

**THE CURRENT PRACTICES AND PROBLEMS OF HUMAN  
RESOURCES TRAINING AND DEVELOPMENT IN KEMBATA  
TEMBARO ZONE EDUCATION DEPARTMENT**

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## **ABSTRACT**

*The main purpose of this study was to assess the practice and problems of human resource training and development that have been carried out by Kembata Tembaro education sector in SNNPR.*

*To this effect, a descriptive method was employed by which questionnaires, interview and document analysis were used as instruments of data gathering. The data were distributed to 20, and 60 process owners and performers respectively. Finally, the collected data were analyzed with help of appropriate descriptive statistics.*

*The findings of the study revealed that the absence of clear stated training and development plan. Moreover, the organization was not conduct training and development need assessment. Offices lacked well and communicate training selection criteria; training and development opportunities had been rendered to individuals based in personal relation, individual loyalty and subjective judgment. The finding also revealed that there was not integrated training delivery methods offices frequently use workshop and lecture methods.*

*The findings indicated that lack of evaluation mechanism before and after training is delivered. The practice and implementation of training and development program hampered by inadequacy of budget, material and non-material resources lack of clear directives, lack of technical skills to design and implement training and development program.*

*Based on the findings, the recommendations were drawn up: due attention should be given to clear and communicative training and development plan, need assessment, transparent criteria to selection of trainers and trainees, appropriate delivery of training and evaluating overall training program understudy.*

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## **ABBREVIATIONS AND ACRONYMS**

BPR-	Business Process Reengineering
CBT -	Computer Based Training
HRD -	Human Resource Development
HRTD -	Human Resource Training and Development
KTZ -	Kembata Tembaro Zone
NTD -	Need of Training and Development
OJT -	Off-the-job Training
REB -	Regional Education Bureau
SNNPR –	South Nation Nationality Peoples Region

Improvements in individual skills and work performance can not easily be divorced from the organizational context in which the individual works. The organizational issues surface fast when training involves the transfer of learning to real-work context. These can present considerable obstacles.

Organizations are managed and staffed by people without people, organizations cannot exist. Indeed, the challenge, the opportunity and also the frustration of creating and managing organizations frequently stem from people-related problems that might be a rise with in and out of them. People related problems, in turn, frequently stem from the mistaken belief that people are all a like (Rao, 2004: 2). In order to alleviate such problem, now a day, many countries gave a great attention to human resource training and development in relation to policy making. Moreover, developing countries used training and development of human resources as a fast track for development.

According to Byars (2004: 190) Human resource training is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to enhance the performance of employees. Generally, the employee's has primary responsibility for job training; sometimes this training is delegated to a senior employee. Regardless, its quality, initial training can have a significant influence on the employee's productivity and attitude toward the job.

Monday (1991: 265) states that human resource training and development (HRTD) is planned and continuous effort by management to improve employee's competency level and organizational performance through training, education and development programs.

In Ethiopia, with the formulation of the Educational Training Policy in 1994, the education management system was reorganized in to different levels at Federal Ministry, Regional Bureau, at Zonal departments and Woreda Office level of educational Bureaus. All of which have their own authority,

accountability and responsibility based on the given decentralization system to under take educational growth and development at each respective administrative levels.

Like other government sector organizations Kembata Tembaro Education Office also adopted the civil service reform programs at its heads and branches organizations. Emphasis was given to the training and development of employees. However, the training and development programs provided on the education offices employees of Kembata Tembaro faced different problems. This problem were created due to inadequate, ineffective training development need assessment, using outdated training method, short duration and inconsistency of the training programs, lack of adequate knowledge and training skills of trainers.

Currently, in the Kembata Tembaro Education Bureau many training and development opportunities were provided for employees and managers locally. These training programs contributed a lot for achieving the intended goals of the sector; however, it is possible to say that training and development of the zone and respective woredas were ineffective to minimize dissatisfaction among employees and wastage of material and non-material resources. Therefore, training and development should be planned and designed to help the organization to accomplish its objective. Recently a number studies has been conducted in this area, and come up with relatively similar findings. However all studies were limited to where the study has been carried out, not serve specifically to KT education offices.

Hence, this study is a kind of summative evaluation and examines how well training and development program have been undertaken specifically by Kembata Tembaro. The study attempts to examine the training and development programs, appreciate strong sides, and find out some of the

problems related with human resource training and development program and for ward possible solutions under the study.

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

Training and development is very essential for capacity building and increase productivity. Training and development also provide solutions to different problems in organizations, however there are number of factors that affect the implementation of training and development programs (Crocker, 1996: 26).

Consequently, this signifies that the largest portion of Ethiopia civil servants do not have adequate opportunity of training and development to improve their quality of performance. Kembata Tembaro zone has been trying to turn over this condition by empowering individuals working skill in different organization in order to bringing organizational improvement. In line of this Rao (2004: 256) states that training improves, changes, moulds the employee's knowledge, skill, behavior, aptitude, attitude towards the requirements of the job and the organization. Therefore, training is not some thing that is done once to new employees.

Training is a key competitive advantage for organizations and institutions indeed, to the country as a whole. Every organizations, in order to survive and to be effective, should adopt the latest technology, that is mechanization, computerization and automation unless it is hard for an individual employee and organization itself to be competitive in today's changing environment without improving his/her skills.

Lack of trained manpower in training and development field is also another obstacle for implementation of the programs. In addition to these, organizational structure of either organization or unit coordinates the process. The deep rooted deficiencies of human resources is not being well equipped and

trained for the present and future career which is major factors that constraining the efforts directed at ensuring sustainable development of organizations and reducing poverty in the country.

In Kembata Tembaro Zonal and Woredas Education Offices employee's specifications may not exactly suit to the requirements of the job and the organization irrespective of its' past experience, qualifications, skills, knowledge, etc. Thus training is needed to fill these gaps by developing and molding the employee's skill. On the other hand as researcher understood, training need, selection, placement and delivery of the content are not planned on the basis of training need assessment. Most of the time employee ordered to job without proper training and development. These may be creating substantial gap between the job requirement and performance of employee in educational organization.

Thus, this research focused on assessing overall practices of training programs, and problems related within the ineffectiveness of the training program will be examined thoroughly. To make the meaningful and comprehensive study and lead the overall process of the study the following basic questions were raised.

1. Are the training and development activities guided by a plan?
2. To what extent do the training and development program developed based on training need assessment?
3. What are the most frequent training and development methods employed in Kebata Tembaro Zone office and wereda education offices?
4. What are the major criteria used to recruit and select trainees and trainers?
5. How does Kembata Tembaro zone Educational office evaluate the implementation and effectiveness of training and development process?
6. What are the major problems faced in training and development program in Kembata Tembaro Zone.

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

This study will be conducted in order to achieve the following objectives.

#### **1.3.1. General Objective**

The general objective of this study is to assess the practice and the problems of human resource training and development in Kembata Tembaro Zone education office.

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

In relation to the general objective selected above the study has the following specific objectives:

1. Examine whether, there is a systematic approach in human resource training and development practice under study.
2. Examine whether there is a systematic approach in human resource training and development practice.
3. Identify how training and development opportunities are available to the employees of the Kembata Tembaro Zone educational office.
4. Find out how does training and development program evaluation carried out.
5. Identifying pertinent problems affecting successful training and development.

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

The outcomes of the study will encourage the educational office heads, experts, clients and other responsible bodies to give considerable attention and provide necessary assistance and facilitation to employees training and development program. To this end, the final result of the study will have the following contributions.

- It provides some possible suggestions about the programs identified so as to the concerned bodies to take corrective measures.

- It may assist to evaluate whether the implementation of training programs in Kembata Tembaro zone educational office is taking place with essential training standards and procedures.
- The outcomes of the study will encourage the managers to give attention and provide the necessary support and facilitation to training and development programs.

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

The study is delimited to investigate the practices and the problems of human resource training and development of Kembata Tembaro Zone Educational Office employees only.

In addition to this, the study is confined to the practices and problem of human resource training and development of woredas and zonal education offices.

### **1.6. Limitation of the Study**

There was extremely difficult to get data from process owners and performers of education officers. They refused to take questionnaires by claiming time constraints, even though those who took questionnaires to complete has taken several days (up to three weeks). Therefore, the researcher forced to wait several days to collect the questionnaires. Hence, the duration prolonged beyond the researcher's pre plan. This made him to carry out the fourth and the fifth chapter of this study under intense time constraint, additionally unavailability of advanced domestic literature sources, and lack of recently organized and well-prepared documents and statistical data under study.

### **1.7. Organization of the Study**

This study will be organized into four chapters, the first chapter deals about the problem and its approach, background of the study, statement of the problem, objectives, significance and delimitation of the study.

The second chapter addresses review of the related literature. Third chapter deals about, research methodology, source of data, sample population and sampling techniques, procedures of data collection and method of data collection. The fourth chapter will be dealt about summary, conclusions and recommendations.

## **1.8. Operational Definition**

**Development:** realization of person's untapped potential and ability through provision of training.

**Human Resources:** Refers to all level servants in civil organizations irrespective of the position in which she/he assigned.

**Human Resource Development:** It is focusing on individuals gaining and imparting new knowledge and skill which is useful for present and future job.

**Human Resource training:** It is a learning process on-the-job and of the job.

**Training:** It is a planned and systematic intervention and modification of individuals on the job.

**Woreda:** the level of government administration lower than zone.

**Zone:** It is administrative locality delimited by boundaries.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1. The Concept of Human Resource Training and Development**

One of the most important resources available to an organization, and many would say the most important, is its employees. For many years managements have recognized that it makes good work sense to have progressive manpower policies for welfare, remuneration, recruitment and business relations. Educational sectors have become aware of the need to adopt a positive and systematic approach to employee training and development, a part of manpower function which had been neglected.

According to Kenney (1983: 2) the terms training and development are open to differing interpretations. Training as helping an individual to learn how to carry out satisfactorily the work required of him in his present job. Development defined as preparing the individual for a future job; but both are achieved by creating learning conditions in which the necessary skill and knowledge can be effectively acquired by learner.

On the other hand training can be defined as making available to employees planned and coordinated educational programs of instruction in professional, technical or other field that are or will be related to the employees' job responsibilities. It can be accomplished through a variety of approaches, such as classroom training, e-learning, and professional conferences that are educational or instructional in nature. Development is generally considered to include training, structured on-the-job learning experiences, and education, it can be includes experiences such as coaching, mentoring, or rotational assignments (Stalcup, 2001: 2). The difference lies on the aim of the organization that needs current and future carrier of an employee job satisfaction to the organization.

It is essential that organizations ensure training and development efforts are undertaken as an integral part of, and are driven by, their strategic and performance planning processes. Training and development efforts are not initiated in an adhoc, uncoordinated manner, but rather are strategically focused on improving performance toward the organization goals and are put forward with the organizational culture firmly in mind.

In addition, organizations should integrate the need for continuous life-long learning and incorporate employee's development goals into their planning processes. It allows establishing priorities and determining how training and development investments, along with other human capital strategies, can be leveraged to improve performance (Stalcup, 2005: 5).

Organizations need to ensure that it has the flexibility and capability to quickly incorporate strategic and tactical changes into training and development efforts when needed. As a pace of change continuous to celebrate, organizations face changes in their missions and goals, as well as changes in how they play in achieving results. (Ibid) that is why planning and preparing an integrated approach, including training and development efforts, is key to positioning organizations to be able to address current problems and meet emerging demands.

Cascio, (2004: 46), states that in response to emerging demands and the increasing availability of new technologies, organizations are faced with challenge of choosing the optimal mix for the specific purpose and situation from a wide range of mechanisms, including classroom and distance learning as well as structured on-job-experiences, to design training that is as effective and efficient as possible. It is important for organization to ensure that their training and development efforts and cost effective given the anticipated benefits and to incorporate measures that can be used to demonstrate contributions that training and development programs make to improve results.

systematically track the cost and delivery of training and development effort and assess the benefits of the efforts (Cascio, 2004: 65).

## **2.2. Human Resource Development**

Human resource development can be defined as a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement and/or personal growth (Nadler and Wiggs, 1999: 6).

The main focus of HRD is learning and its principal aim is to attain the objectives of both the organization and the individual. Human resource development takes place over a particular period of time; it is therefore essential to notify planners of the time scale involved so that not only can replacements be found for those who have to attend courses but the cost-effectiveness of the programme can also be determined.

The main focus of HRD is the possibility of performance improvement and personal growth. Learning can take place without producing any improvement in performance and it is therefore important to focus on the word "possibility" in the definition (Nadler and Wiggs, 1998: 4). Performance improvement can be widely interpreted but in the context of HRD it refers to how employees perform their work after the HRD intervention. It is not always possible to distinguish between personal growth and performance improvement; that is why the word "and" is included in the definition of HRD (Ibid).

Some organizations introduce HRD programs with the sole purpose of personal growth, while others to not performance improvement concerns how individuals do their jobs in relation to other employees and in terms of the set standard. It is important to remember that HRD should focus on all the employees in an organization because every employee contributes to organizational goals.

Generally, learning can be viewed as a relatively permanent change in behavior and HRD focuses on intentional rather than incidental learning. The learner focuses on a learning experience with the express purpose of learning something. The importance of HRD as a means of ensuring that organizations maintain their competitiveness in an ever-changing environment, thus ensuring that employees are ready to face present challenges and to prepare themselves for the future.

According to Meja, G. et.al, (2001: 16) there are three main areas with which human resource development is involved, namely individual, occupational, and organizational development. These imply the three major areas in which training and development requirements occur within an organization. In his work on the identification of training needs, Meja maintained that these were the broad categories in which training and development interventions occur.

1. **Individual development**- This area can be exceptionally broad and addresses such areas as skill development, interpersonal skills and career development.
2. **Occupational and group development**- training and development needs frequently occur for groups of workers such as the need to integrate cross-functional workers through a teambuilding programme, or for informing and training employees about new products and services. It also applies to specific occupational groups.
3. **Organizational Development (OD)**- encompasses the whole organization and may involve the introduction of a new culture or ways of operating. It is a collection of planned change interventions, built on humanistic democratic values. It seeks to improve organizational effectiveness and employee well-being.

As Harris (2002: 3), defines HRD as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. It may begin

when an employee joins an organization and continue throughout his or her career, regardless of whether the employee is an executive or a worker on an assembly line. Therefore HRD in the organization context is a process by which the employees of an organization are helped, in a continuous and planned way.

### **2.3. Human Resource Training**

Though a convenient short-hand term, 'training' is regarded by some as too narrow to describe the range of learning involved in training experiences or in continuing human resource development. As Ruo, (2004: 56) states training are a learning process that involves the acquiring of skills, concepts rules, or attitudes to enhance the performance of employees. Generally, the new employee's manager has primary responsible for job training. Sometimes this training is delegated to senior employee in the department.

Training is linked with performance appraisal and career development. Employees generally are trained on-the-job or off-the job through special program (Harris, 2002: 26). For some employees (including managers), outside training may be utilized to enhance, up date, or develop specific skills.

As (Rao, 2004: 256) stated after an employee is selected, place and introduced, he or she must be provided with training facilities. It would be facilitated that act of increasing knowledge and skill of an employee for doing a particular job. In other words training improves, changes, moulds the employees knowledge, skill behavior, aptitude, and attitude towards the requirements of the job and the organization.

Traditionally, in education institution, training has most often been seen in terms of benefits to individuals whereas, to improve organizational performance, it has to become more closely linked to organizational goals. From above concepts definitions of training combine the following notions:-

- Training is a systematic process with some planning and control rather than a wholly random learning from experience or randomly chosen learning events.
- Training is a way of changing the knowledge, skills and attitudes of people as individuals groups.
- Training aims to improve performance at several levels; the individual, the workgroup and the organization.
- Training should be aligned to organizational goals as well as individual needs. (Byars, 2004; 191).

## 2.4. Contributions of Training

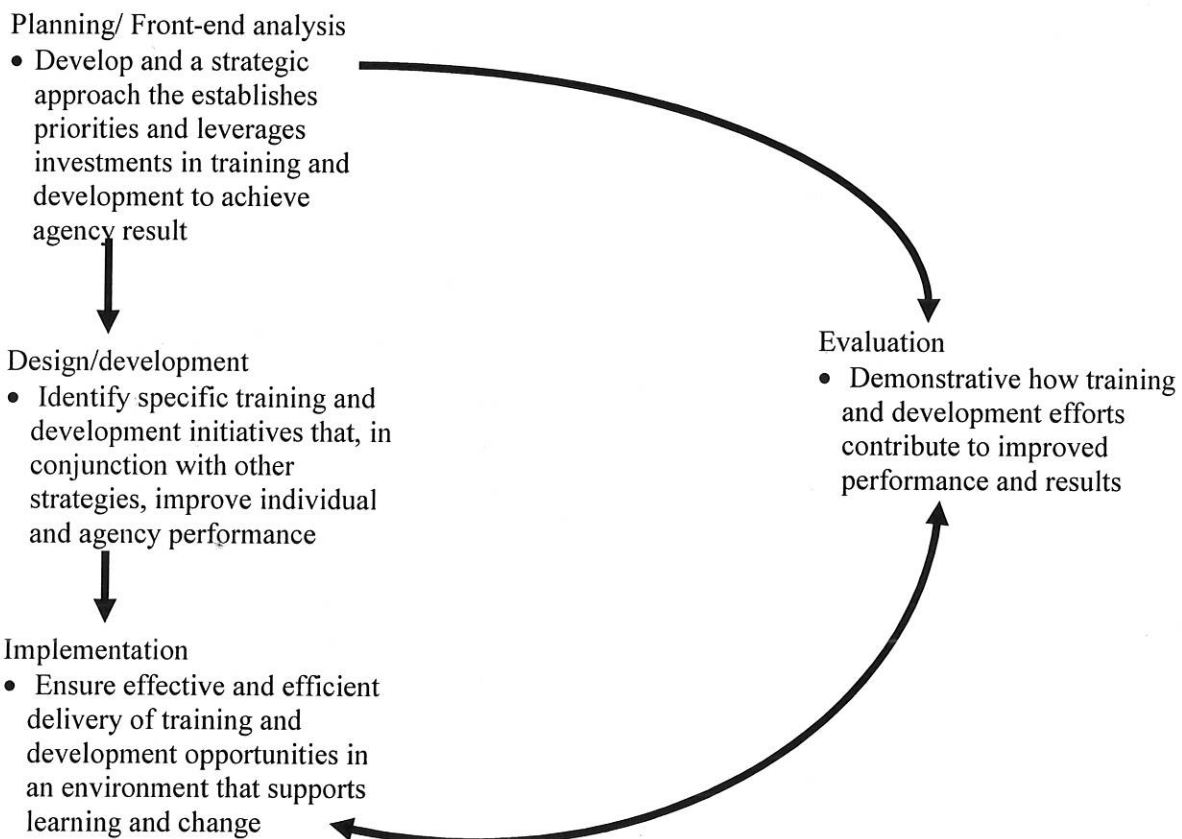
According to Rao (2004: 300), the contributions of imparting training to an organization should be readily apparent. The major values are:

- 1) **Increased productivity:** an increase in skill usually results in an increment in both quality and quantity of out put. However, the increasingly technical nature of modern jobs demands systematic training to make possible even minimum levels of accomplish.
- 2) **Heightened morale:** training helps employees to improve their job knowledge. It enables employees to remain up-to-date employees can handle job operations with relative ease and comfort and know work more competently and meet the deadlines, achieve the targets and show performance (Ibid).
- 3) **Reduced supervision:** the trained employee is one who can perform with limited supervision. Both employee and supervisor want less supervision but greater independence with is not possible unless the employee is adequately trained.
- 4) **Reduced accidents:** More accidents are caused by deficiencies in people than by deficiencies in equipment and working conditions.
- 5) **Increased organizational stability:** the ability of an organization to sustain its effectiveness despite the loss of key personnel (Ibid).

## 2.5. The Process of Employee Training and Development

Training and development process can loosely be segmented into four broad, interrelated levels (1) planning fronted end analysis (2) Design/ development, (3) implementation and (4) evaluation. It is a systematic process as depicts an overview of this process along with the general relationships between the four components that help to produce a strategic approach (Kaila, 2006: 81).

**Fig 1: Four components of Training and Development Process**



Source: George Stalcup (2003: 4)

Front-end analysis can help ensure that training and development efforts are not initiated in an ad hoc where as design/development can ensure that training and development efforts are cost effective given the anticipated benefits and to incorporate measures that can be used to demonstrate contributions that training and development programs makes to improve results. Effectively

implementing training and development programs provides with opportunities to employee and ensures effective and efficient delivery of training. To be able to evaluate training and development programs and demonstrate how these efforts help develop employer and improve performance (Stalcup, 2003:7).

### ***2.5.1. Identifying Training and Development Needs***

Successful training begins with a thorough need assessment (Noe, 2002: 74), it determine which employees need to be trained and what they need to be trained too.

Every organization should provide training to all employees irrespective of their qualification, skill, suitability for the job, (Rao, 2004: 256) training is not some thing that is done once to new employees; it is used continuously in every well run establishment.

As Rao, (2004: 257) the need of training arises due to the following reasons.

1. To mach the employee specifications with the job requirements and organizational needs.
2. Organizational viability and the transformation process.
3. Technological advance
4. Organizational complexity
5. Change in the job assignment

Furthermore, thinking is also necessary to equip the old employees with the advanced disciplines, techniques or technology accordingly (Stalcup, 2003: 41).

On the other hand training is also needed for:

- Increase productivity
- Improve quality of the product/service
- Help a company to fulfill its future personnel needs.
- Improve organizational climate

- Improve healthy and safety
- Prevent obsolescence
- Effect personal growth
- Minimize the resistance to change.

In addition to this pointed above out by Dessler (2003: 19) if training needs assessment has been carried out properly, employees performance, skills and knowledge can be improved, in other words the desired outcome in the form of efficient performance, improved customer handling and quality service, strong moral, dedication and loyalty can be earned. Therefore, this statement indicates that the cumulative effects of all these ultimately lead to the realization of organizational objectives. Conducting training need assessment, therefore, reveals where and what performance gap exists.

As (Roa, 240: 258), the kind of training needed to fill the gap, the employees who needs training and the possible implications for budget, materials and facilities decisions combined with learning outcome required to be achieved. In this regard, needs assessment is generally believed to be the prerequisite for execution of any training program in any organization irrespective of the size, complexity and nature of operations.

To sum up, as Harris (1994: 94), Stalcup, (2003: 362) described, that training need assessment can be conducted in three ways, organizational analysis, task analysis and personal analysis.

#### **2.5.1.1. Organizational Analysis**

Organizational analysis looks at the processes training within the context of the rest of the organization (Stalcup, 2003: 362) the compatibility of training with the organizational strategy, goals, and culture, and whether employees will be likely to transfer the skills they learn in training to their actual jobs.

The impact that training of one unit has on other related units must be considered in an organizational analysis. If training is to be provided to large number of employees throughout the organization, the organizational analysis may ask which units should receive the training first. The answer may be the units that needed it most. Alternatively, one may decide to with units know to be especially to training in order to develop a record of success and positive image for the training program among other organization (Ibid).

According to Mejia, et.al., (2001: 297) one of the major purposes of organizational analysis is to identify overall organizational needs and the level of support for training that exists in the organization. The organization analysis that reveals such information plays a major role in determining whether training will be offered and the type of training that would be most appropriate.

To sum up, Saiyadain M. (2003: 182) stated that, there are three essential requirements for organization analysis begin with, an adequate number of personnel available to ensure fulfillment of organizational activities. Second, personnel performance is up to the required standard and lastly the working environment in their department is conducive to fulfillment of tasks.

#### **2.5.1.2. Task Analysis**

Task analysis is an examination of duties and responsibilities of the job, together with the knowledge, skills, and abilities needed to perform them (Stalcup, 2004: 36). The training department must have knowledge of the tasks to be performed on each job (where training has been requested), the skills necessary to perform these tasks, that is, technical and/or professional skills, administrative skills and interpersonal skills. Additionally, there are different levels of each skill.

As Crocker, (1986: 11) there are different levels of each skills. At the minimum, there is the knowledge level. At this level, employees have an introduction to the

skill and understand what it involves. At mid the mid-range level, employees are beginning to understand the interaction involved and are functioning at a component such as job list, job descriptions and task inventories. Therefore, task analysis is important in identifying and providing information for selecting appraising, compensating, training and disciplining employer.

### **2.5.1.3. Personal Analysis**

The trainer can address the issue of individual needs by addressing employee's learning styles and their career stages (Crocker, 1986: 12, Rao, (204-271). Depending on the complexity of the task, the learner must have concert experience, think about it (reflective orientation), be made aware of the issues and the problem (abstract conceptualization), and finally have an opportunity to try out and experience the new learning (active experimentation).

As Rue and Byars (1992: 330) personal analysis focuses on individuals and how they perform their jobs. Such information can be obtained from a variety of sources such as directly by observing job performance, reviewing supervisory evaluation of performance, using diagnostic tests such as written ability tests and work samples, comparing employees and discussing with employees their individual job performance and factors that may inhibit that performance. The use of performance appraisal data in undertaking this individual analysis is the most common approach.

In connection to this idea Scarpello and Ledvinka, (1988: 495) stated that based on the information obtained once actual employee's performance is identified to be below the organization performance standard, the next step is to determine the kind of training and development needed to equip the employee with specific knowledge, and skill required for better performance. Finally, providing training based on a prior to needs assessment which considers organizational, task, and personal analysis can be effective in bringing about an increase in performance standard, and group performance effectiveness.

However, because of availability of resources, training policies, organizational structure, upper management choices, trainers abilities and motivation it is difficult to implement into practice all the identified training needs against the performance discrepancy.

If individual analysis indicates a wide range of trainee skills and knowledge, trainers may wish to group employees into remedial and advanced groups. Alternatively, trainers could choose a training method that allows for self-paced learning or individualized instruction. Whenever possible, this kind of variance should be recognized and planned for before training begins, so that all trainees can have an appropriate and satisfying learning experience (McBeach, 2000: 150).

### ***2.5.2. Designing and Development of Training Programs***

According to Byars (2004: 192), elaborated that after training needs assessment, planning training programs have been established, objectives must be determined for meeting those needs, unfortunately, many organizational training have no training objectives in one accordance (Lyton and Pareek, 1993: 114) stated, given that the needs have been established by thorough analysis and that training is an appropriate solution, the next step is to translate the needs into aims and then objectives. As the same author mentioned when clearly defined objectives are lacking it is impossible to evaluate a program efficiently. Furthermore, there is no basis for selecting appropriate materials, content, or instructional methods. Therefore, an objectives help to communicate the goals of the programme to both the learner. It provides a basis for evaluating and improving the learner, the trainer and the training itself.

As Rao, (2004: 259) setting appropriate training program objectives have the following importance which are to prepare the employee both new and old to meet the present as well as the changing requirements of the job and the

organization, to prevent obsolescence, to impart the new entrants that basic knowledge and skill they need for an intelligent performance of definite job and to assist employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and development the skills they will need in their particular fields.

Once the assessment phase has been completed, it is important translate the issues identified in that phase into clear objectives for HRD programs. This also should facilitate the development of clear lesson plans concerning what should be done in the HRD program.

It also involves selecting and development the content of the program. This means choosing the most appropriate setting for the program can the job, in a classroom, online, etc. the techniques used to facilitate learning (such as lecture, discussion, role play, simulation), and the materials to be used in delivering the program (workbooks, job aids, web-based or web-enhanced materials, films, video, power point presentations, etc.). In short the following activities are typically carried out in this phase:

- Selecting the specific objectives of the program
- Developing an appropriate lesson plan for the program
- Acquiring the appropriate materials for the trainees to use
- Determining who will deliver the program
- Selecting the most appropriate method or methods to conduct the program
- Scheduling the program (Kaila, 2006: 3-4).

In response to emerging demands and increasing availability of new technologies, organizations are faced with challenge it choosing the optimal mix for the specific purpose and situation from a wide range of mechanisms, including classroom and distance learning as well as structured on-the-job

experiences to design training that is as effective and efficient as possible. In connection to this Scurpello and Ledvinka (1988: 496) viewed that training design refers to incorporating techniques to the training process that will help assess whether the training met its objectives. Moreover, this process involves establishing conditions conducive to learning. It is important for organizations to ensure that their training and development efforts are cost effective given the anticipated benefits and to incorporate measures that can be used to demonstrate contributions that training and development programs make to improve results.

### ***2.5.3. Implementing Training and Development Programs***

The goal of assessment and design phases is to implement effective HRD programs or interventions. This means that the program or intervention must be delivered or implemented, using the most appropriate means or methods (as determined in design phase). Delivering any HRD program generally presents numerous challenges, such as executing the program as planned, creating an environment that enhance learning, and resolving problems (Wilson, 2005: 196).

Implementation involves choice of participants, whether they sent to an external program or should the organization offer an in company program. The decision depend on the availability of the relevant programs, number of employees to be trained, duration for which they could be taken off-the-job, time, cost availability of training materials facilities like classroom, faculty, library, audio visual ands (Sairadin, 2003: 252).

As Stalcup (2004: 7) stated in caring out training and development efforts, organizations must select employee on a faire and non discriminatory basis or provide the opportunity for employees to self-select to participate in training and development programs. Furthermore, encouraging employee buy-in and creating an environment conducive to training and development can go a long

way toward contributing to effective learning across organization, it is also important for organization to collect performance data during implementation so as to assess the progress that training and development programs making toward achieving results and to make changes if needed.

As Crocker (1996: 121) states implementing training and development program should be an opportunity for the trainer and participants, this involves assimilating or perfecting the planned skill or knowledge. For trainer there is an opportunity to observe, to analyze difficulties and respond to these, and in doing so, to gain training self-confidence.

#### ***2.5.4. The Evaluation Phase***

Program evaluation is the final phase in the training and HRD process. The purpose of this is to determine the extent to which the training activities have met the stated objectives (Landale, 2004: 111). It is an important but often ignored activities carefully evaluation provides information on participants' reaction to the program, how much they learned, where they use what learned back on the job, and whether the program improved the organization's effectiveness. HRD professionals are increasingly being asked to provide evidence of the success their efforts using a variety of "hard" and "soft" measures, which is both bottom line impact, as well as employee reaction.

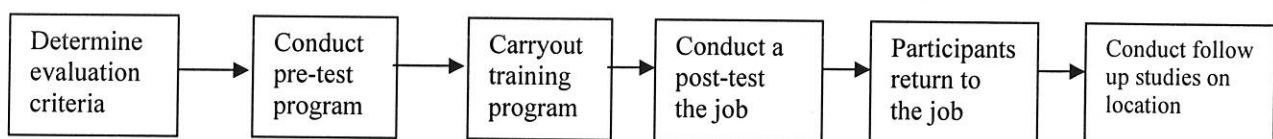
As Stalcup (2003: 7) suggested that evaluation of training and development is increasingly important for organization to be evaluate the programs and demonstrate how these efforts help develop employees and improve agencies' performance. In the past organizations, in the past organizations focused on activities or processes (such as number of participants, courses, and hours) and did not collect information on how training and development efforts contributed to improved performance, reduced costs, or a greater capacity to meet new and emerging transformation challenges. Because the evaluation of

training and development programs aid decision makers in managing (Willson: 2005: 60).

Providing training is one of many actions an organization can take to improve results, so credible performance data are necessary for considering potential trade-off and informed decision making. The information allows managers to make better decisions about various aspects of the HRD effort such as:

- Continuing to use a particular technique or vendor in future program.
- Offering a particular program in the future
- Budgeting and resource allocation
- Using some other HR or managerial approach (like employee selection or changing work rules) to solve the problem. Therefore, it is important that HRD professionals provide evidence that HRD programs improve individual and organizational effectiveness; armed with this information, HRD managers can better compete with managers from other areas of the organization when discussing the effectiveness of their actions and competing for resource (Willson, 2005: 65).

**Fig 2: Steps for Incorporating Evaluation in to Training Program**



As Crocker (1996: 122) suggested there are four criteria are generally considered when designing evaluation procedures. There are: reaction, learning, behavior and results.

**1. Reaction Level:** Reaction refers to what the trainees thought about the program. It is their opinion of the value of the experience. Questionnaires, question and answer periods and critiques are good methods of ascertaining reaction. If trainees enjoyed a program it does not imply that the program was

useful to the organization, but unpopular programs may be cancelled due to lack of interest.

According to Rao, (2004: 269) in the reaction section there are typical questions to be answered are “Are you satisfied with the program arrangements?” and “Are the learning objectives clear to you?” largely on the trainees’ willingness to adopt the roles and to react as if they are really in the work environment.

**2. The Learning Level:** the second level of evaluation determines the courses effectiveness in providing trainees with the ability to show attainment of the principles, facts, techniques and skills presented in a training program. To obtain an accurate picture of what was learned trainees should be tested both before and after the program (Cole, 1996: 349).

**3. The Behavioral Level:-** As Crocker (1996: 123) suggested that, this level refers to the influence that the training program has on actual job performance. High levels of learning do not mean that change in job performance will occur, and it is job behavior, not learning, that is the concern of management. Techniques used to measure these changes are behaviorally anchored rating scales, behavior observation scales and pre-training and post-training tests.

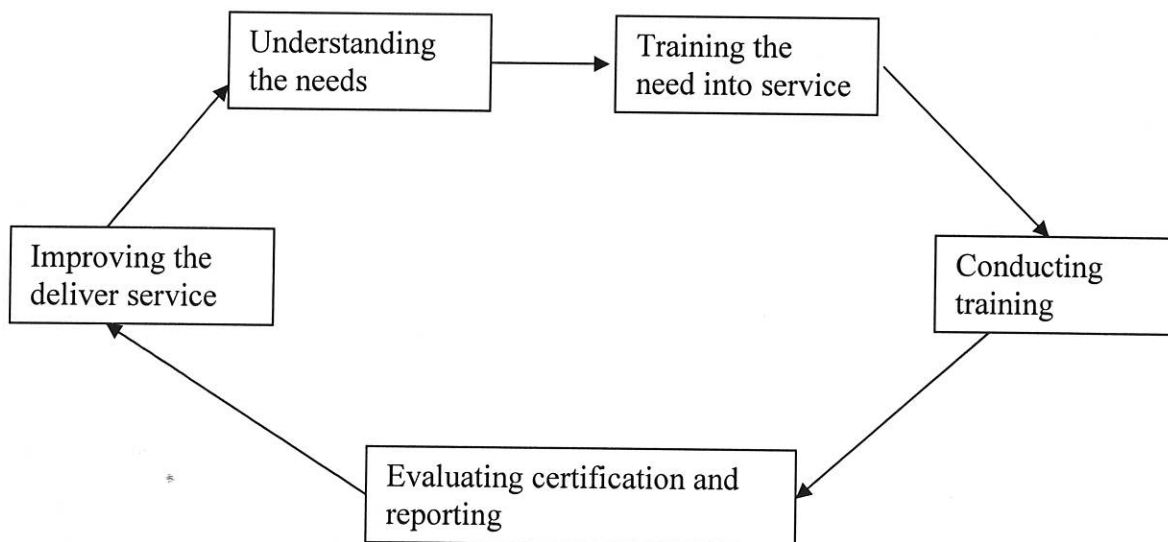
**4. The Result Level:-** These criteria look at a training program’s effect on organizational objectives and evaluation of training results with organizational improvement bases upon the organization’s return on investment. It attempts to measure changes in variables such as reduced turnover, reduced costs, improved efficiency, and increase in quality of production and services (Basard and Root, 1993: 12). In conclusion evaluation of training should follow a rigorous scientific design.

## **2.6. Delivery of Training Programs**

Delivery of training is simply the process by which planned knowledge and skill come to the ground so as to fill the gap analyzed at the early stage of the concept on of the training program. Delivery of training program usually starts

with introductory remarks followed by certain icebreaker. Icebreakers are important for two reasons. The first is to understand each other. The second is to build up unity among the trainees and trainers. Furthermore, delivering training involves background reading, facilitating, modulating inspiring, leading, and evaluation as major roles of a trainer, there are explicitly identified steps in delivering training.

**Fig 3: Steps of Delivery of Training Program**



Source <http://www.service-excellence.sgs.com>

The trainer who is delivering the training needs to select appropriate seating arrangements. This depends upon the number of participants, the method to be applied, the size and shape of classrooms and time factor. According to Pont (1991: 65) the common type of room layouts are table layout, horseshoe, classroom, conference, theater shaped, and circular. However, trainers as facilitator have to predict some potential problems that might appear during in the training and must be mentally ready to solve them. The facilitators create some of these problems by themselves. According to Steimmety and Raiph, (1986: 270) trainers or facilitators trying to teach too much or too fast, lack of communication with the plans, failing to recognize individual differences, failing

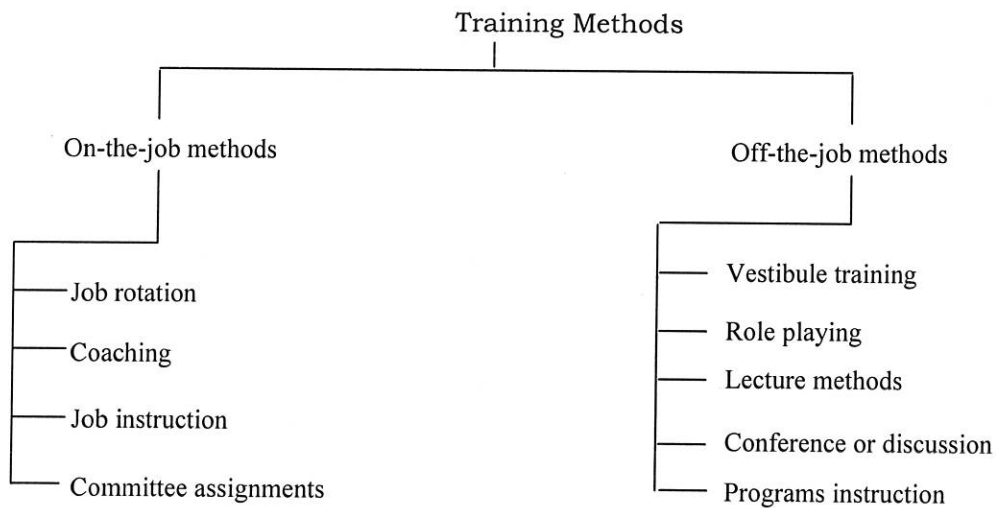
to provide part of exercises, failing to manage individual differences, failing to provide practice time, failing to respect employees failing to give reinforcement, intimidating trainees, and lack of using common languages are common problems during facilitation.

Delivery of training and development programs is an important stage of training program that need closed interaction between the trainer and trainees as well as among the trainees. Friendly training atmosphere has to build under the responsive facilitation of the trainees so that before the beginning of every training session there must be ground rules that would be applied to moderate and discipline the training programs.

### **2.6.1. On-the-Job Training**

As Willson, (2005: 67) on the job training (OJT) is conducted at the work site and focuses on the actual job. It is the most commonly used methods. Under this method, the individuals are placed on, a regular job and taught the skills necessary to perform that job.

**Fig 4: Training Methods**



Source: (Koa, 2004: 271)

An OJT the training should be designed to form part of the total organization. Classroom training normally forms an important part of OJT as it will cover the orientation part of training. As indicated above fig 4 on-job-training include job rotation coaching, job instruction and committee assignment.

#### **2.6.1.1. Job Rotation**

As Crocker,\* (1996: 114) the job rotation technique is use to provide trainees with experience and skills of a number of different jobs. Trainees move from one job to another, usually spending a specified amount of time in each job area.

This method entails moving from one job assignment to another within the same organization and can take more than one month. In connection to this (Rao, 2004: 272) confirmed that job rotation is the type of on-the-job-training involves the movement of the trainee from one job to another. The trainee receives job knowledge and gains experience from his supervisor or trainer in each of the different jobs assignment. Though this type of training is common in training, trainees can also be rotated from job to job, therefore, this methods gives an opportunity to the trainee to understand the problems of employees on other job.

Generally, the advantage of this method is first the trainee can see how the management principles can be applauding a cross section of environment. Second, the training is practical and allows the trainee to be come familiar with the entire operation of the organization. Third, linkages between departments are fostered and employees develop flexibility because of the range of activities undertaken. However, limitation of this method are the trainee is given boring assignment in each job and another disadvantage is that it does not offer people the opportunity to practice the complete range of skills because of limited time spent on any one job and the possibility that unrelated behaviors may be learned (Rue and Byars, 1992: 33). Therefore, to be effective and reduce these limitations job rotation programs must be flexible and tailored to the

particular needs and capabilities of an individual trainee (Davis and Newstron, 1986: 136).

### **2.6.1.2. Coaching**

It is a process where an individual helps another to release their ability to perform, learn and achieve and to increase awareness of the factors that determine performance. Dessler, (2003: 192) define it as the most familiar type of on the job training in which an experienced worker or the trainees' supervisor trains the employee. As Roa, (2004: 272) explained, as the trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement.

In connection to this Kaila (2006: 29) stated that supervisor is probably the person best placed to deliver it. Therefore, coaches connect people with their enthusiasm, purpose, values and other critical aspects of their ideas work. To be effective this form of training needs to be planned and time should be allowed for the coach to develop staff, it is a form of employee training and development in which the supervisors or managers use it with the following few steps.

1. Put the employee at ease: this step is important when the coaching session is in response to poor performance.
2. Find out what they already know: this step also focuses on linking the training to what they already know and correcting any misconception that could interfere with their learning.
3. Present information.
4. Evaluate learning: test whether the employee understands or not.
5. Provide feedback.
6. Evaluate performance.
7. Reward: praise or provide other rewards for successful requisition and use of the knowledge or skill.

However, Meja, et al., (2001: 341) described that there are a number of identified problems in coaching. To begin with its success depends on the ability and skill of the coach. Next, the supervisor or manager may face to problem to coach all subordinates daily because of shortage of time and finally may be done singly (Ibid).

#### **2.6.1.3. Job Instruction**

This method is also known as training through step-by-step. Under this method, trainer explains that trainee the way of doing the jobs, job knowledge and skills and allows him to the job. The trainer appraises the performance of the trainee, provides feedback information and corrects the trainee (Dessler, 2003: 199, Rao, 2004: 273, Kaila, 2006: 33).

#### **2.6.1.4. Committee Assignment**

In this method junior executives are assigned to committees where they can observe more experienced managers in action because a lot of organizational work takes place in committees. The purpose of this method is to use normal committees as training instrument, one which will also help the inexperienced manager to participate. The major reason for his/her presence is however, to observe the proceedings, for example, the interpersonal processes, agreements and disagreements, decision making processes, negotiations, and successes and failures of the committee (Ibid). Therefore, this method is the group of trainees who have different skills are given and asked to solve an actual organizational problem. The trainees solve the problem jointly. It develops team work, encourage each trainees to participate solving organizational problem. However, this method have some limitation that is, whenever the group running any task it takes time to reach common agreement on the job premises.

#### **2.6.2. Off-the-Job Training Methods**

Under this method of training trainee is separated from the job situation and his/her attention is focused upon learning the material related for further job

performance (Decenzo, 1988: 248). Since the trainee is not distracted by job requirements, employees can place their entire concentration on learning the job rather than spending time in performing (Crocker, 1996: 68). Unlike on the job training off-the-job training is a kind of training development which places the employees outside the actual work situation. It is offered in the form of vestibule training, role playing, lecture method, conference or discussion and programmed instructions each of methods are dealt in detailed here under.

- a) **Vestibule training:** it allows training to take place without disrupting normal working operations. Separate areas are set a side for training and these areas are equipped with facilities that are similar to those used on the job. According to Rao, (2004: 278) this method provides for transference of learning skills, for repetition and for participation. Feedback can also be incorporated into vestibule training. This type of training is commonly used for training personnel for clerical and semi-skilled jobs.
- b) **Lecture method:** it is relying on communication rather than modeling (as in the previously discussed techniques). As Crocker, (1986: 267) stated this method is relatively economic, participation, feedback, transference and repetition are generally low, but these can be improved if discussion is interspersed with the lecture. Generally movies, slides, audio tapes, videotapes, closed-circuit television and other audio-visual aids are used with lectures to highlight topics.
- c) **Conference or discussion:** it is a method in training, professional and supervisory personnel. This method involves a group of people who pose ideas, examine and share facts, ideas and data test assumptions, and draw conclusions, all of which contribute to the improvement of job performance. In connection to this (Rao, 2004: 74) stated that discussion has distinct advantage over the lecture method in that the discussion

involves two-way communication and hence feedback is provide. The participants feel free to speak in small groups. The success of this method depends on the leadership qualities of the individuals who lead the group.

- d) **Programmed instruction:** as Crokker (1986: 241, Rao, 2004: 27) noted that this method has become popular. The subject matter to be learned is presented in a series of carefully planned sequential units. These units are arranged from simple to complex levels of instructions. The trainee goes through these units by answering questions of filling the blanks but its limitation is expensive and time consuming.
- e) **Role playing:** this technique is much like acting. It forces trainees to assume different identities. Participants are placed in an artificial situation and asked to respond to the situation/problem in the context of a role that has been assigned to them (Bayers, 2004: 114). The technique, however does allow participants to see other perspectives and the constraints.
- f) **Computer-based training:** It is most commonly used method to delivery training. There are many advantages to CBT. Both in terms of effective learning. As (Stalcup, 2003: 45) stated, it has been suggested that CBT methods are ideal for work forces with high diversity in age, learning speed, and skill, which could cause difficulty in a traditional classroom setting.

## **Advantages of Computer Based Training**

### ***Logistical Advantages***

- Training can be conducted at remote sites and on an shifts.
- Training can be fit into in the work schedule that would otherwise be unproductive.
- Managers and supervisors can be trained in their offices so they are available to handle job problems it needed.
- Trainer costs are very low once the program is established.
- Trainee transport costs are non-existent.
- There is consistent quality of instruction over time and from group to group, unlike program relying on several in-person trainers.
- Programs are not susceptible to disruption due to unexpected trainer turnover or illness.
- Changes and updates can be distributed to all sites very quickly (Ibid).

### ***Learning Advantages***

- CBT is self-paced, and the average time to complete a learning unit is up to 30% faster than when the same material is presented using traditional group instruction methods.
- Retention is at least as good as with other methods and is some time superior.
- CBT provides immediate feedback.
- Low achievers have a greater chance of success with CBT than with classroom training.
- Interactive programs can provide remedial and customized instruction according to each learner's needs (Ibid).

However, CBT has some of limitation which are discourages practicing CBT, such as the cost of materials need of highly trained trainer, and training cost influence using CBT methods.

## **2.7. Factors Considered to Conduct Proper Practices of Employee Training and Development**

Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organization. According to Noe (2002: 78-79), organization strategic goal, training policy, support of managers for training activates and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

- 1) **Organization's Strategic Goal:** One of the important purposes of organization's strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives. Similarly, both internal and external forces are that will influence the training of workers which needs to be considered Noe (2002: 78).
  
- 2) **Training Policy:** is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. Saiyadain (2003: 180) briefly explained that, an organization's training policy should represents the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. According to these authors, training policies are necessary for the following reasons:

- a. To highlight the organization's approach to the training function, provide guidance for design and execution, and to provide information regarding programs to all employees.
- b. Formulation of policy helps to identification of priority areas in training, and since resources are scarce, they are prioritized according to felt needs.
- c. A training policy document helps to communicate the organization's objective regarding an employee career development, and also gives the employee the opportunity to better has or her prospects through training.

3) **Support of Managers of Training activities:** The key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness or provide information to trainees about how they can more effectively use knowledge, skill or behaviors learned in training on the job and opportunities for trainees to use in their jobs. For managers are not supportive, employees are unlikely to apply training to their jobs. In addition to this, as affirmed by Sah (1992: 14) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goal of the organization.

4) **Training Budget:** Is a statement of what the organization intends to spend on training in a given period of time (Truelove, 1998: 240). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of training materials (Monappa and Sadayain, 1999). In contrast to the above statement many organization are reluctant to allocate sufficient budget for training because they assumed that the

result of training on organization's achievement is not immediate (Kaila, 2006: 35). However, it will be readily essential that if managers, supervisors and departments are closely work with training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if training budget is planned in a proper manner an organization can be free from misuse of resources.

According to Truelove (1998: 241), there are two approaches of the allocation of training budget. The first one is, deciding what training is needed and plans to meet those needs, cost the plan, and allocate a budget to meet the plan. Secondly, deciding how much is to be spent and plan to spend the amount and lastly the training budget should also include an element for contingencies.

## **2.8. Problem of Human Resource Training and Development**

Human resource training and development activities in organization can be influenced by different feeling HRTD efforts are subject to certain common mistakes problem. Most of the problems are resulted from inadequate planning and lack of coordination of efforts. According to Willson John (2006: 326) the common problems in HRTD are inadequate need analysis, trying out fad program or training methods, abdicating responsibility for development of staff, trying to substitute training for selection, lack of training among through who lead the development activities using courses as the road development, encapsulated development, attitude of managers, availability of resource and financial problems. Some of the common HRTD problems in any organization are presented be lone.

### **2.8.1. Attitude of Managers**

The attitude of managers is one of the crucial factor in HRTD managers who fail to value training and development are less likely to appreciate its benefit, this is

in turn may affect the attitude of employees in Melaku (2004: 47), states that “Management tends to regard training an operative expense rather than an investment. Top level management makes decisions regarding the allocation of resources for training and development programs. Besides, support from top-level management is crucial in integrating training and development activities in strategic plan”. In general if top level management have no willingness and does not provide the necessary support it would be difficult to expect positive outcomes from training and development programs or to initiate a program. According to Landalc (2004: 220) failure of central institution to take active role in training their employees is one of the reasons for the lack of able man power to implement government directives in the civil service.

### ***2.8.2. Availability of Resources***

The other constraint to training and development is the availability of resources. HRTD is an expensive activity that requires expenditure of resources in term of money material and facilitates, time and personnel. Organizations that have considerable shortage in either of these resources face problems to conduct HRTD programs. It is one of the problems that affect HRTD. In the case of Ethiopia it is caused mainly by budgetary constraints. Most institution do not have a separate budget for training and those that usually placed funding request for training purchase from budgetary sources. The amount of funding available will clearly affect the amount and quality of education that can be undertaken. Moreover, absence of funding has deprived training and development unit from access to appropriate instruments and long term training and development programs.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

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

In preceding the study, both qualitative and quantitative research methodology was applied. Descriptive survey method was also chosen because, it tries to show the state of training and development practice at the present status and it is possible to collect detailed and realizable descriptions of existing situation with the intention of producing data that show current condition and practices of training.

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

To obtain data concerning the practice of employees training and development in Kembata Tembaro Educational offices, the student researcher used both primary and secondary data sources for the study.

The primary data were collected through questionnaires and unstructured interviews. It would be provided to zone and woredas educational office employer and heads of the sample areas. Unstructured interviews were conducted in order to grasp important information that may not be fully secured through questionnaires.

Secondary data were mainly gathered from various books, directives, annual reports; unpublished and published documents written on issues related the research topic.

#### **3.3. Sample Population and Sampling Techniques**

Currently the Zone Education department and Woreda Education Offices have been implementing Business Process Reengineering. As a result of this, the offices at zone as well as woreda education offices were reorganized to bring

radical changes and growth of organization within and out and to promote better work conduction that can improve customer satisfaction.

Based on this, the current organizational structure shows the following man power, at zone education office thirteen (13) and at woreda education office twenty two (22) employees are assigned to perform and coordinate the total activities of the education offices.

In order to gather adequate and relevant data for the study, out of seven (7) woredas in zonal education office, only four woredas and the zonal education department were included in the study by using purposive sampling techniques to make the sample area manageable and representative of Kembata Tembaro Zone Education Offices.

Therefore, selected sample of Kembata Tembaro Zonal and woredas Education Office employees number is so much manageable and know more about the pertinent information, by using accidental sampling eight (8) employees of zone education office and eighteen (18) employees from each Woreda Education Offices totally eighty (80) employees were included as respondent of the study.

### **3.4. Data Gathering Tools**

To gather pertinent information, basic tools namely questionnaires, interview and document analysis were employed. The data were gathered from primary sources and secondary sources. Secondary sources including, annual reports, educational journals, and other, the items in the questionnaires were grouped in to two parts. The first part contains question items related to respondents' characteristics and the second part comprises of variables related to the study. Furthermore, the unstructured interviews were held to strengthen aforementioned facts.

The items in the questionnaires were settled based on the basic questions which depicted in earlier part so that all the basic questions were attempted by the respondents. There were fifty four (54) questionnaires and fourteen (14) interview items.

The questionnaire was distributed to heads and trainees in the sample woredas and zonal education offices. The questionnaires included both close and open ended questions.

### **3.5. Procedures of the Data Collection**

It was being stated that the instrument for gathering data was analysis of documents, annual report, educational journals, questionnaires and unstructured interview. In order to get full support in administering and collecting data, the first contact was made with head of zone education offices; following this, process owner and performers under study, who filled out the questionnaire and interview. The questionnaire was collected from both employers. Finally, the document analysis was made to identify and strength the final result.

### **3.6. Methods of Data Analysis**

Based on the nature of the study the data were collected through questionnaires, interview and documents. The data collected through questionnaires was tallied, tabulated and analyzed using percentage, mean, chi-square test and t-test. Why percentage? Because, it helps to reveal the total respondents on an item out of hundred. Mean is used to show the average value of response whereas t-test and chi-square are used to identify significant difference among the responses of the two categories and to analyze any significant relation between the attitude relations among respondents respectively. Furthermore, description was made based on the results of the tables. The data obtained from the interview used to the purpose of strengthening the analysis based on the questionnaires.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis and interpretation of data collected for study. The first part of this section comprises the characteristics of the respondents with regard to sex, age, educational qualification, and years of service. The second part deals with analysis and interpretation of data gathered from the respondents.

In order to obtain relevant data with regard to the topic under study, the same set of questionnaires were prepared and distributed to the process owners and process performers of education offices of the zone. From distributed questionnaires, 99% were filled in and returned. Besides, interviews were conducted to strengthen the data obtained through questionnaires.

Finally, the data gathered through questionnaires and interviews were organized and presented in tabular for description and analysis.

#### **4.1. Characteristics of the Respondents**

The study has been mainly focused on the practices and problems of human resource training and development in Kembata Tembaro Educational Sector, in which 20 process owners and 60 process performers were included as respondents.

**Table 1: The General Characteristics of the Respondents**

No	Item	Respondents			
		Process owners		Process performers	
		No	%	No	%
1	a) Female	4	20%	14	23.3
	b) Male	16	80	46	67.7
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>
2	Age in years				
	a) 20-29	4	20	13	21.7
	b) 30-39	13	65	35	58.3
	c) 40-49	3	15	12	20
	d) 50-59	-	-	-	-
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>
3	Educational background				
	a) Below grade 10	-	-	-	-
	b) Grade 12 complete	-	-	-	-
	c) 12 + TTI	-	-	-	-
	d) Diploma	2	10	14	23.3
	e) BA/ Bsc	16	80	25	41.7
	f) MA/ MSc	2	10	21	35
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>
4	Work experience				
	a) 1-5 years	1	5	11	18.4
	b) 6-10 years	7	35	21	35
	c) 11-15 years	7	35	14	23.3
	d) Above 16 year	5	25	14	23.3
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>
5	Years of service in current position				
	a) One year	13	65	48	80
	b) Two years	7	35	12	20
	c) Three years	-	-	-	-
	d) Above four years	-	-	-	-
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>

As shown in table 1, item 1, indicates that out of the total 20 (100%) process owners 16 (80%) were males and out of the total 60 (100%) process performers 46 (67.7%) were males respectively. Whereas the rest 20% and 23.3% were female process owners and process performers. This implies that low participation of female in process owner ladder and process performer positions.

As considering the age level of respondents the majority 65% of process owners and 58.3% of process performers fall the age between 30-39, the rest categorize under the age 20-29 and 40-49 year old. This shows that the majority of workers are considerable young enough to shoulder whatever responsibility under remarkable guidance as well as training and development.

With regard to educational level, among 20 (100%) of process owners 16 (80%) are first degree holder, 10% MA holders and the rest 10% were diploma holders. Whereas among 60 (100%) process performances as 25 (41.7%) are diploma holders, 21\* (35%) are degree holders and only 14 (23.3%) are 12+TTI. This educational level for the sake of being able to respond the study of training practices of the office. It is possible to say that majority of respondents have awareness about the importance of training and development programs and can provide the noticed and observed practices of the sector. However, the individual data of process performers are substantial minimal education level, the rest process owners are equipped with adequate level of educational background, this does not mean that training and development is not need to degree holder, it is vital for all employees that is why training should focus on all the employees in an organization because every employee contributes to organizational goals.

Regarding total work experience, 35%, and 35% of process owners and performers had 1-5 year, 35% and 23.7% had 11-15 years, 25% and 23.3% had above 16 years and the rest 5 and 18.4 had 1-5 years respectively. Therefore, from depicted data it is possible to infer that the experience of employees have been sufficient but this experience is not congruent with newly launched business reengineering process, they need further training and development programs to renewed and oriented employees for currently started BPR.

Pertaining to the same table, item 5, as far as respondents' characteristics of current position years of service 65% and 80% of process owners and

performers had one year experience, the rest 35% and 20% of process owners and performers had two years service respectively. This shows that all employees were not serve-more than two years in the current position. On top of this every employee under the organization needs substantial training and development to acquaint with newly structured BPR system.

## 4.2. Analysis and Interpretation of Data

**Table 2: Issue Related with Training and Development Plan**

Under this table the issue dealt about whether the organization has clearly stated training and development policy, reasons of presence or absence of training plan in the organization.

No	Item	Options	Respondents						
			Process Owners		Process Performers		Total		
			No	%	No	%	No	%	
1	Does your organization have clearly prepared training and development plan	Yes	12	60	8	26.7	20	86.7	
		No	7	35	50	83	57	11.8	
		I don't know	1	5	2	3.3	3	8.3	
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>213</b>	
2	If your answer is "No" in above item No '1' what was the main reasons								
		a) Absence of legal mandate to design such plan	Yes	0	0	3	6	3	5.3
			No	7	100	40	80	47	82.5
			I don't know	0	0	7	14	7	12.3
		b) Lack of expertise to develop such plan	Yes	7	100	49	98	56	126
			No	0	0	1	1.7	1	1.7
			I don't know	0	0	1	0	0	0
		c) Lack of guidelines to formulate such plan	Yes	6	85.7	50	100	56	98.2
			No	1	14.3	0	0	1	1.8
			I don't know	0	0	0	0	0	0
		d) Budgetary constraints	Yes	5	71.4	35	70	40	70.2
			No	1	14.3	10	20	11	19.3
			I don't know	1	14.3	0	0	1	1.7
		e) Lack of concern with regard to its importance	Yes	3	42.9	35	70	38	66.7
			No	3	42.9	10	20	13	22.8
I don't know	1		14.3	5	10	6	10.2		
3	Does the organization have a strategic plan	Yes	13	65	45	90	58	101.8	
		No	5	25	8	16	13	22.8	
		I don't know	2	10	7	14	9	15.8	

As indicated in table 2, item 1, the respondents were asked whether educational offices have clearly prepared training and development plan for employees, the respondents specifically 60% of process owners confirmed that there is clearly stated training and development policy, on the other hand 83% of performs opposing the confirmation of the owners (see table 2). Thus, from the above data in general one can say that in the office there is no clearly stated training and development plan is prepared to do in terms of employees. Furthermore, it indicates that there is a communication gap between the employees.

According to Saiyadain (2003: 180) concerning training policy, emphasis that training policy is one of the important factor which play a great role in facilitating the implementation of employees training and development, if it is formulated properly by the organization the opposite had revealed in the above data.

In the same table in item 2, the respondents who say the organization has no training and development plan were asked about the possible response for the absence of training police in the office. Accordingly, among the options provided lack of guidelines to formulate such a policy, lack of expertise to develop such policy, absence of legal mandate, budgetary constraints and lack of concern with regard to its importance and lack of legal mandate are ranked from first to fifth order 88.3%, 81.3%, 58.7%, 58.3% and 10% respectively. From the above revealed data, one can suggest that all the options except legal mandate are barriers to develop training and development policy. As indicated in item 3, in the same table, the respondents were asked whether the organization had developed or not strategic plan of the organization 65% and 61.6% of respondents both process owners and performers confirmed that there is strategic plan, the rest replied that there is no strategic plan developed.

**Table 3: Mean Rating and t-test Results of Respondent's Perception on Issues Related with Training and Development**

No	Items	Respondents category	N	Mean	SD	t- test	df.
1	Existence of studying resource planning	Process owners	20	3.55	.69	.890	.004
		Process performers	60	2.33	.75		
2	Existence of training development plan.	Process owners	20	2.60	.49	.005	.943
		Process performers	60	2.02	.50		
3	Provision of training and development to get need skills	Process owners	20	3.64	.82	1.528	.220
		Process performers	60	3.56	.61		
4	Shortage of trained and experienced man power	Process owners	20	4.33	.61	1.772	.187
		Process performers	60	4.20	.63		
5	Availability of induction of new entries	Process owners	20	2.00	.46	.008	.936
		Process performers	60	2.12	.32		
6	Suitability of environment for provision of training	Process owners	20	4.60	.50	2.104	.001
		Process performers	60	1.72	.59		

SA= 4.5-5.00, Ag. 3.50-4.49, undecided= 2.50-3.49 disagree=1.50-2.49, SD= 1.00-1.49  $\alpha = 0.05$  and  $df=0.78$

As indicated in item 1, of table 3, with computed mean of values 3.55 depict that the process owners were justified the existence of human resource planning, whereas the majority of process owners disagrees about the existence of human resource planning with the computed mean value of 2.33. Statistically significant difference was observed among the two groups of respondents at p-value 0.004. The data in this item reveals that process owners were over judged on the opinions of the issue.

For item 2, through of the same table, the computed mean values depicts that both the respondents were uncertain whether the existence of training and development plan.

In item 3, in the same table, regarding the provision of training and development to get needed skills, both process owners and performers replied their consensus with the mean value of 3.64 and 3.58 respectively. Based on the above data the KT zone educational office provides training and developments for its employee. In this respect Bayrs (2004: 192) elaborated that after training need assessment; there should be provision of training and development plan established. Since training and development plan is important for achieving objectives of the training and development program.

In the same table, item 4, concerning shortage of trained one experienced man power the two categories of responds strongly agreed with mean value of 4.33 and 4.20 respectively, showing no statistical significant difference between the respondents opinion.

As shown in item 5, in the same table, regarding to availability of induction for new entries, both process owners and performers disagreed without any statistical significance difference with mean value of 2.00 and 2.12 respectively.

As indicated in item 6, in the same table, regarding to suitability of training provision environment, process owners confirmed with mean value 4.60 there was suitable training environment. However process performs disagreed with mean value of 1.72. Statistically significant difference was observed among the respondents this might be stemmed from opinion difference of the respondents.

Since, the majority of process performer realized lack of suitable environment for training provision. It is possible to conclude that there were not suitable environment for provision of training under the study.

**Table 4: The Issue Related with Training and Development Need Assessment**

No	Item	Respondents											
		Process Owner						Process Performers					
		Yes	%	No	%	I don't Know	%	Yes	%	No	%	I don't Know	%
1	Is there a practice of conducting training and development need assessment before developing training program	10	50	8	40	2	10	2	3.3	48	80	10	16.7
<b>Total</b>													

The data revealed that 40% and 80% of process owners and process performers replied that there is no conducting training and developing needs respectively, where 50% and 3.3% of process owners and performers confirmed that there is conducting training and development need. Based on the given data, it is possible to say that there were not conducting training and development need assessment. In connection to this Noe (2002: 74), stated that successful training begins with a thorough need assessment, it determine which employees need to be trained and what they need to be trained too. Therefore training which was undertaking without need assessment is not supported and will not be bring desired behavioral change in employer and organizational effectiveness at all.

**Table 5: Mean Ratingt and t- test results of respondents opinion on how the need for training and development have been identified**

No	Item	Respondents category	No	Mean	SD	t- test	df.
1	Through analysis of organization objectives	Process owners	20	4.60	0.73	4.163	.045
		Process performer	60	2.48	0.81		
2	Through analysis of task performed by each employee	Process owners	20	3.30	0.88	2.312	.132
		Process performer	60	2.48	1.11		
3	Through analysis of knowledge and skills of individuals (person analysis)	Process owners	20	4.57	0.97	5.156	.016
		Process performer	60	2.28	0.96		

*Strongly Agree* = 4.5 – 5.00,  
*Disagree* = 1.5-2.49 and

*Agree* = 3.5- 4.49,  
*Strongly disagree* = 1.00-1.49.

*Undecided* = 2.5 – 3.49,

As it is shown in table 5 item 12.1 the techniques used to identify training and development needs are clearly indicated. Concerning the identification of needs through organizational analysis in table 5 item 6 show that process owner with computed mean value of 4.00 agreed that organizational analysis conducted to identify training and development needs.

The process performers with computed mean value of 2.48 disagreed on statement that organizational analysis conducted to identify training and development needs. From this it is possible to say that the organizational analysis for needs identification was done by top management and exclude process performers.

The t-test computation ( $t= 4.163$ ,  $P < 0.05$ ) shows that there is significant statistical difference between the opinions of respondents. Willson (2006) stated that organizational analysis is one of the ways to diagnose training need, which usually carried out by the involving organizational members. However, in KAT education factor offices training and development needs were done by top management by deliberately excluding practitioners.

As in item 2, of the same table depicts, both process owners and performers with computed mean value of 3.30 and 2.48 respectively were uncertain about whether the training and development needs assessed through task analysis. The t-test computed value ( $t= 2.312$ ,  $p > 0.05$ ) indicated there is no statistically significant difference between two groups of respondents. From this it is possible to say that the office never conducted task analysis in assessing training and development needs.

The information collected through interview also reveals that there was no major effort done in analyzing tasks performed by individual to conduct training and development needs assessment. They attributed the factor with lack of interest and knowledge.

As it is observed in table 5, in item 3, with regard to identification of training and development needs through person analysis, the process owners with computed mean value 4.57 agreed that person analysis was done. On the contrary the process performers (m = 2.28) disagreed on the issue that individual analysis made to conduct training and development. The t-test computation (t = 5.156, P<0.05) showed that there is statistically significant difference between the two group of responses. Therefore, it is possible to conclude that almost no satisfactory effect was done in using the technique of individual analysis in identifying training and development need in different way to the ideas with regard to mechanism used to gather information in conducting training and development needs assessment.

**Table 6: Issue Related with Identifying Training and Development Need**

No	Item	Respondents					
		Process Owners		Process Performers		Total	
		No	%	No	%	No	%
1	Who has the responsibility to identify training and development needs						
	1.1 The individual employee	5	25	-	-	5	25
	1.2. The immediate supervisor	11	55	12	20	23	75
	1.3. The training coordinator	3	15	-	-	3	15
	1.4. The human resource development	13	65	6	10	23	71
	1.5. Top level managers	14	70	52	86.7	62	138.7
	1.6. External consultants	-	-	-	-	-	-

As shown in table 6, in item 1, the respondents were asked regarding responsibility to identify training and development needs the majority 70% and 86.7% of process owners and performers replied that top level managers, while 55% and 20% confirmed the immediate supervisor, the rest 65% and 10% of respondents replied that the human resource development section. Based on the revealed result, one can suggest that the responsibility to identify training

and development need is carried out by top level managers, immediate supervisor and human resource development section respectively.

**Table 7: Mean Rating and t-test Results of Respondents Perception on Issue Related with the Absence of the Practice of Training need Assessment**

No	Items	Respondents category	N	Mean	SD	t-test	df.
1	Inadequate support from top management	Process owners	20	3.73	.76	0.458	.012
		Process performers	60	3.65	1.18		
2	Lack of expertise who could undertake assessment	Process owners	20	3.20	.77	0.320	0.18
		Process performers	60	3.45	1.25		
3	Inadequate financial resource	Process owners	20	3.69	.85	0.75	0.458
		Process performers	60	3.80	.89		
4	Failure to recognize the importance of need assessment	Process owners	20	1.70	1.13	1.266	.042
		Process performers	60	1.33	.88		

As can be observed from table 7 both process owners and process performers without statistically significant difference between the two mean scores show their agreement that inadequate support from top management, lack of expertise who could undertake assessment and inadequate financial resource were the major constraints of training and development program implementation. On the other hand, the response of both process owners and process performers shows that failure to recognize the importance of need assessment were not the factors that constrain the training and development programs.

In relation to this, the interviews held with the heads of the organizations and analyses of annual budget and strategic plan document revealed that lack of adequate budget and absence of training section which identify, coordinate, facilitate and implement training and development programs were the major constraints to undertake training and development programs.

From this one can deduce that lack of budget earmarked for training and development program, absence of training section which coordinate training and development activities and less attentions and commitment from top management body to allocate resources and implement training and development programs were the major constraints to carryout effective and efficient training and development programs of organizations.

In this regard, it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in room, food, transport, guest faculty and cost of training materials (Harris, 2002: 95).

**Table 8: Issue Related with Method of Identifying Workers who need Training**

Table four deals about the method how workers are identifying who needs training and development, under this table the methods which are survey, performance appraisal scarcity of skilled manpower inventory, new way of doing things, subjective, individual seniority and legality, and already designed by regional education bureau dealt.

No	Item	Respondents					
		Process Owners		Process Performers		Total	
		No	%	No	%	No	%
1	Which methods are frequently used in your organization to identify workers who needs training?						
	1.1 Survey	-	-	-	-	-	-
	1.2. Performance appraisal	2	10	2	3.3	4	13.3
	1.3. Scarcity of skilled manpower	-	-	-	-	-	-
	1.4. New way of doing things	3	15	3	10	6	25
	1.5. Subjectivity	-	-	45	61.5	45	61.5
	1.6. Individual Seniority	-	-	4	6.7	4	6.7
	1.7. Individual Loyalty	-	-	15	25	15	25
	1.8. Already designed by REB	15	75	35	58.3	50	133.3

As shown in table 8, the respondents were asked about the methods are used to identify workers who needs training, the majority 75% and 58.5% of process owners and performers realized that already designed by regional capacity building office with out need assessment whereas 61.5% of process performers confirmed that identifying through in the basis of subjectivity while 15% and 10% of process owners and performs replied new way of doing things respectively. Based on the data shown above, training and development need of individuals carried out by already designed training by regional capacity building office. On the other hand the majority 61.5% of respondents of process performers confirmed that training need identified on the basis of subjectivity. This shows that most of the trainee's part takes training inappropriate need identification.

Regarding this, Dessler (2003: 19) pointed out, that if training needs assessment has been carried out properly, employees' performance, skills and knowledge can be improved, in other words the desired outcome in the form of efficient performance, improved customer handling and quality service, strong moral, dedication and loyalty can be earned. Therefore, this inappropriate need identification leads the organization to un realization of training and development objectives.

**Table 9: Mean Rating and t-results of Respondents Opinion on Criteria for selecting trainees**

No	Item	Respondents category	No	Mean	Standard deviation	t-test	df.
1	There is clear and transparent criteria for selecting trainees	Process owners	20	4.55	1.48	.357	.000
		Process performer	60	2.33	1.26		
		<b>Total</b>	<b>80</b>	<b>3.44</b>	<b>1.37</b>		
2	Every member of the organization is well aware of the criteria	Process owners	20	2.38	1.02	2.582	.112
		Process performer	60	2.00	0.59		
		<b>Total</b>	<b>80</b>	<b>2.18</b>	<b>0.81</b>		
3	Individuals' relation with supervisors provide access to the training	Process owners	20	1.70	0.66	16.822	.000
		Process performer	60	3.57	1.42		
		<b>Total</b>	<b>80</b>	<b>2.62</b>	<b>1.04</b>		
4	Being nominate for training program a highly dependent up on the will of the supervisors	Process owners	20	1.85	1.14	0.055	.816
		Process performer	60	3.18	1.14		
		<b>Total</b>	<b>80</b>	<b>2.52</b>	<b>1.14</b>		
5	In most cases only higher ranking official are selected for training programs	Process owners	20	2.35	1.27	8.026	.019
		Process performer	60	3.72	1.58		
		<b>Total</b>	<b>80</b>	<b>3.01</b>	<b>1.22</b>		

*Strongly Agree* = 4.5 – 5.00,      *Agree* = 3.5- 4.49,      *Undecided* = 2.5 – 3.49,  
*Disagree* = 1.5-2.49 and      *Strongly disagree* = 1.00-1.49.

As can figure above depicts, the process owner with the computed mean value of 4.55 agreed that trainees' selected based on clear and transparent criteria. The process performers, however, disagreed (m = 2.33) on the existence of that sort of criteria. The t-test results (t .357, P < 0.05) indicated that there was statistically significant difference between the responses of the respondents.

Regarding item 2, both group of respondents disagreed, and the statement that every member of organization has knowledge about the criteria for selecting trainees with mean value range from 2.38 to 2.00. This shows that organization has never made an effort to make known employee criterion for selecting members for training and development which could minimize potential complaints.

In item 3, respondents were asked whether individuals' relation with supervisions provide access to the training. Responding to the questions, process performers with the mean value of 3.57 agreed while process performers with the mean value of 1.70 disagreed with influence of relation with supervisors on training opportunities.

However, the t-result ( $f = 16.82$ ,  $P < 0.05$ ) indicated that there was statistically significant differences in the opinion of two group of respondent for question item 4, the two groups of respondents were uncertain about whether the nomination for training is based on the well of the supervisors. From this it is possible to say that the influence of supervisor was great in selecting and getting an opportunity for training in KT Zone.

In response to item 5, of the same table, the process owner dependants with computed mean value of 2.35 disagreed the statement that only higher officials are selected the individuals for training. On the contrary, the process performers were agreed that ( $m = 3.72$ ) higher officials in educational offices in the zone involved in selecting the trainees for HRD program. This imply that, the selection of trainees for training program were involved the interference of the individuals in higher echelon of administrate plan should executed as per to the criteria.

**Table 10: Mean Rating and t-test Results of Respondents Opinion an Issue Related with On-the-Job Training Method**

Under this table the following issues raised and out of these commonly used methods such as seminar, mentoring, coaching, job rotation, group discussion, case study, role playing and lecture method treated.

No	Items	Respondents category	N	Mean	SD	t-test	df.
1	Seminar/workshop	Process owners	20	4.35	.57	.339	.562
		Process performers	60	3.74	.57		
2	Mentoring	Process owners	20	3.82	.49	13.445	.466
		Process performers	60	3.58	.72		
3	Coaching	Process owners	20	2.45	.49	17.495	.000
		Process performers	60	2.35	.72		
4	Job rotation	Process owners	20	3.50	.49	4.762	.004
		Process performers	60	1.05	.29		
5	Group discussion	Process owners	20	2.15	.81	.965	.329
		Process performers	60	1.58	.87		
6	Case study	Process owners	20	1.15	.49	.061	.805
		Process performers	60	1.13	.47		
7	Role playing	Process owners	20	1.30	.66	2.363	.125
		Process performers	60	1.45	.77		
8	Lecture method	Process owners	20	4.70	.57	6.135	0.15
		Process performers	60	4.47	.77		

As shown in the table 10, in item 1, regarding the method of training majority of respondents both process owners and process performers confirmed the presence of seminar/workshop with computed mean value 4.35 and 3.74 respectively, statistically there was no significant difference observed among the two groups of respondents.

As indicated in the same, table, item 2, concerning mentoring the computed mean value, 3.82, and 3.58 respectively depicts that both respondents were

agreed up on the existence of monitoring. On the other hand in item 3 in the same table both respondents disagreed concerning the presence of coaching on the job.

From item 4, through 8 of the table, regarding job rotation process owners confirmed their agreement on the presence of job rotation with computed mean of 3.50 whereas process performers strongly disagree. Statistically significant difference was observed among the respondents furthermore, process performer reveals in the interview, most of the workers stay for more than 15 years in the same position and work environment.

In connection to this (Rao, 2004: 272) confirmed that job rotation is the type of on-the-job training which involves the movement of the trainee from one job to another. Therefore the trainees receive job knowledge and gains experience from his supervisor or trainer in each of the different jobs assignment.

As indicated in the same table, in item 5, regarding group discussion in the premise of the work, both respondents show their disagreement with computed mean of 2.15, and 1.58 respectively. Based on this it is possible to conclude that there is not group discussion on the job site, since it is significantly important to share and transfer knowledge with each other. As shown in the same table, in item 6, concerning case study on the job premise, both process owners and performance show strong disagreement with computed mean of 1.15 and 1.13 respectively statistically no significant difference among respondents. For item 7, in the same table, regarding to role playing method of training, without any hesitation both group of respondents reveal their strong disagreement with the computed mean of 1.30 and 1.45 respectively.

As shown in the same table, in item 15.8 concerning lecture method of training, both respondents confirmed their strong agreement with mean value 4.70 and 4.4 respectively. Regarding to this method (Crocker 1986: 267) stated that, this

method is relatively participative, transparent and repetitions are generally low cost.

Based on the above data, it is possible to conclude that even though training conducted by using lecture, seminar/workshops, and mentoring, methods; coaching, job rotation, group discussion, role playing and case study methods are missed under study. In order to bring full fledged result in training and development, the several of methods are very important.

**Table 11: Issue Related with Off-the-Job Training Methods**

No	Item	Options	Respondents				Total		X <sup>2</sup>	df.
			Process owners		Process performers		No	%		
			No	%	No	%				
1	Through various workshops, seminars etc	Frequently	14	70	50	83.33	64	80	45	0.566
		Sometimes	4	20	10	16.67	14	17.5		
		Not at all	2	10	0	0	2	2.5		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		
2	Through distance education	Frequently	10	50	55	91.67	65	81.25	63	0.675
		Sometimes	6	30	5	8.33	11	13.73		
		Not at all	4	20	0	0	4	5		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		
3	Attending night school in formal institution	Frequently	2	10	1	1.67	3	3.75	18.8	0.062
		Sometimes	0	0	1	1.67	1	1.25		
		Not at all	18	90	58	96.66	76	95.00		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		
4	Regular education informal institution	Frequently	2	10	1	1.67	3	3.75	27.3	0.566
		Sometimes	0	0	40	66.67	40	50		
		Not at all	18	90	19	31.66	37	46.25		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		
5	In-service summer	Frequently	13	65	50	83.33	63	78.75	35.5	0.075
		Sometimes	7	35	7	11.67	14	17.50		
		Not at all	0	0	3	5.00	3	3.75		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		
6	Scholarship/a broad	Frequently	0	0	0	0	0	0	69.88	0.065
		Sometimes	1	5	0	0	1	1.25		
		Not at all	19	95	60	100	79	98.75		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>80</b>	<b>100</b>		

Table 11, discusses as to how off-the-job trainings had been carried out in KT Zone. As can be seen from the table as a whole two group of respondents that is (80%), (81.25%) and (78.75%) of respondent verified that workshops and

seminar, distance education and in service summer training were the major methods frequently used to provide off the job training in their respective order.

Respondents of items 3,4 and 6 depict, only 3 (3.75%), 3 (3.75) and 1 (1.25%) of two group of respondents confirmed that attending right schools, regular education in formal institution and scholarship were respectively methods frequently employed to offer training in the area under the study. From this it can be concluded that in KT Zone training is given in different methods.

**Table 12: Issue Related with Evaluation of Training and Development Program**

Under this table the major reasons that hampered the evaluation of training and development program in KT education sector dealt.

No	Item	Respondents			
		Process owners		Process performers	
		No	%	No	%
	If evaluation is not carried out in four organization, what to you think that possible reason				
	1.1. Because evaluation request me, resource and expertise but the organization has not	18	80	53	88.3
	1.2. Because those associated with training and development afraid of criticism	2	20	7	11.7
	1.3. There is resistance to evaluation of TND from managers or employees	-	-	-	-
	Lack of giving due attention to evaluation	17	85	60	100

As indicated above in table 12, regarding with the reason of absence of training and development evaluation the majority 80% and 88.3 of process owners and performers, confirmed that lack of adequate financial support, material and time resources are the main factors that hinder the evaluation of training and development program. In connection to this (Monappa and Satayain, 199: 92)

in support the above statement, many organization are reluctant to allocate sufficient budget material and non-material resources, because they assumed that the result of training on organizations achievement are not immediate. On the other hand, the rest 85% and 100% of process owner and performer replied that evaluation of training was hampered, due to lack of giving considerable attention to evaluation of the training since evaluation of training and development program is increasingly important.

Based on the above data, it is possible to conclude that credible performance evolution is necessary for considering potential trade-off and informed decision making but evolution of training and development neglected due to material and non-material support and absence of due attention to evaluation under study.

**Table 13: Frequency Rating of Respondents on Issue Related to Evaluation of Training and Development Program**

Under the following table, the issue related with evaluation of training and development treated; such as whether training and development conducted in planned way or not and how was feedback mechanism carried out by KT education sector.

No	Items	Options	Respondents				X <sup>2</sup>	df.
			Process owners		Process performers			
			No	%	No	%		
1	Was evaluation of training and development conducted in planned way	Yes	6	30	0	0	20.00	.000
		No	12	60	48	80		
		I don't know	2	10	12	20		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>		
2	Was there feedback mechanism in training and development	Yes	7	35	0	0	70.525	.000
		No	10	50	52	86.7		
		I don't know	3	15	8	13.3		
		<b>Total</b>	<b>20</b>	<b>100</b>	<b>60</b>	<b>100</b>		

As indicated in table above, in item 1, concerning whether training and development is conducted in planned way or not, the majority 60%, and 80% of respondents respectively confirmed that there was no planned way of

evaluation of training and, development, chi-square shows that there is high statistical significant difference among respondents.

As shown in that same table, in item 2, regarding feedback after training the majority of respondents 50% and 86.7% confirmed that absence of feedback mechanisms of training under study. Concerning evaluation Stalcup (2003: 7) suggested that evaluation of training and development is increasingly important for organization to be evaluating the program and to demonstrate how these efforts help the individual as well as the organization. However, the evaluation of training and development in planed way as well as its feedback is neglected under study.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains summary of the major findings, conclusions and recommendations on the study.

#### **5.1. Summary**

The main purpose of this study was to assess the practice and problems of human resource training and development in KT education sector. The study was mainly focused on addressing the following basic questions.

- Are the training and development activities guided by plan?
- To what extent are the training and development program developed based on need assessment?
- What are the most frequent training and development methods employed in Kembata Tembaro Zone education office and woreda offices?
- What are the major criteria used to recruit and select trainees and trainers?
- How does Kembata Tembaro Zone educational office evaluate the implementation and effectiveness of training and development process?
- What are the major problems faced in training and development program in Kembata Tembaro Zone?

Based on the above basic questions, questionnaire distributed, and finally data were collected from process owners and performers. After making the necessary coding, variables were analyzed using both descriptive (percent) and inferential (chi-square and t-test) statistics accordingly.

In investigating the problems and practices of human resource training, the following major findings were obtained:

1. As far as respondents' characteristics of current position 65% and 80% of process owners and performers had only one year experience. The remaining 35% of process owners and 20% of performers had only two years experience in the current position.
2. There had been clearly stated strategic plan; however the Kembata Tembaro education sector lacks clearly defined human resource training and development plan.
3. The majority of respondents (Process performers) assured that even though, there is strategic plan, there was not well communicated for all member of the organization.
4. It was found out that the reasons why the organizations lack clear and proper training and development plan was budget constraints, lack of expertise and skilled man power and lack of guidelines to formulate such plan.
5. As indicated in computed mean value of 3.73 and 3.65 both respondents show their agreement for absence of training need assessment the reasons why the practice of training and development need assessment was not practice was inadequate support from top level officials, lack of expertise who could undertake assessment, inadequate financial resource and failure to recognize its importance was the major reasons which impede is the practice of need assessment.
6. It was found that the major (80%) of process performers approved that there was no practice of conducting training and development need assessment before developing training program, however 40% of process owners confirmed the absence of training and development need assessment with statistically significant difference.
7. It was found that concerning the method how Kembata Tembaro education officers select and identify trainers who needs training, most

respondent 35% and 58.3% process owner and performers replied by pre-designed method by REB, there were no clear selection criteria, the rest confirmed that individual are loyal to top management selected with out need assessment.

8. According to the information obtained from data investigated there was no practice of job rotation, case study and group discussion employed understudy.
9. The majority of respondents did not know on how training and development methods were chosen, when they have been exposed of training. But the most frequently applied training and development methods are seminars, workshops, mentoring, and lecture methods.
10. As indicated in table 5, it was found that the responsibility of identifying training and development need is carried out by top level management, immediate supervisor and human resource development section. However, they were not discharge their responsibility effectively.

The majority of process owners and performers had shown their strong agreement and confirmed that the organization did not arrange induction program to new employees. The difference between the evaluated mean values of both groups at significance level 0.05 also did not show statistically significant differences.

As majority of 60% and 80% of the process owner and performers confirmed that, there is not planned way of evaluation and feedback mechanism of training and development even evaluation was not carried out due to lack of time, expertise, afraid of criticism and unable to give due attention to evaluation.

## **5.2. Conclusions**

Based on the review of related literature so far and major findings of the study the following conclusions were drawn.

Effective employees training and development assist the organization to achieve its objectives and to facilitate employees' competence to accomplish their task effectively. However, the practice of training and development program of Kembata Tembaro Education Offices found to be hampered in terms of assessing training and development need, planning training program, selecting trainers and trainer, provision of training and evaluating training outcomes.

The Kembata Tembaro education office is not carrying out need assessment because of limited resource and lack of attention and support for need assessment. As result, training programs given to those employees were not fully practiced and had not been the solution for the problems.

There were no well equipped training environment and financial resources to facilitate the training and development functions. As a result, training and development program were not administered effectively.

Effective training and development program in Kembata Tembaro educational sector was mainly affected by the absence of training and development plan, lack of budget, and failure of top management to take a practice role, as a result the state of training and development going on unsatisfactory level.

The Kembata Tembaro Education Offices mainly employed lecturing, seminar/workshops methods and followed by mentoring to share experience and ideas. However, they were not much involved in skill development through role playing, case study and group discussion. Since it is restricted to only two or

three methods of delivery, it is possible to conclude that the training were not meaningful and helpful to practice and discharge decision making on part of process owners and performers in order to realize origination goals.

Selection of trainees were carried out by subjectivity and interest of top management with out participation of employees in the organization as result there were practicing unfair and discriminatory selection, which leads an organization unfruitful effort.

As Stalcup (2004: 7) stated in caring out training and development efforts, organizations must select employee on a fair and non-discriminatory basis or provided the opportunity for employees to self-select to participate in training and development program, furthermore, encouraging employee buy-in and creating an environment conducive to training and development can go effective learning across organization.

Pre-designed training and doing new ways of training method were frequently employed mean while, the consensus of trainees valuable to encourage the participants and to bring effective outcomes.

Evaluation of training is rarely done because supervisors lack the required knowledge, skill and incentive to evaluate and it requires time financial and non financial resource and expertise, but the organization had not. Therefore, it is possible to conclude that the organization lack necessary facility to carry out training and development evaluation. Evaluation of training and development was ignored activity, since carefully evaluation provides information on participants' reaction to the program.

they have to prepare short term trainings that permit with their source capacity of the organization.

5. Training and development can be very wasteful if it is not carefully planned and supervised. Therefore, an attempt should be made to carry out organizational, occupational and personal needs analysis with strategic planning at the organizational level. In this regard, needs assessment has to be done in light of the organization's strategy, resources available for training, management support, performance problems in employees, facilities and environment of the job, and performance standards including the time constraints required to do the job in order to avoid wastages.
6. The prioritization of training needs has to be made because of limited resources, and when ever possible, employees should be encouraged to participate in prioritizing needs. For instance, a priority should be given to those employees who were serving for many years that thought to be in knowledge skills and attitudes obsolescence and this can be done by involving the individuals through out the organization, collecting their ideas, and giving decisions on the basis of the available resource (finance, materials, and man power) requirements.
7. Absence of clear and transparent selection criteria lead top management to unfair and subjective selection; hence each office should set clear and transparent selection criteria to select trainees and trainers that also govern every body in the office irrespective his of her status.
8. The execution of non-formal training should not be left for the responsibility of single individuals to carryout capacity building purposes at all level of the administration. It should be recommended that the organization has to create a conducive environment to non-formal (on-the-job) training and development including mentoring, counseling, coaching, job rotation, exchange visits, self-development through private study, in order to make the employees and hence the organization competent enough in this dynamic world.

10. Absence of induction programs reduced motivation and performance of employees; it is neglected as method of training. Therefore, it is recommended that induction programs should be arranged and delivered to new entry employees.
11. As the current report of the ministry of capacity building the Ethiopian government is trying to expand the information communication technology (ICT). And effort is also made to provide access through woreda net and school nets. The organization at this level should be in a way to utilize this technology for training and development purposes should be in a way to utilize this technology for training and development purposes. Even if an organization is doing better with traditional training methods, considering the effect that adopting e-training will also be important for training and development works. So that every organization at all levels has to put e-training in to use for its own advantage.
12. Evaluation of training and development is so important to achieve the organizational training objectives and to determine the extent to which individuation training objectives and to determine the extent to which individual objectives are achieved. To achieve these results, it is advisable to carryout evaluations on individuals and organization performance of training and development in every organization before, during and after training.

# APPENDICES

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**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PLANNING FIED- HUMAN RESOURCE**  
**MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT**

**Questionnaire to be Filled out by Woreda Education Office Personnel.**

The purpose of this study is to gather the relevant information with regard to the current practice and problem of human resource training and development in KAT zone educational offices. This questionnaire is meant to secure relevant data on various employees training and development practices and challenges. It is also believed that your invaluable support in responding to the questions raised is of paramount importance to come up with successfully result.

Therefore, you are kindly requested to fill the questionnaire so carefully. The due quality and quantity of information you provide determines the ultimate reliability of the study.

Thank you in advance for your cooperation

**Remark**

1. Please, do not write your name
2. The questionnaire has no any intention except only for academic purpose.
3. Make a “✓” sign in front of the right alternative you think and give adequate enough information plank space provided.



8. Please mention if there are other reasons for the absence of training policy in your organization \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Does the organization have a strategic plan?

1. Yes                       2. No

10. The current strategic plan of your organization covers the years between \_\_\_\_\_ to \_\_\_\_\_ E.C.

1. 1-2 years                       3. 5-6 year   
 2. 3-4 years                       4. 7-8 year

11. Currently, are there the following issues in your organization? Put '✓' mark in the appropriate place for the corresponding item.

No	Issues related with training and development	Yes	No	I don't know
11.1	The existence of strategic plan			
11.2	The existence of human resource planning			
11.3	The existence of training and development plan			
11.4	The attainment of the quality and quantity of human resource the organization requires			
11.5	Shortage of trained and experienced manpower			

11.6. Please mention if there are other related issues concerning training and development with in your organization? \_\_\_\_\_

\_\_\_\_\_

12. What are the methods your organization used to ease the problem scarce skills? \_\_\_\_\_

\_\_\_\_\_

13. Is there a practice of conducting training and development need assessment before developing training programs in your organization (focus on the trends of the past 2 years).

1. Yes

2. No

3. I don't know

14. If your answer to the above question is 'yes', who has the responsibility to identify training and development needs? (If it is real more than one response can be given).

14.1. The individual employees

14.2. The immediate supervisor of the employee

14.3. The training coordinator/officer

14.4. The human resource development

14.5. Top level managers

14.6. External consultants

If any please specify \_\_\_\_\_

\_\_\_\_\_

15. What are the methods used to identify workers who need training?

1. With out conducting need assessment

2. Subjectively without performance appraisals

3. Based on individual seniority

4. Based on the individual loyalty to the organization

## Selection Criteria

16. Rate the degree of your agreement or disagreement regarding the practice of the selection criteria of trainees in your organization.

No	Question Item/Criteria	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
16.1	There is clear and transparent criteria for selecting trainees.					
16.2	Every member of the organization is well aware of the criteria.					
16.3	Individuals who have good personal relationships with their supervisors usually get access to training.					
16.4	Being nominated for the training program is highly dependent up on the will of the immediate supervisors.					
16.5	In most cases only higher ranking officials are selected for training programs.					

17. To the following techniques of on the job training fill '✓' mark to what extent the following methods are employed in your organization.

No	Methods	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
17.1	Seminar/workshop					
17.2	Mentoring					
17.3	Coaching					
17.4	Job rotation					
17.5	Group discussion					
17.6	Case study					
17.7	Role playing					
17.8	Lecture method					

18. Put '✓' mark in the appropriate place to what extent the following off-the-job training methods are employed?

No	Methods	Frequently	Sometimes	Undecided	No at all
18.1	Through various workshops, seminars etc				
18.2	Through distance education				
18.3	Attending night school in formal institution				
18.4	Regular education in formal institution				
18.5	In service/summer				
18.6	Scholar-ship/abroad				

19. Pertinent to the situation in which training and development needs assessment is carried out, indicate the level of your agreement or disagreement regarding the practices in your organization?

No	Training and Development Need have Been Identified Using/Through	Level of Agreement				
		Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
19.1	Analysis of an organizational strategic plan					
19.2	Analysis of organizational objectives					
19.3	Analysis of tasks performed by each employee					
19.4	Analysis of the knowledge and skills of each individual					

20. If there are no practices of conducting training and development need analysis in your organization, what are the likely reasons for this problem? Rate the degree of your agreement or disagreement for the following probable reasons.

No	Possible reasons for the absence of the practice of TNA	Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
20.1	Lack of adequate support from top management					
20.2	Lack of expertise who could under take such assessment					
20.3	Lack of financial resources					
20.4	Failure to recognize its importance by all the concerned					

21. If there are any other reasons, please specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

22. Mention down the problems and challenges to train and develop employees or your organization. \_\_\_\_\_  
 \_\_\_\_\_

23. Is evaluation of training and development conducted in planned way in four organization?

Yes  No  Do not know

24. Is there a feedback mechanism on training and development evaluations?

\*Yes  No

25. If evaluation of training and development is not carried out in your organization, what do you think are the reasons be?

1. Because evaluation requires time, resource and expertise the organization has not

2. Because those associated with training and development are afraid of criticism

3. Because there is resistance to evaluation of training and development from employees or managers

Mention if others \_\_\_\_\_

## **Appendix B**

### **Interview Guide**

The aim of this guide is to help the student researcher to interview and the interviewees to focus the discussion on issues related to the research questions, so that only relevant information will be gathered.

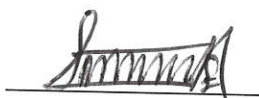
#### **Interview Questions**

1. Did you undertake training and development plan?
2. Did you conduct training and development need assessment before running training?
3. Does your organization conduct training and development based on needs assessment?
4. Does your organization have training and development policy?
5. What methods does your organization often use?
6. Did your organization implement training and development as pre planned?
7. How does your organization know the effectiveness of conducted training programs?
8. Was there any training evaluation method employee on the job and off-the-job training?
9. Who does initiate training and development program in your organization?
10. Did you get any feed back during your training sessions?
11. Is the content of training relevant with the present knowledge gap and future job requirement?
12. In your office who is responsible to select trainees?
13. What were the difficulties that affect effectiveness of training and development practices?
14. How do you realize the importance of training and development practices?

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, and not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Sergu Alemu



June 2010

## **CONFIRMATION**

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

Adane Tessera (Ass. Prof.)

Advisor

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June 2010

