not includes Research as a course.
b) The trainees have no interest to research
c) Research is not compatible to religion
d) Other if any _____
- 2.16. Do you think the training is relevant to the day-to-day tasks of clergies?
a) Yes b) slightly yes c) No d) other
- 2.17. Do you participate in research works in addition to the training?
a) Yes b) No c) I don't remember
- 2.18. Is there an occasion to present any research works done by trainees or trainers in the center?
a) Yes b) No c) I 'am not sure
- 2.19. If your answer above is 'No' why?
a) Absence of research c) absence of coordinator
b) Research is not appreciated in the center d) other
- 2.20. If you have further explanation about the training program, please state here.

Thank you, very much

Addis Ababa University
College of Education
Department of Educational Planning and Management

Questionnaire to be filled in by trainees of the Clergy Training Centers

Introduction

This questionnaire is prepared to assess the performance of EOTC-Clergy Training Centers so that to give valuable recommendations. Thus, your response will have significant value to it. There fore we kindly appeal your co-operation.

Instructions:

- ❖ No need of writing names.
- ❖ Your responses are liable only to this research.
- ❖ For multiple choice questions, circle the letter of your choice.
- ❖ For open ended questions, give clear answer on the space provided.

I. Personal details

1.1. The name of your training center _____
The diocese of the training center _____

1.2. From which diocese are you? _____

1.3. How far is your diocese from the training center?
a) Below 100 km b) 100-200 km c) 201-300 km
d) 301-400 km e) 401- 500 km f) More than 500 km

1.4. Do you have priest hood?
a) Yes b). No

1.5. If your answer is above is 'Yes' which one is yours?
a) Deacon b) Clergy
c) Bishop d) Other _____

1.6. May you write a title you have in the church if any? _____

1.7. How do you get this title?
a) For the church education you have
b) For the service you are giving to the church
c) Other _____

1.8. Put in the boxes that are in-front-of the church education you learned?

<u>Education</u>	<u>I've learned</u>	<u>I didn't learned</u>
a) Reading (Nibab)	<input type="checkbox"/>	<input type="checkbox"/>
b) Religious music (Zema)	<input type="checkbox"/>	<input type="checkbox"/>
c) Religious dance (Aquaquam)	<input type="checkbox"/>	<input type="checkbox"/>
d) Poetry (Kine)	<input type="checkbox"/>	<input type="checkbox"/>
e) Books (Metsahiff)	<input type="checkbox"/>	<input type="checkbox"/>

1.9. Which level have you reached modern education?

- a) Below grade five.
- b) 5th - 8th grade
- c) 9th-10th grade
- d) 11th-12th grade
- e) Technical vocational school
- f) Diploma
- g) 1st degree
- h) 2nd degree
- i) Other _____

2. General questions

2.1. Is there daily lesson schedule in the center you are in?

- a) Yes
- b) No

2.2. How do you evaluate the competence of your trainers?

- a) It is high
- b) It is Moderate
- c) It is low

2.3. How did you get the chance of training?

- a) Through competition
- b) Through direct invitation
- c) Absence of any other competitive
- d) through order

2.4. Please state the objective of the training program

2.5. Your perception about the training program before and after admission is:

- a) Similar
- b) Slightly similar
- c) Different
- d) Difficult to express
- e) Other _____

2.6. The training to your pre-training task is:

- a) Relevant
- b) Slightly relevant
- c) Irrelevant
- d) Difficult to expresses
- Other _____

2.7. Which of the following training methods is more used in the center?

- a) Lecture
- b) Discussion
- c) Demonstration
- d) Field trip
- e) Other _____

2.8. How long is the training?

- a) one month
- b) two months
- c) three months
- d) four months
- e) five months
- f) six and above

2.9. How many of the courses meet your pre-training expectation?

- a) All of them
- b) most of them
- c) half of them
- d) Some of them
- e) neither of them

2.10. Put sign for the accommodation you get in the center

Accommodation	I get	I didn't get
a) Food	<input type="checkbox"/>	<input type="checkbox"/>
b) Dormitory	<input type="checkbox"/>	<input type="checkbox"/>
c) Pocket money	<input type="checkbox"/>	<input type="checkbox"/>
d) Monthly salary	<input type="checkbox"/>	<input type="checkbox"/>
e) other		

2.11. Is there continuous assessment in the training?

- a) Yes
- b) No

2.12. If your answer above is 'Yes' what type of assessment?

- a) Written exam
- b) oral question
- c) Demonstration
- d) other _____

2.13. How many trainees are there in this batch?

- a) Below 25
- b) 26-50
- c) 51-75
- d) 76-100
- e) more than 100

2.14. Have you been requested for the training before admission?

- a) Yes
- b) No
- c) I don't remember

2.15. The training program is:

- a) Full day
- b) half day
- c) Varies daily
- d) other _____

2.16. Put sign in the boxes according to the criteria of admission in the center.

Criteria	Yes	No
a) Physical fitness	<input type="checkbox"/>	<input type="checkbox"/>
b) Educational level	<input type="checkbox"/>	<input type="checkbox"/>
c) Interest to training	<input type="checkbox"/>	<input type="checkbox"/>
d) Age	<input type="checkbox"/>	<input type="checkbox"/>
e) If other state here		

2.17. Is there research methodology in the contents of the training program?
a) Yes b) No c) I don't know

2.18. If you have any suggestion or comment about the training program, please state here under

Thank You

Addis Ababa University

College of Education

Department of Educational Planning and Management

**Structured interview questions for EOTC-DICAC coordinator for Clergy
Training Centers of the Church**

1. Do The Clergy Training Centers do training Need Assessment? If yes how?
2. How do the Training Centers Follow the basic training principles? For example in curriculum, textbook and so on preparation.
3. From which area of the country do the Clergy Training Centers accept trainees?
4. What are the criteria for admitting trainees in the centers?
5. Do you know there is any reinforcement mechanism used in the Training centers?
6. Is there any research or related activity in the training Centers?
7. Would you please tell me any thing special about the Training Centers?

Thank You

1.5. ይህን ማዕረግ ያገኙት በምን ምክንያት ነው?

- ሀ. በተማሩት የቤተክህነት ትምህርት
- ለ. ለቤተክርሥቲያን እያበረከቱ ባለው አገልግሎት
- ሐ. ሌላ

1.6. ከሚከተሉት የቤተክህነት ትምህርቶች ውስጥ እርሥዎ የተማሯቸው የትኞቹን ነው? በላጥነ ውስጥ የ \sqrt ምልክት ያድረጉ

የትምህርት ዓይነቶች	ተምራላለሁ	አልተማርኩም
ሀ. ንባብ	<input type="checkbox"/>	<input type="checkbox"/>
ለ. ዜማ	<input type="checkbox"/>	<input type="checkbox"/>
ሐ. አቋቋም	<input type="checkbox"/>	<input type="checkbox"/>
መ. ቅኔ	<input type="checkbox"/>	<input type="checkbox"/>
ሠ. መዕሀፍት	<input type="checkbox"/>	<input type="checkbox"/>

1.7. በመደኛ /አስኳላ/ ትምህርት ያለዎት የትምህርት ደረጃ የትኛው ነው?

- ሀ. ከ4ኛ ክፍል በታች
- ለ. ከ5ኛ-8ኛ ክፍል
- ሰ. የመጀመሪያ ድግሪ
- ሐ. ከ9ኛ-10ኛ ክፍል
- መ. ከ11ኛ-12ኛ ክፍል
- ሸ. 2ኛ ድግሪ
- ሠ. የሞያ ማሰልጠኛ
- ረ. ዲፕሎማ
- ቀ. ሌላ _____

1.8. እርስዎ በካህናት ማሠልጠኛ አሠልጣኝነት ያለዎት የስራልምድ ምን ያክል ነው?

- ሀ. አንድ ዓመት
- ለ. ሁለት ዓመት
- ሐ. ለሶስት አመት
- መ. አራት አመት
- ሠ. አምስት ዓመት
- ረ. ከ 6 ዓመት በላይ

II. አጠቃላይ ጥያቄዎች

2.1. ለዚህ ጣቢያ በአሠልጣኝነት የተመደቡት እንዴት ነው?

- ሀ. በበጎ ፈቃደኝነት
- ለ. በውድድር አሸንፈው
- ሐ. በሚሠሩበት መ/ቤት ትዕዛዝ
- መ. ሌላ ከሆነ ይግለፁ _____

2.2. ለዚህ ስልጠና አሰልጣኝነት ያበቃዎት ልዩ ብቃት ከሚከተሉት የትኛው

ይመስልዎታል? /ከአንድ በላይ መምረጥ ይቻላል/

- ሀ. እድሜዬ
- ለ. የክህነት ደረጃዬ
- ሐ. የአስኳላ ትምህርት ደረጃዬ
- መ. በጎ ፈቃደኝነቴ
- ሠ. ሌላ ካለ ይገለፅ _____

2.3. በጥቅሉ ይህ ስልጠና በሠልጣኞች የሥልጠና ፍላጎት ላይ የተመሠረተ

- ይመስልዎታል? ሀ. አዎ ነው
- ለ. አይደለም
- ሐ. አላውቅም

ለ/የአገልግሎት

ሰ/አገልግሎት

2.2. በመጠቀም የሰጠው መረጃ ለማረጋገጥ ይጠቀም?

- ሀ. በአገልግሎት ሰጪው አካል
- ለ. በአገልግሎት ሰጪው አካል
- ሐ. በአገልግሎት ሰጪው አካል
- መ. በአገልግሎት ሰጪው አካል

2.1. የሰጠው መረጃ ለማረጋገጥ ይጠቀም?

II. አጠቃላይ ጥያቄዎች

1.9. በመጠቀም የሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. ከ4ኛ ክፍል በታች ለ. ከ9ኛ-10ኛ ክፍል ሐ. ከ9ኛ-10ኛ ክፍል ሰ. ከ9ኛ-10ኛ ክፍል

ሀ. ከ5ኛ-8ኛ ክፍል ሰ. ከ11ኛ-12ኛ ክፍል ሀ. ከ11ኛ-12ኛ ክፍል ሰ. ከ11ኛ-12ኛ ክፍል

ሀ. የመጀመሪያ ስም ሀ. የሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1.8. ከሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. በተጨማሪ ሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. በተጨማሪ ሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. በተጨማሪ ሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. በተጨማሪ ሰጠው መረጃ ለማረጋገጥ ይጠቀም?

1.6. በሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም

ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም

1.5. ለጥያቄ 1.4 መልስ ሰጠው መረጃ ለማረጋገጥ ይጠቀም?

ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም ሀ. ስም

1.4. ከሰጠው መረጃ ለማረጋገጥ ይጠቀም?

Handwritten signature or mark

2.18. እየወሰዱት ያለው ስልጠና፣

ሀ. የሙሉ ቀን ነው

ሐ. በየቀኑ የተለያየ ነው

ለ. የግማሽ ቀን ነው

መ. ሌላ ካለ ይግለጹ _____

2.19. ለዚህ ስልጠና ሲመለሙ የታዩ መስፈርቶች ከዚህ የሚከተሉት ለመሆናቸው

በትይዩ ባለው ሳጥን ውስጥ $\sqrt{\quad}$ በማድረግ ያመልክቱ።

መስፈርት

አለ

የለም

ሀ. አካላዊ ብቃት

ለ. የትምህርት ደረጃ

ሐ. የስልጠና ፍላጎት

መ. ዕድሜ

ሠ. ከዚህ የተለየ መስፈርት ነበር

2.20. ከላይ በተራ ቁጥር 2.20 ለቀረበው ጥያቄ የተለየ መስፈርት ታይቷል ካል መስፈርቶቹን በዘረዘሩልኝ?

2.21. በስልጠናው መርሃ ግብር ውስጥ የጥናትና ምርምር አሠራር ተካቶበታል?

ሀ. አዎ

ለ. የለም

ሐ. አላውቅም

2.22. በስልጠና ጣቢያው ውስጥ የሠሰልጣኞች መተዳደሪያ ደንብ አለ?

ሀ. አዎ አለ

ለ. የለም

ሐ. አላውቅም

2.23. በተራ ቁጥር 2.23 መልስዎ 'አለ' ከሆነ ከሚከተሉት ውስጥ የቶቹን ያካትታል?

ሀ. የሽልማት ስርዓትን

ሐ. የአቤቱታ ስርዓትን

ለ. የትጣትን ስርዓትን

መ. ሌሎች ካሉ ይግለጹ _____

2.24. ስለስልጠናው የሚሠጡኝ ሌሎች አስተያየቶች ካሉ ከዚህ በታች ባለው ቦታ ይግለጹ _____

በአዲስ አበባ ዩኒቨርሲቲ

የትምህርት ኮሌጅ

የትምህርት ፕላንና ሥራ አመራር ትምህርት ክፍል

በአ/አ/ተ/ቤ/ክርስትያን የካህት ማሰልጠኛ መርሃ ግብርን አስመልክቶ በቤተ ክርስትያን ልማትና ተራድኦ ኮሚሽን የካህት ማሰልጠኛ ጣቢያዎች መከታተያ ክፍል ሃላፊ ጋር ቃለ መጠይቅ ለማካሄድ የተዘጋጀ የመነሻ ሃሳብ:

1. የካህት ማሰልጠኛዎቹ ቅድመ ስልጠና ጥናት ያካሂዳሉን ? ከሆነ በምን መልኩ ?
2. የካህት ማሰልጠኛዎቹ መሰረታዊ የትምህርት መርሆዎችን ይከተላሉ?
ለምሳሌ መርሃ ትምህርት፣ መማሪያ መጻሕፍት፣ የትምህርት መርሃግብር አላቸው?
3. የካህት ማሰልጠኛዎቹ ሠልጣኞቹን የሚቀበሉት ከየት አካባቢ ነው?
4. የካህት ማሰልጠኛዎቹ ሠልጣኞቹን የሚቀበሉበት መስፈርት ምንድን ነው?
5. የካህት ማሰልጠኛዎቹ ሠልጣኞቹን የሚያበረታቱበት ወይም የሚከታተሉበት መንገድ ስለመኖሩ የሚያውቅት ነገር ካለ ቢያስረዱኝ?
6. በማሰልጠኛ ጣቢያዎቹ ጥናትና ምርምር ይካሄዳል?
7. በአጠቃላይ ስለማሰልጠኛዎቹ የሚነግሩኝ ነገር ካለ ቢያስረዱኝ?