

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**THE PRACTICE OF PROVIDING IN-SERVICE TRAININGS FOR  
LINKAGE PRIMARY SCHOOLS: THE CASE OF HOSSANA COLLEGE  
OF TEACHER EDUCATION IN HADIYA ZONE**

**By**

**Tarekegn Lambebo Mentosie**

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa  
University in Partial Fulfillment of the Requirements for the Degree of MA  
Degree in Educational Leadership and Management**

**JUNE, 2014**

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**MAY, 2014**

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## **ACRONYMS**

CPD	Continuous Professional Development
ELQIP	English Language Quality Improvement Program
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
MOE	Ministry of Education
SMASEE	Strengthening Mathematics and Science Education in Ethiopia
TDP	Teacher Development Program
TEI	Teacher Education Institutions
TNA	Training Need Assessment
USAID	United States Agency of International Development

## ***Abstract***

*The aim of this study was to assess the current practices and problems of Hossana College of Teacher Education in providing short term in-service trainings for the linkage primary schools. To attain the expected goal, a descriptive survey method was employed. The participants of this study include: principals, cluster supervisors, and teachers of the linkage primary schools; education experts from Woreda Education Office; education and training officer, focal persons and trainers of the college. The total population of the study was 377. From this total number of population, 145 samples were selected by employing simple random and purposive techniques as needed. To triangulate the data, questionnaires, unstructured interview and document analysis methods were used. The data was analyzed both quantitatively and qualitatively. The findings of this study show that the college provides various types of in-service trainings such as practicum implementation, ELIP, lesson plan preparation, active learning, action research, special needs and inclusive education, classroom management and mentoring for linkage primary schools. These training types were directed to improve the skills, knowledge and competencies of primary school teachers, principals, cluster supervisors and Woreda Education Officials so as to improve performance. However, it was found out that training need has not been assessed prior planning trainings and the training processes were lacking important training principles. This problem was negatively affecting the training processes offered by the college. For instance, designing processes were not participatory; ambiguous criteria were used to select both trainees and trainers; the method used to implement the training was also tedious; the tendency of the training evaluation was poor. Consequently, both the college and the linkage primary schools were suffering by break down to accomplish the intended target. Finally, pertinent recommendations were forwarded to all concerned bodies. For instance, the college in collaboration with the schools should conduct training need assessment using performance analysis and interview before designing the program; and when it sets the objectives and select the content, the college should give a chance to the trainees so as to participate in the program. Besides, the content should be new and timely that is aimed to bridge the already identified gap (knowledge, skill or attitude). Next, the trainers ought to select right method, either on-the-job or off-the-job, on the basis of content type and allocate quite enough time to deliver the program to the trainees. The designers of the program should support the content with appropriate resources to perform effective training program. The organizations have to evaluate the success or failure of the training program throughout the entire stages. Moreover, they should record and keep the training documents. The trainees must undertake post training discussions. In general speaking, the college should design the training program appropriately and implement accordingly.*

## **CHAPTER ONE**

### **1. INTRODUCTION**

Under this chapter, background of the study, statement of the problem, objectives and significances of the study as well as delimitation of the study have been treated.

#### **1.1. BACKGROUND OF THE STUDY**

Since schools are organizations, to realize their objectives appropriately, need to build their capacity through training. Generally, people believe that the importance of training is to improve individual and organizational performance. In line of this Critten, (1993:2) states that training is a key to success in the future by helping organizations become committed to the process of sharing common vision among its employees towards which every activity is to be geared.

According to DeCenzo and Robbins (1988:246), training has many aspects and principles. Before trainings are offered at any level, organizations have to assess training needs and prepare training plans. Upon the implementation of the plan, the training result should be evaluated to know if the objective is achieved or not. To assess the need for training the management bodies of organizations have clearly identify organizational goals, tasks to be done to achieve those goals, behaviors that every job incumbent must have to complete those tasks; and, most importantly, deficiencies, if any; the incumbents have to perform those tasks. Finally, once the type and extent of deficiencies in skills, knowledge, and attitude is identified, commensurate training remedy must be designed.

For training program to be successful, organizations need to go through its steps. As stated by Critten (1993:42), a training program consists of five consecutive and interwoven steps. First, training needs must be assessed. This is to identify the specific job performance skills needed, to analyze the skills and needs of the prospective trainees, and to develop specific and measurable knowledge and performance objectives. Here, organizations have to be sure that the performance deficiency is related to training rather than other factors. The second is the design step where the actual content of the training program is compiled and produced as books, manuals, modules, exercises, and activities. The third step is validation of the training by introducing and presenting it to small representative audience. This serves as a pilot testing to see whether the training program can accomplish the intended target or not. Fourthly, the training program is

implemented using various delivery modes like on-the-job training and off-the-job training. The fifth and final one is the evaluation and follow-up step to assess the success and failure of the training program. The evaluation and follow-up step is important to make necessary amendments for future practices showing that training is a cyclical activity.

In Ethiopia teachers training colleges inter-linked with primary schools to provide their instructors with practical applications of what is in the college or the theories, and to help their trainees to practice in those schools. In the teaching stations like classrooms, gymnasias and laboratories, teachers provide information or knowledge to students. This might be effective when there is professional linkage among different educational structures. The attainment of educational objectives seeks the systematic and well established links of teachers with students, colleges with schools, etc. Therefore, the strong links among schools, colleges, teachers, students and other educational organizations is important process in education system.

Teachers acquire professional competencies through different ways. Firstly, they acquire the knowledge and skill through pre-service training and practicum program given in the teachers' education institutions before joining the teaching profession. In these institutions, the students complete course work in the following general areas before being eligible for certification: language arts, methodology courses for various subject areas, measurement, learning theory, and curriculum (Smith, 1990:240).

Secondly, they develop their profession through an induction period that ranges from 1 to 2 years, and is given during the teachers' initial entry into the profession. This time is a highly significant moment for the newly employed teachers. It is a time when they face great challenges and are in need of a well-established support in developing and demonstrating their competence. It also is a period of transition from student teachers to full members of the staff of a school (MOE, 2004:12).

Thirdly, teachers acquire knowledge and skill through in-service training programs given throughout their career. These programs are planned activities for already employed teachers designed to improve their on-the-job performance. Dejnozka, (1983:86) pointed out the ways in-service training brings about improvements. These trainings expand teachers' knowledge, improve individual teachers' effectiveness; and encourage teachers to what to improve

themselves. Teachers training colleges (TTCs) possess respective duties and responsibilities to facilitate this program. These institutions aimed at developing the teachers' knowledge with which they are going to teach.

Moreover, the TTCs are going to have increasing links with schools. Apart from conducting pre-service teacher education and undertaking research, these colleges are going to have increasing links with schools. This linkage could be any of the many formal or informal arrangements in which the colleges, schools and their respective faculties collaborate to enhance the education of students (Unger, 1996:949). Smith (1990:411) has stressed that; student teaching or practicum is one of the links between teacher training colleges and schools.

To sum up, teachers could accumulate skills and competencies through pre-service, induction and in-service programs. However, there could be indispensable changes in the knowledge structure, the procedure of practical application of the knowledge, teachers, students, and/or communication resources that necessitate the availability of training and capacity building programs. Therefore, updating is important and it must be continuous throughout career long. CPD is the most effective process and system of learning experiencing and sharing throughout a teacher's career. It could be more effective if it is properly implemented at school level (MOE, 2004:2).

In general, the world is swiftly changing. Therefore, the already employed teachers have to update their knowledge and skills, and cope up with the dynamic nature of knowledge through in-service training, which also termed as professional development (Farant, 1980:5).

On the basis of Education and Training Policy, Colleges of Teacher Education in Ethiopia have been established with objective of producing trained teachers for regional states (TGE, 1994:29). Regional colleges are assumed to be institutions in National Capacity Building because higher education of diploma level would be research-oriented and enable students to become problem-solving as well as professionally competent in their field of study (TGE, 1994:15). Teachers' training colleges and schools are the training and practicing sites for training programs. Therefore, the efforts of these colleges must not terminate just after graduation or certification of the students. They have to continue developing teachers' profession beginning from the start up to teachers' career. They do this in collaboration with schools.

Currently, in South Nations Nationalities and Peoples Region, there are five Teacher Education Colleges. They are established with the aim of producing qualified teachers for the primary schools in the region. Each college has its own catchment zones based on the geographical location. The primary schools under each catchment obtain professional support from their respective college.

Hossana College of Teacher Education which is located in Hadiya Zone is one of the aforementioned colleges in the region, has four cluster zones under its catchment namely: Hadiya, Kembata Tambaro, Gurage and Silte Zones. The college provides short term in-service trainings for primary school teachers, principals, cluster supervisors and Woreda educational officials who came from those zones in various topics.

Moreover, the college has totally fourteen linkage primary schools in Hossana Town Administration and Woredas around the Town. One of those primary schools is located in Kembata Tembaro Zone, Doyogena Woreda and the rest are found in Hadiya Zone. These primary schools are closely linked with the college and obtained various capacity building trainings continuously from the college and the college in turn utilize them as a training station for its student teachers during practicum program.

This study is designed to assess how well these trainings were conducted as per the principles of training, their contributions to the overall schools' goal achievement, and problems pertain to them in the zone under the study.

## **1.2. STATEMENT OF THE PROBLEM**

The major purpose of training is to develop the knowledge, skills and attitude which contribute to the welfare of the organization and employee. Furthermore, training programs aim at making the employee more effective and productive on their present jobs and increasing their potential on higher-level jobs (Avaraj, 1979:25).

Mullins (1996:63) states that training improves the skills and knowledge of people in organizations. It increases confidence, motivation and commitment of people, and improves the level of individual and organizational competence. Hence, training is a key element of improved organizational performance. All organizations need to have their own policies, processes and programs for the delivery of learning and training. By so doing, they achieve their human resource strategies by ensuring that they have the skilled, knowledgeable and competent people required to meet their present and future needs (Armstrong, 2003:550). This is to underline that organizations are expected to have training programs in order to achieve their goals.

Even though the objectives of training differ according to the employees belonging to different levels of organizations, its basic purpose is to establish a match between man and his job (Saiyadan, 1999:217-18). To obtain the most out of them, trainings have their own aspects, processes and principles that should be strictly followed. First, organizations have to assess their training needs before they go to delivering trainings. Tyson and York (1996:143) emphasize the importance of training need assessment in organizations. They state that it is necessary to make a diagnosis to determine whether there is a gap between what is required for effective performance and present level of performance, and to give appropriate remedies for deficiencies. On the other hand, trainings benefit organizations only when they are planned appropriately and implemented accordingly. Mullins (1996:636) states that, to secure the full benefits of successful training, there must be a planned and systematic approach to manage trainings. Apart from this, organizations have to evaluate the success or failure of trainings they offered.

According to DeCenzo and Robbins (1988:263), organizations must develop sustainable data to know whether training efforts have achieved their goals of correcting deficiencies in skills, knowledge and attitude that were assessed as needing attention. The purpose of training evaluation is to make necessary amendments to any of the previous stages in order to improve future practices.

With the support of GEQIP, various short term trainings particularly TDP trainings have been offered by Hossana College of Teacher Education to primary schools' teachers and principals; cluster supervisors and Woreda educational officials in its catchment area. The specific areas under which these trainings have been offered include: Practicum, CPD, ELQIP, and SMASEE. More specifically, the titles under which trainings have been offered are practicum implementation, mentoring, classroom management, lesson plan preparation, active learning, special needs and inclusive education, English Language Improvement Program training for English medium teachers and English teachers, training of Mathematics and Science teachers and action research.

However, most of these trainings have been offered repeatedly year after year especially for linkage primary schools' teachers and principals; cluster supervisors and Woreda educational experts without evaluating the impacts of such trainings. Moreover, the trainings have not been offered based on specific training needs assessment but the college provided them simply based on its plan. The training opportunities provided without considering specific training needs of the target population may not be effective. Because no study is conducted before on this particular problem in the study area and the researcher, being part of the system, had been closely observing when these trainings have been conducted without the application of appropriate training principles like assessing training need, evaluating training results, and so on. This gap might pose a threat on quality education and learning achievement. Therefore, this needs to be identified by scientific research so as to find out its extent and take appropriate measures to improve the situation for future practices. Thus, this was an intention that initiated the researcher to conduct research on the issue.

To this end, this study attempts to answer the following basic questions:

1. What in-service training programs are the college offers to linkage primary schools in Hadiya Zone?
2. To what extent the in-service training programs are based on needs assessment?
3. How the in-service training programs are designed?
4. To what extent the training programs are implemented?

5. What are the major limitations encountered in the training programs offered by Hossana College of Teacher Education?

### **1.3 OBJECTIVES OF THE STUDY**

#### **1.3.1 GENERAL OBJECTIVE**

The general objective of this study is come up with feasible solution to challenges of Hossana College of Teacher Education in providing in-service trainings for linkage primary schools in Hadiya Zone.

#### **1.3.2 SPECIFIC OBJECTIVES**

The specific objectives of this study include:

- To assess whether trainings for primary schools are based on basic training principles (activities like training need assessment, planning and evaluation of the training programs).
- To identify whether primary schools benefit from capacity building trainings offered by Hossana College of Teacher Education or not.
- To find out the ways in which capacity building trainings are designed in Hossana College of Teacher Education.
- To identify the types of training methods frequently used.
- To identify major problems encountered in the process of implementing the training programs.
- To suggest workable recommendations on how to improve the management of trainings.

### **1.4. SIGNIFICANCE OF THE STUDY**

The presence of competent teachers in schools is of prime importance to improve the teaching-learning process. To make this a reality, continuous updating of teachers through various training

programs is needed in schools so as to improve the performance. To make this more tangible, research activities are of paramount importance in identifying problems hindering the effectiveness of training programs. With this regard, this study will have the following significances:

1. The study may provide regional, zonal and Woreda educational officials and college management bodies with valuable information on the actual practices and status of short term in-service Teacher Development Program (TDP) trainings, and identify major commonly occurring practical problems pertaining to it. This may be helpful for the officials to timely take corrective measures to make trainings fruitful.
2. This study is believed to contribute by widening the frontier of knowledge by supplementing the already existing literatures in the area of training in general and short term in-service Teacher Development Program (TDP) trainings in particular.
3. The study may serve as a stepping stone for further studies in the area.
4. The study may come up with feasible alternative solutions for the problems identified in the practice of short term in-service Teacher Development Program (TDP) trainings, and this may be a valuable input for future practices in the training areas.

### **1.5 DELIMITATION OF THE STUDY**

It would have been more useful to investigate the practice trainings delivered by Hossana Teachers' College for Primary schools at all the four catchment Zones, as it provides a complete picture. However, this is particularly difficult due to resource constraints needed to undertake the study since the zones are geographically dispersed. Taking this in to consideration, this study is delimited to linkage primary schools with Hossana Teachers' College situated in Hadiya Zone where the researcher has valuable information on the issue.

Moreover, since it helps to assess the issue in a manageable way, the researcher confined on aspects of planning and implementation of short term capacity building in-service Teacher Development Program (TDP) trainings for linkage primary schools. The researcher took only short term TDP trainings offered for linkage primary schools which have been delivered since 2003 E.C. This is because, linkage primary schools obtained various short term capacity building trainings repeatedly from the college found to be reasonable to get relevant data for the study.

## **1.6. LIMITATION OF THE STUDY**

The major problem that the researcher faced in undertaking this study was shortage of time as he is also committed to work regular government job. Had it been sufficient time for the researcher, it would come up with better work. Hence, the researcher believes that this problem contributed to the limitation of the study.

## **1.7. DEFINITION OF TERMS**

**In-service training:** any planned program of learning opportunities affected to staff members of schools, colleges or other educational agencies for purpose of improving the performance of the individual in already assigned position (Harris, 1980:21)

**Linkage schools:** schools that have close relationship with the college and work cooperatively in training programs.

**Off-the-job training:** this is a kind of training conducted out of the employees work site (Sutherland and Canwell, 2004).

**On-the-job training:** is a training involving training at the trainees regular work situation (Harris and DeSimon, 1994).

**Primary school:** In Ethiopian context, an educational level, this includes both lower cycle (grades 1-4) and upper cycle (grades 5-8).

**Training:** training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspect of their work (Bramley, 1962:2)

## **1.8. ORGANIZATION OF THE STUDY**

The study consists of five chapters. Chapter one deals with the problem and its approach. The second presents the review of the related literature. The third chapter deals with the research design and methodology. Finally, chapters four and five deal with presentation and analysis of data; and summary, conclusions and recommendations respectively.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITRATURE**

This chapter deals with conceptual frameworks of training programs. It deals with general concept of training, the training process, training design, evaluating of training programs and training constraints. Each of which is discussed in detail hereunder.

## **2.1. TRAINING**

Organizations are entities that are established for certain purposes. To achieve their objectives, organizations need various resources. These resources are needed both in quality and quantity. Among the resources an organization possesses, human resource is a key pillar around which all other resources are to be rallied. According to Davies (2003:166), human resources are regarded as an organization's most valuable assets without which the organization cannot function. The quality of human resource determines how well other resources can be utilized. Effective people can often make up for a short fall in other resources. Therefore, securing the proper quality as well as quantity of human resource is of prime importance in organizations. The type of people in an organization is a centerpiece to decide whether the organization is in a position to achieve its objective or not. This entails that there is a need on the part of the organization to secure able personnel, or to raise the capacity of the existing ones through various types of training programs.

According to Noe (2010:5), training refers to a planned effort by organizations to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. Thus, training is the activity that takes place not in a haphazard manner rather in a conscious and preplanned way. It also focuses on a job related competencies.

According to White (1999:164), training is the backbone of all performances since it is through training that people learn the basic skills they need to do their job and meet the minimum performance standards that have been set. By this, he puts training is more than mere formal teaching of skill or product knowledge. Thus, before any training program is conducted one has to identify the performance gap that can be narrowed through providing appropriate training programs.

Training is a learning experience that employees in organizations undertake. Critten (1993:10) states this in his definition of training as that training is a planned process directed at modifying attitude, knowledge or skills behavior, through learning experience to achieve effective performance in an activity or variety of activities. Training largely focuses on improving current

performances. Raymond et al (1996:341) state that the focus of training is on improving current job by raising specific skills that the person needs for the job.

Training differs from education in that the former aims at achieving short-term specific organizational objectives whereas the latter is directed towards the long-term development of individuals (Walker, 1992:242). On top of this, training objectives are expressed in behavioral terms unlike that of education which are less specific. And, training plans are shorter in time than educational plans. However, it is not deniable that both are complementing each other and have 'learning' as a common denominator (Reid, 1997:55-57).

Training is not a matter of choice in today's competitive and dynamic world, but it is a necessity for organizations to survive and achieve their goals. This is to give emphasis on the importance and benefit of training both for organizations and individuals. Emphasizing this idea, Reddy (1991:65) discusses the importance of training has increased commensurate with the fast changes in technology work processes, the gap in formal vocational training and the actual job requirement, and of course, the very belief that training is key to improve productivity. In addition, Landale (2004:11) mentions government legislation, aggressive competition, advances in technology, changing demographics of the work force, and changes in customer needs as the triggers for training. From this, it can be understood that jobs are continuously changing from time to time and so do the people and personnel policies and structures. The technological advancement in equipments, and methods and styles of working are changing even faster. This results in not only obsolescence of the existing technologies and methodologies but also the way people think and perform. It is through training that organizations can capacitate their employees so as to be able to shoulder workloads imposed on them by job redesign or through technological development.

Training generally serves both organizations and employees. Concerning the purpose that training serves, Graham and Bennett (1998:283) mention it as having dual functions. On one hand, it benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks are improved. On the other hand, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction. Either cases underlines why training is delivered in organizations. Regarding this, Broadwell (1989:7-8) better rationalizes the training activity in organizations. He

states that organizations train their employees for the reason that the employees cannot do something that the job requires should be done. There is some skill they have yet to perfect or acquire, or some knowledge they are lacking that keeps them from doing a completely satisfactory job. However, this has to be confirmed by careful investigation whether the deficiency is purely attributed to lack of training or to other factors.

According to Noe (2010:6), training is becoming more performance-focused. That is, training is used to improve employee performance, which leads to improved results. It is seen as one of several possible solutions to improve performance.

Training improves the competency of the trainees as well as the overall performance of organizations. It is a means for effective performance, and hence must be seen as an integral and vital part of the whole work system. It should not be seen as an extraneous activity for which training staffs are largely responsible. Managers must take the initiative in setting up, providing resources, and motivating the training practices. Due to the vital contribution that training makes to the development of human resources and achievement of organizations' aims and objectives, all those responsible for training in any form and shape must be collaborative and themselves be trained for the task (Tyson and York, 1996:142).

In sum, training is an activity that is carried out by organizations to raise the competency of employees in skills, knowledge and attitude so as to make maximum use of them in the effort of achieving organizational aims and objectives.

In relation with this idea building and securing the capacity of human resources with proper quality and quantity through various types of training programs is by far the most important issue. This is undoubtedly due to the fact that well qualified human resource is a key pillar around which all others are rallied.

## **2.2. THE TRAINING PROCESS**

Training, being a continuous cyclical activity has its own process that is made up of a series of interdependent functions that are practically linked together and integrated in to the whole work system. In this process, training need assessment and its methods are discussed in detail. Organizational, individual need task analysis are incorporated under the topic training need

assessment. Method of training need assessment is another factor that must be focused on in the training process.

### **2.2.1. TRAINING NEEDS ASSESSMENT**

Training needs assessment is the first most important phase in the training process. It is basically conducted to identify and articulate the organization's human resource development needs. According to Noe (2010:103), training needs assessment refers to the process used to determine whether training is necessary. Needs analysis identifies the performance areas in which additional training (or non training) is needed; it also pinpoints the individuals or groups of employees who could most benefit from the training. In planning training program, analysis should be made to identify those employees who should undergo some kind of training and development activity for upgrading and updating purposes. Conducting training needs according to Barbazette (2006:6), helps to protect the assets of an organization and assure that resources set aside to address training issues are conserved and used only for that purpose. It can also help determine whether training is the appropriate solution to a performance deficiency. Conducting training without assuring there is a training need is a waste of time and resources. This situation justifies the necessity of training need analysis before any training activity is carried out.

According to Tyson and York (1996:143), training need analysis is a primary requirement for cost-effective training that must meet the actual rather than imagined needs of performance. This is an essential pre-requisite to the design and provision of effective training. The purpose of this diagnosis is to determine whether there is a gap between what is required for effective performance and present level of performance in the organization. In addition, Sims (1998:13) adds that a training needs analysis is an important part of a strategic approach to training such an approach maximizes the potential success of training efforts.

The objective of training need assessment is not only to test whether there is a gap between the actual and expected performance of employees but also to identify the kind and extent of deficiencies, if any, and to determine if the deficiencies are attributed to lack of training or to any other factors. This helps to design and deliver appropriate cost-effective training program to bridge the gap. In support of this, Critten (1993:42) states that, before any training is carried out, there should be a clear specification of the nature of the prevailing training needs as an

underlying principle. This is determined by the gap between the knowledge and skills considered necessary for present and future satisfactory performance in a given job and the knowledge and skill currently possessed by the employee. The resulting gaps are then identified as training needs and become the basis for a training plan in which separate objectives were set for trainings to be carried out.

According to Harries and DeSimone (1994:92), training need is a discrepancy between the organization's expectations and what actually happens. It helps to identify the goal of the organization and its effectiveness to attain those goals; and indicates discrepancies between employees' actual skills and the skills needed for effective job performance. The presence of gaps in skills, knowledge and attitudes among employees in organizations is manifested through different kinds of indicators that serve as sources of information. Inadequate job performance, acute skill shortage, drop in productivity, accident reports, quality control reports, increased customer complaints, etc are some of the major possible sources of information about deficiencies (Darling, 1993:123).

However, it may be difficult to access information on these issues unless systematic approaches and continuous efforts are made and appropriate methods are employed. To assess training needs, managers should make use of methods like observation and analysis of job performance, management and staff conferences and recommendations, analysis of job requirements, consideration of current and projected changes, surveys, reports, inventories (DeCenzo and Robbins, 1988:247).

Generally, training needs assessment typically involves organizational analysis, person analysis, and task analysis (Noe, 2010:103). This indicates that training need assessment is the most important factor in any training program. Because, it is unlikely possible to plan training in advance without training need assessment is conducted. This gap in turn poses a serious threat on achieving the overall goal of trainees, trainers as well as an organization as a whole.

#### **2.2.1.1. ORGANIZATIONAL NEED ANALYSIS**

Organizational needs analysis encompasses the training need of the organization as a whole. This includes, according to Camp et al (1986:37) examining its boundary with the external environment in which it operates the achievement of its stated objectives, its human resources,

and its climate. If the purpose of training is to ensure that employees have the necessary knowledge and attitude required to meet the organizational objective then more systematic process at the organization level is needed to determine priorities for training (Dalziel, 1997:146).

Organizational training need analysis incorporates, among others, identifying organizational goals and objectives, organizational structure, roles and tasks within the organization, organizational culture, compensation system, communication networks, relationships inside and outside the organization techniques and tools being used, and leadership (Simmond, 1995:152). Careful analysis of such broad areas finally leads revealing detail and specific training need areas at organizational level. According to Noe (2010:110), an organizational analysis considers the context in which training will occur. That is, organizational analysis involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities.

When identifying needs, it is essential to take account of the national and organizational contexts within which organizations are functioning. Concerning this, Dalziel (1997:146) states that the effects of legislation and national economic policies on the organizations markets and policies; the pace of technological development and job change; more flexible policies for human resourcing; the establishment and use of detailed and nationally agreed competencies and national qualifications in an increasing range of occupational, professional and management areas; the increasing stress on continuous development, self development and on people taking responsibility for own learning; and the often rapidly changing pattern of government intervention in the control, encouragement, provision and funding, and the various "Initiatives" launched by government departments are some of these factors.

Emphasizing the above points, Tracey (1984:59) states that training needs assessment must take in to account enterprise forecasts of the environment in which the business will be operated in the future- from political, economic, social, demographic and technological perceptions. The same authority (1984:9) indicates that the plans of the organization must be studied to determine what the organization will look like from the stand points of size, organization structure, skills required, products, services, and processes. And action plan must be developed to ensure the systematic evolution of the new organization structure by developing position descriptions, applicant specifications, staff objectives, organization development and renewal programs, career

ladders, and training and development plans and programs as parts of organizational needs assessment.

With regard to the significance of the results of organizational needs assessment, Tracey (1984:60) states that relating training needs to the goals and objectives of the organization is one of its benefits. Accordingly, it is also used to link organization needs to individual employees' training and development needs. The author shows in his article, that it is possible to identify external forces affecting the organization, such as employee life styles and value systems, government regulations, and economic realities based on the organizational needs' assessment results. Besides to these facts, detecting internal changes in communications, leadership styles, power centers, and the like is also indicated as a function of assessing organizational needs. Moreover, Tracey views that it paves a way to analyze the reasons for high turnover and grievance rates, labor management confrontations, and reject rates.

Then, it is possible to say that first of all training processes, organizational need analysis must be conducted without any prerequisite since it is a primary way of being effective and successful in general organizational activities.

#### **2.2.1.2. INDIVIDUAL NEED ANALYSIS**

According to Noe (2010:113), person analysis helps to identify who needs training. It involves determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design problem; identifying who needs training; and determining employees' readiness for training.

Employees usually vary in the backgrounds they have in training and experience. Organizations keep the profile of their personnel so as to help them made informed decision about the development program of every employee. Under this are included all pertinent information starting from personal data and educational background to every detail of successes and failures that are rationally drawn from performance appraisal programs of the organization. This is done by the immediate boss of the employee. Simmond (1995:153) writes that one starting point for analyzing the training needs of individuals occurs when an immediate manager confirmed that someone has obviously failed to meet agreed up on targets. The confirmation is made by some kind of appraisal and self-admission and faults, or past failings.

The first step in analyzing individual training needs is careful analysis of the job by setting performance standards. The performance now being attained by employees can sometimes be measured, but more often it is assessed through an appraisal scheme. Management by objectives again shows a different technique by reviewing measurable performance in previously agreed upon key areas of the job. Any disparity between standards and performance levels shows possible training needs in the individual (Graham and Bennett, 1998:285).

According to Bartram and Gibson (1997:4), training is considered as an investment, and that working out benefits to be gained in comparison to the costs incurred is the first task before deciding on the investment. This is secured by conducting effective training needs analysis that identifies training issues and priorities in a systematic way, not on an ad hoc basis; and by examining individual as well as overall aspects of the organization.

Individual needs assessment is more specific and can be rapidly identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge and skills, motivation, past performance, and career orientation of individual employees (Tracey, 1984:61). Individual skills are originated, according to Rothwell and Cazan (1998:83), from the employee's current job, an involving job (the job that today's job will become), possible future assignments (for example, as a result of assignments, a career plans). Moreover, Prokopenko (1998:86), states that emphasis on individual needs assessment makes it possible to have development programs to individual needs within an organization.

According to Wexley and Latham (1991:59), individual needs assessment should involve at least two steps: step 1 is concerned with how well a specific employee is performing his/her job, and step 2 involves determining the specific skills and knowledge and employee needs to perform the job acceptably.

Generally writing, individual employee needs are identified by determining what skills, knowledge, and attitudes an employee must develop to perform the duties and tasks of the current and future job in the organization (Tracey, 1984:61).

It is vivid to sum this individual need analysis saying it is base to achieve the preplanned goal just like that of organizational need analysis. For this reason, any trainer must encompass the idea of analyzing individual need in the process of training need assessment before forwarding the

training content. That means, individuals' needs must be analyzed carefully towards testing and identifying who needs training and which gap (knowledge, skill or attitude) wants to be narrowed as well as filled.

### **2.2.1.3. TASK ANALYSIS**

Task analysis according to Noe (2010:103) identifies the important tasks and knowledge, skills, and behaviors that need to be emphasized in training for employees to complete their tasks. Dessler (1997:253) defines the training needs analysis at task level as "a detailed study of a job to identify the skills required so that an appropriate training program may be instituted." Moore and Dutton in Harris and DeSimone (1994:99) also define training need analysis at task level as a systematic collection of data about a specific job or group of jobs to determine what an employee should be taught to achieve optimum performance. This implies that training needs analysis made at task level enables managers to determine the type of competency required for effective performance. It is used for determining the training needs of employees who are new to their jobs. Its aim is to develop the skills and knowledge required for effective performance, and hence the training is based on thorough analysis of the tasks to be performed.

Task analysis involves a detailed investigation of various components of jobs and how they are performed. It indicates whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks. For almost all jobs, there are some standards though in some cases these standards may be more concrete than others. Jobs at lower hierarchies of the organization are more clearly defined than those at higher the echelon. But with all jobs an expectation is attached. The task analysis helps to closely look at all these expectations to see if the employees have the necessary skills to fulfill these expectations (Saiyadain, 1999:220).

Job analysis is important because it identifies what people do- or should do- and thereby provides information for selecting, appraising, compensating, training, and disciplining employees (Rothwell and Kazanas, 1998:118).

According to Wexley and Latham (1991:44), five approaches (steps) ought to be followed so as to conduct task needs assessment. The first step is obtaining a copy of the company job description which is followed by identifying the tasks involved in performing the job for which the training program is being designed. Next, identifying the knowledge, skills and abilities

needed for performing these needs should done to conduct task needs assessment. Then, developing course objectives is described as the fourth step in the process. The authors display that the training program have to finally be designed. Hence, whoever wants to conduct assessment of task needs must go through the five approaches aforementioned.

After task analysis is successfully completed, relevant training program will be designed and delivered to those employees who are assigned to do those tasks so that performance will be improved. Mullins (1995:63) states that task analysis involves selecting and sending individuals for short or long term trainings to familiarize with the tasks identified.

Towards the end of training needs analysis, managers need to validate the identified training areas based on the process of training need evaluation. This is, according to Wills (1993:37), the phase where the training need assessment evaluation is carried out to ensure that the training is appropriate and necessary. It is done when the needs are being identified. This is why it is worth spending the time to run development open days and to train managers in development needs analysis. Upon the completion and validation of training need analysis attention has to be paid in prioritizing the delivery of training activity. Kelly (1987:4) emphasizes this by saying that needs analysis sets priorities. It determines not only which programs are most pressing, but also which can be most economically solved through training.

Hence, like organizational and individual needs, there must be task analysis program before coming to the audience (trainees). This means that what people do, or should do must be identified to give priorities for issues require more emphasis than others.

### **2.2.2. METHODS OF NEEDS ANALYSIS**

According to Noe (2010:107), several methods can be used to conduct needs analysis, including observing employees performing the job, utilizing online technology, reading technical manuals and other documentation, interviewing subject matter experts, conducting focus groups with subject matter experts, and asking subject matter experts to complete questionnaires designed to identify tasks and knowledge, skills, abilities, and other characteristics required for a job.

The methods of conducting the needs analysis according to Camp et al (1986:310), begins with defining the perceived performance deficiency. This deficiency may be recognized by

management in and through day-to-day events, or sometimes individuals to appreciate of their own accord that a deficiency exists in their performance (Dalziel, 1997:149). Whatever the source or type, there is often a tendency to state the problem in terms of perceived solution (Camp et al, 1986:33). The same authorities further add that without a specific behavioral description of the perceived performance deficiency problem, an accurate training needs analysis is highly impossible.

Camp et al (1986:33) state that prioritizing the problem is the sound step in the methods of conducting the needs analysis. Once the deficiency has been defined in behavioral terms, the next logical question must be “which problem should be solved to provide the greatest organizational benefit?” With regard to answering this question, one has to look these three criteria: organizational goals, resources, and probability of success (Camp et al 1986:33). Prioritizing the problem helps organizations to see not only short term training programs but also long-term goal oriented training programs (Wexley and Latham, 1991:38). Even if this is going to be subjective judgment, generally it is agreed that prioritizing the training problems should be based on the criteria of organizational goals, resource availability, and probability of success.

The third step of training needs analysis method according to Camp et al (1986:38) is identifying job requirements, trainee’s skill and ability level, and environmental constraints on correcting the deficiency. These authorities argue that as part of training needs analysis, it should focus on what the trainee needs to be able to do to perform the job satisfactorily. Furthermore, job requirement identification should provide information regarding standards of performance, how the tasks are to be performed to meet the standards and skills, knowledge and abilities needed for performance. Moreover, an accurate job and person analysis indicates what type of skill or knowledge should be acquired to rectify the performance deficiency (Wexley and Latham, 1991:41).

Regarding environmental constraints identification, Stanley (1987:49) states that the environmental constraints identification method provides information on relevant environmental factors in a time perspective. These process attempts to gain insight in to the wide spectrum of factors i.e. economic, technological, political, historical, legal, and cultural which impose on the organization and are likely to demand special knowledge and skill, or call for adoption of old skills.

The fourth and final step of training needs analysis method, according to Camp et al (1986:52) is developing a behavioral description of the need. In other words, this is developing the training objectives depending on the information obtained in the job, person, and work environment analysis.

Training objectives (learning objectives) are seen today by many as intermediate or sub-objectives the trainee must master in order to become proficient at the task objectives (Armstrong, 1996:97). With regard to this point, Bartman and Gibson (1997:204) suggest training objectives provide the basis for all the remaining steps in development of an instructional system. They constitute the real heart of a training program. The quality of other instructional decisions rests heavily on the adequacy of statements of objectives. In addition, training objectives serve certain administrative purposes.

Different writers argue that there are variety of methods and techniques for obtaining information related to the analysis of training needs within an organization. For example, environmental appraisal, change analysis, educational needs survey, organizational audits are described as some of the methods and techniques in training needs analysis Stanley (1987:49-59). Furthermore, the author extends methods such as customer or consumer survey, quality circles, reports and records analysis and climate /attitude/ survey. From this article, it is not impossible to understand that assessing training needs should pass through certain techniques /methods/. Defining the record is the first and most crucial mechanism to identify ones performance deficiency.

### **2.3. TRAINING DESIGN**

Meer analysis of need is not the last step in the process of training. Nevertheless, training design comes next to that of need analysis of organization, individual and task. The training needs analysis is logically followed by the design of actual training program to be delivered to fill the gaps identified. Systematic approach to designing training program enables to secure the full benefits of successful training programs. This is the stage of deciding what action is to be taken to meet the identified needs. It requires generating and analyzing a range of options in the light of objectives to be attained and economic use of available resources. Making choices among the options raises questions such as who should provide training, of what kind, where and by what, the answers of which are determined by training objectives (Tyson and York, 1996:164-147).

More magnifying the role of appropriately designed training programs, Darling (1993:122) mentions that, it serves the purpose of recognizing the need for staff to work together, allocating responsibilities and determining objectives and methods of achievement. This helps to blend the task and process activities, and serves as a vehicle for managers to play more active and supportive role in the day-to-day operational management of activities.

Designing the training program needs to decide at least on important areas such as: setting training objectives, determining contents of the training program, selecting appropriate training methods, and securing decisive training resources. Each of which is discussed hereunder.

### **2.3.1. SETTING TRAINING PROGRAM OBJECTIVES**

Training program objective is an important variable in the design of training program as it is a corner stone upon which other training plan components are to be built. It is a blue print for the whole training activity. Dessler (1991:262) in emphasizing the role of training program objectives writes that setting concrete, measurable training objectives is the bottom line that should result from determining training needs. Well written behavioral objectives specify what the trainee will be able to accomplish after successfully completing the training program. Hence, they provide a focus for the efforts of both the trainee and the trainer as well as a benchmark for evaluating the success of the training program.

In setting the training objectives, attention has to be paid to stress on preparing invaluable objectives that are fully responsive to the gaps identified in training need assessment. Producing sound objectives, according to Tyson and York (1996:147), is crucially indispensable in the design and provision of cost-effective training. Sound objectives specify what the trainees should be able to demonstrate by the end of the training. It enables both the trainer and the trainees to assess whether the required learning has been achieved or not. Sound training objectives have to be expressed in learner-oriented terms, specific, measurable and clearly stated. A well-set training objective benefits all training stakeholders.

Every aspect of the training program should be aimed at a particular set of objectives. Ideally objectives should be written down and devised with the inputs of supervisors, top management and those involved in training. Clear objectives help everyone. Trainees know what they are supposed to learn, trainers can pinpoint what to teach and make their courses “learn”. Supervisors

understand what workers should have learned and how their performance should improve. And, top management is better to evaluate the training effort (Kelly, 1987:24).

Defining the program objective is the first thing a trainer should decide on. According to Dessler (1997:255), training objectives are descriptions of performances that we expect learners to be able to exhibit before we consider them competent. They describe the intent and desired result of human resource development initiative. Objectives are used to evaluate the success of the training program and help the participants to pay their own attention and efforts during the program. Appropriately stated objectives describe not only the product or result of the doing, but also the important conditions under which the performance is to occur and the criteria of acceptable performance by describing how well the trainee must perform in order to be considered acceptable.

Towards the end of setting training objectives, the trainer should think what contents are to be delivered as part of the training design. The content to be prepared should be shaped in such a way that it can fully satisfy the objectives set to fulfill the training gap. As to Carr, (1992:48) along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Therefore, considerable attention needs to be paid in setting training program objectives and contents to be taught in order to bridge the performance deficiencies identified by the training need assessment; because, it is vague to know what, where, how, why to do and the like unless objectives of training program are set. Due to this fact, it could be said setting training program objectives is a blue print for the whole training activities.

### **2.3.2. DETERMINING CONTENTS OF THE TRAINING PROGRAM**

Before the beginning of any training program, usually there comes a question “What is to be learned?”. In establishing the content of a training program, according to Otto and Glaser (1970:140), the scope of the organization’s operations, its budget, limitations, and philosophy must be considered. Besides, training designers may find it helpful to use a checklist as a decision aid on those occasions when they must judge the appropriateness, comprehensiveness, and adequacy of the training programs contents (Rothwell and Kazanas, 1998:301).

Concerning to the accommodation within the content of training program, Dalziel (1997:152) states that it is necessary for the content of the training program to accommodate the reality that training needs are occurring on an unprecedented scale for the individual, the employing organization and society at large. To gain the maximum benefit which the training content (in its many forms) can bring at each of these levels, personnel, and training officers must pay much greater attention to identifying learning gaps and how they can be filled.

Hence, it is very important to organize knowledge to be communicated through training in a way that it can be taught more effectively by any means to fill the identified gap. In other words, contents of the training program should be determined before beginning any training program.

### **2.3.2.1. SELECTING THE CONTENT OF THE TRAINING PROGRAM**

In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) that is going to be taught. Regarding the organization of contents of the training program, Watson (1979:119) suggests that by identifying and grouping into topical areas related concepts and techniques, the training process is made easier because it helps trainees to focus their attention on a specific and limited subject area and allows them to digest closely interrelated ideas at one time. The proper organization of the subject matter into units that provide the building blocks to acquire knowledge and skills are very much required for acceptable job performance (Tracey, 1984:225). Furthermore, the careful sequencing of topics to be taught can serve purposes beyond assuring the logical presentation of concepts (Rothwell and Kazanas, 1998:134).

According to Watson (1979:119), identifying the topic areas that should be converted to reach the stated objectives should be included in the training program content. After the topic areas are identified, key points, specific concepts and thinking processes should be specified. Watson adds more contents on the two listed contents. Determining the emphasis that should be given to each topic and the specifics within each topic is necessary in training program content selection. The same author further demonstrates that sequencing the topics so that they fit together in a logical progression and build on one another to form a systematic whole is crucial activity while preparing contents of training program. The final content in the process of content selection is establishing a learning pace that is stimulating and impactful. Thus, it repeatedly is understood at

least the five contents and approaches should be kept in order to prepare contents of training program.

Regarding the training system content selection, it is possible to include all the major knowledge and skills required achieving the specified performance. Submitting the topical outline to subject matter experts for a check of completeness and accuracy is also recommended system. Likewise, it is suggested system that revising the topical outlines in accordance with the recommendations of the subject matter experts. A detailed content outline for each topical or performance objective should also be developed. Then, it needs to eliminate unnecessary duplication within the detailed points to be taught. Comparing the refined content outlines with the performance objective work cards is the final system of selecting training content as suggested in the text of Tracey (1984:234).

With regard to the sources of the content, Tracey (1994:226) suggests two basic sources: job data (job analysis reports and performance objective work cards) and documents (organization and function manuals, technical manuals, etc). The same authority further elaborates that documentary sources are complementary sources of contents, but the primary sources of content must be the job data. In order to assess the relevance of the content, one can raise the questions as criteria, 'What must be learned to achieve the objective?' 'What should be included?' and 'What could be included?' (Truelove, 2000:161).

Therefore, it is helpful to consider how to cover the objective, how to link the entry behavior and how to transfer the learning unit to the job situation when deciding the content. As setting training program objectives is followed by determining the subject matter, selecting the content comes next. That means, key points, concepts and thinking processes should be specified.

### **2.3.2.2. SEQUENCING THE CONTENT OF TRAINING PROGRAM**

Sequencing is the process by which the content and learning experiences are placed in the configuration that will produce the most learning in the shortest possible time (Tracey, 1984:235). Some methods of sequencing the contents are simply more appropriate than others, depending on the performance objectives, the learner, and the learning environment (Rothwell and Kazanas, 1998:191). They further suggest the importance of sequencing the content for learners will be systematically introduced to work activities, and the situations or conditions in

which they must learn. Tracey (1984:235) on his part put its importance as “proper sequencing of training content can have a significant impact on the efficiency and effectiveness of training program.”

With regard to the approaches of sequencing, Rothwell and Kazanas (1998:192) indicate that there are about seven sequencing approaches. They might be referred to as chronological, topical, whole-to-part, part-to-whole, known-to-unknown, unknown-to-known, step-by-step, part-to-part-to-part and general-to-specific sequencing.

Accordingly, the content is arranged by time sequence with the presentation of latter events preceded by discussion of earlier one is categorized under chronological sequencing approach. When the contents are sequenced topically, learners are immediately immersed in the middle of a topical problem or issue to see how the problem originated. In whole-to-part sequencing approach, learners are first presented with a complete model or a description of complexities or work duty and different parts; the opposite is true for part-to-whole sequencing approach.

In the case of known-to-unknown sequencing approach, learners are introduced to what they already know and are gradually lead into what they do not know while learners are deliberately disoriented at the outset of instruction in unknown-to-known sequencing approach. When learners are introduced to a task or work duty around each necessary step, then, the approach is said to be step-by-step sequencing approach. In part-to-part-to-part sequencing approach, still, learners are treated to a relatively shallow introduction to a topic, move on to another topic that is also treated superficially; eventually return to the original topic for more in-depth exposure, and so on. All learners are introduced to the same foundation of knowledge of the same skills. Later, however, each learner specializes. Thus, this approach is known as general-to-specific sequencing approach.

As a general rule, it is a good approach to start from existing knowledge, skill and attitude; preferable to put the whole learning in context, then introduce parts; and all use links between teaching (Truelove, 2000:162-163). It is a process of configuration (placing) the contents and learning experiences in their respective order; because, it can have a significant impact on the efficiency and effectiveness of training program.

### **2.3.2.3. SELECTING APPROPRIATE TRAINING METHODS**

After the training objective and contents have been set, selecting appropriate training method is the next step in training design. It is a matter of deciding to deliver the training content by the help of some kind of training methods among the many. Various factors have to be considered to select one training method in a given training program. Regarding this, Pigors and Myers (1981:283) write that the type of training method best suited to a specific organizational need depends upon a number of factors such as skills called for in jobs to be filled, qualification of the employees, and the kind of operating problems confronted by the organization. Dessler (1991:262) adds other important factors in determining training methodology such as the nature of the tasks to be performed and skills to be learned, the number of employees to be trained, and the resources available for the program.

Generally, a variety of training methods are available. The choice of a method or combination of methods is a function of a number of considerations such as training purpose, content nature and training location. In addition, the level of trainees in the hierarchy of the organization and their motivation level, training cost and time allocated are also considered in the selection of appropriate training method (Jenks, 1992:88 and Saiyadain, 1999:217).

There are numerous kinds of training methods. In general, training methods are broadly grouped in to two most popular categories: on-the-job and off-the-job or classroom training methods.

#### **2.3.2.3.1. ON-THE-JOB TRAINING**

On-the-job training takes place on the actual place of job. Trainees learn while they are on their regular working situations. Supporting that, Rothwell and Kazanas (2004:5) states that on-the-job training is simply job instruction occurring in the work setting and during the work. On-the-job training, as is stated in Forsyth (2001:41-42), implies a range of objectives or ways of working with members of the staff that can be integrated in to their day-to-day activities. It is effective both for the new and existing employees in the organization.

It benefits the new employees not only by way of establishing skills on the right basis, but also by developing good performance. Producing attitudes to, and understanding of what needs to be done so that a person is inherently liked to become self-sufficient in what he/she does is on-the-job training benefit to new employees. It helps such employees by establishing an attention to details. Moreover, it can build confidence quickly in what the employee does.

On the other hand, on-the-job training is helpful for experienced employees too in that it fine-tunes skills and improves even the good performances. It briefs to continue as policy and practice change over time implying that even the best performance can be improved as development certainly in many things never stops.

Harris and DeSimone (1994:133) describe on-the-job training as the most common form of training involving training at the trainees regular work situation. It has two distinct advantages over off-the-job training. First, it facilitates transfer of learning to do the job since the trainees have an immediate opportunity to practice the work tasks on the job and the learning environment is the same as the performance environment. Second, it reduces training costs as no training facilities are needed.

As to Sutherland and Canwell (2004:198), on-the-job training is undertaken at the business premises. Trainees undergo, on-the-job training under the supervision of an experienced and qualified trainer in order to acquire the skills needed for the job. The trainees' performance under actual working condition is continually monitored and recorded in a training log book.

On-the-job training has numerous advantages. For instance, it can reduce training cost; it is easy to assess improvement and progress; and resolve encountering problems. Another merit of on-the-job training is that employees gain confidence and become increasingly productive. It also enhances positive transfer of learning. Through this type of training, quick feed-back can be provided on the spot (Dessler, 1997:256, and Sutherland and Canwell, 2004:193).

However, on-the-job training is not without its own limitations. According to Harris and DeSimone (1994:138), some of the disadvantages of on-the-job training include the presence of physical constraints and noises at the work site, probability of costly damages to expensive equipments while running the training, customer inconvenience and reduced quality of services due to the training and threatening the safety of others working in close proximity.

However, it is agreeable that the benefits of the on-the-job training usually off-set its drawbacks. Some of the major techniques included under on-the-job training are coaching, mentoring, job rotation, apprenticeship, and job instruction. Thus, in designing training program, on-the-job training could be employed for its advantage of opportunity to apply soon after the training and reduces training costs.

#### **2.3.2.3.2. OFF-THE-JOB TRAINING**

This is a kind of training conducted out of the employees' work site. Off-the-job training, as stated in Sutherland and Canwell (2004:192), requires the attendance of trainees in places other than the working site. It is usually offered at training colleges and external training agencies. By its holistic nature, off-the-job training has a number of advantages. It is known by high quality as it is given by a special instructor. From this type of training, the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particular difficult aspects. In the long-term, off-the-job training may be less costly because it enables workers to reach higher standards of speed and quality. Besides, it is free from the pressures of payment-by-results schemes, noise, danger or publicity. The trainee relatively learns correct methods from the onset. In this type of training, the trainee does not damage valuable equipment or produce spoiled work or scarp (Graham and Bennett, 1998:287).

The two potential limitations of off-the-job training method, according to Graham and Bennett (1998:187-88) and Haris and DeSimone 1994:140), are increased cost (for premises, equipments, travel, instructor, etc.) and difficulty of transfer of training due to dissimilarity of the job and the training setting. Lecture, discussion, case study, role play, demonstration, audiovisual methods, and videos can be cited as the major techniques of off-the-job training method (Jenks, 1992:89)

In general, it must be understood that there is no one perfect way to train any specific case when training is required. No one way is without its drawbacks. There are many considerations that present themselves. Supervisors need to examine the pros and cons of each of the methods available and see what best suits their needs, problems and situations (Broadwell, 1989:47).

#### **2.3.2.4. TRAINING RESOURCES**

To carry out successful training program, the training organization needs to make use of several training resources. According to Davies (2003:139), training resources are any people, equipment and material needed to execute the training project. Others like Plunkett and Attner (1989:277) express their appreciation to those organizations which allocate and spend adequate time money and effort for training as they are rewarded with a growing pool of talents capable of greater

achievement and available for greater responsibilities. Hence, the trainer, money, time, facilities and other materials are among others that can be regarded as training resources.

The selection of facilities According to Kirkpatrick (2009:12) is an important decision in the training program. The same authorities state that facilities should be both comfortable and convenient. Negative factors like rooms that are too small, uncomfortable furniture, noise or other distractions, inconvenience, long distances to the training rooms, and uncomfortable temperature, either too hot or too cold should be avoided.

Along with aiming at designing and delivering a training program, organizations need to be sure that they have a dependable trainer either from within or from external agencies. A potential trainer must be the one who is able to communicate effectively, and have thorough knowledge of the subject matter. He/she must be enthusiastic, experienced, adaptive, open-minded, patient and articulate. Abilities of working with others, careful and consciousness, good team spirit, humorous, readiness and willingness to work with others are also other important qualities of good trainer (Jenks, 1992:89-90).

In addition to trainers of such qualities, training requires the consideration of other resources too. Mullins (1996:636) describes the cooperation and genuine commitment of top managers, adequate allocation of finance, time and skilled staff as the underlying training resources. Rae (1997:21) states the benefits offered by training facilities and premises as variety and retention, greater impact, recall government, an aid to clarity and conciseness, and consistency and quality of thought.

The fundamental criterion for judging the appropriate use of training aids is their relevance to the training programs. As regards to this, Bell (1997:375) explains that training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding. He further points out that certain objectives of learning are better achieved if we use appropriate training aids although research shows most aids can perform most instructional functions.

When training aids are properly used, they can stamp realism and meaning in the training program. Supporting this idea, Bell (1997:375) explains that when considering the choice of aids

to satisfy particular learning objectives, the physical attributes of the aids are of less consequence than their psychological, or functional, attributes: the ways in which learners interact with the aid.

According to Rothwell and Kazanas (1998:234) training designers take several steps to select, modify or design training materials. The designers of the training, firstly, have to prepare the working outline. This includes a working outline that summarizes the contents of the planned learning experiences. This outline is based on the training strategy, and on measurable, sequenced performance objectives that were written previously. An outline is useful because it reminds training designers of what they are doing and helps them plan how they will address each objective. Next to this, conducting research should be followed. This is carried out to identify materials available inside or outside an organization. Training designers should not waste precious time, staff, and money preparing these materials if they can be obtained from other sources inside or outside the organization.

Thirdly, the training designers are expected to examine existing training materials. Here during debating whether to use existing training materials, one has to be sure they are consistent with the training strategy and performance objectives established for the planned learning experience. Then, after this step, arranging or modifying existing materials comes next. When existing training materials are appropriate to use, it may be necessary to secure copyright permissions and arrange or modify the materials in ways appropriate for satisfying the objectives.

The trainer must have the appropriate environment to transfer the subject matter to the learners. Among the training environment, the selection of appropriate learning classroom is the first. In answering what kind of learning classrooms are needed Laird (1983:178) responds that experienced instructors as a general criteria need that they want flexibility, ventilation, isolation, and lighting control. Watson (1979:131) also suggests that considering the location, setting, and layout of training room are extremely important aspects, which must receive attention. He adds that the size of the training room depends on the nature of the meeting, the seating arrangements, and the number of participants attending. In deciding the selection of training environment, the designers must look the factors like training objectives, training strategy, trainee population, training area, safety requirements, and costs (Tracey, 1984:333-335).

A training program needs to have a budget breakdown for each activity. As it is stated in Wexley and Latham (1991:19) the training budget needs to be supported with details about each program's intended length, space requirements, number of trainees per session, audio-visual equipment and material required, and development and administrative costs. The training cost has to be adequately allocated considering all activities throughout the training cycle. Each training steps, according to Davies (2003:112), from conducting training needs analysis through designing the events, conducting the sessions and post training evaluation has to be accompanied with commensurate budgeting system. Therefore, a successful training is a combined effect of committed managers, able trainers, time and budget allocation, and consideration of important facilities, equipments and materials. In other words, training resources are anything that is applied to carry out successful training program.

#### **2.5.2.5. SELECTING THE APPROPRAITE TRAINERS AND TRAINEES**

The trainers and trainees are the most important components of the instructional systems. The trainers provide guidance and assistance and furnish the subject matter expertise; and the trainees receive the designed content of instruction with active participation (Tracey, 1984:344). Hence, to be effective and efficient, the training program must be provided with trainers who have been carefully screened and selected for suitability. It is advisable to select the correct trainers and trainees to be able to achieve the best training program results at little or no cost (Truelove, 2000:239). As a result, as other components of training such as resources, contents, objectives, etc. are determined and selected, appropriate trainers and trainees should also be selected carefully.

#### **2.3.2.5.1. SELECTING TRAINERS**

If training is to be planned and conducted with a maximum effectiveness, the selection of trainers must be done properly. The selection of instructors is critical to the success of the training program. Their qualifications should include knowledge of the subject being taught, a desire to teach, the ability to communicate, and skill at getting people to participate (Kirkpatrick, 2009:12). Emphasizing this, Tracey (1984:345) suggests that "only those best qualified by education, experience, technical knowledge and skill, and pedagogical knowledge and skill should be assigned to instructor duties. This is because that the trainer should be a responsible one who

would insure that the outcomes of training are of value to the organization as well as to the individual trainees (Camp et al, 1986:100). Therefore, a carefully selected list of instructors' prerequisites must be developed for each training system operated by an organization.

According to Tracey (1984:346), the competence of trainers' performance is a function of subject-matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities.

Therefore, to maximize the overall impact of the training program, the training designer should consider very much the selection of best instructors in addition to appropriate contents, materials, facilities and co-ordination.

#### **2.3.2.5.2. SELECTING TRAINEES**

If training to be helpful and impactful, it must be designed and presented in a manner appropriate to the trainees. The selection of participants is crucial for the success of the training program because of that when selecting trainees one has to consider aspects such as: current skills, knowledge and attitudes of the potential trainees, position and mandate to implement the learning into the work of their organization, and motivation to actively engage in the training (UN, 2012:18). Besides, trainees need to be selected on the basis of their organizations, educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement (Watson, 1979:117).

The success of a training program depends if training is considered as an integrated system that begins with an establishment of realistic prerequisites for entrance into the training program Tracey (1984:395). According to Rothwell and Kazanas (1994:27) the learner who should be selected must be open to learning, possesses the self concept that he/she is an effective learner, is willing to take initiative and exercise independence in learning, accepts responsibility for learning, loves to learn, is capable of demonstrating creativity, posses a future orientation, and able to use basic study and problem solving skills. Thus, the designers of the training program are highly expected to select trainees very seriously as they are receivers of the content to be presented to.

#### **2.3.2.6. IMPLEMENTING THE TRAINING PROGRAM**

Once all the training preconditions are fulfilled, training is ready to be delivered by the trainer. This is the stage where the trainees interact with the subject matter in order to attain the objectives set. In delivering the training, the trainer has to be sure that the training is in line with the objectives set and address the selected target group, fill the gaps identified in knowledge, skills and attitude, and satisfy the trainees. Harris and DeSimone (1994:159-60) put the responsibility of implementing the training program largely in the hands of the trainer. Apart from this, according to these authors, decisions must be made on arranging the physical environments to make the trainees feel comfort and concentrate on learning. The seating condition has to be arranged so as to establish a spatial relationship between the trainer and the trainees.

The physical comfort like conducive temperature is also important for successful learning. The environment must be free from physical destructors like noises, poor lighting, and physical barriers. Having all these arranged, the trainer establishes clear expectations by preparing course outline that explains the purposes and requirements of the training session and sets class norms. Finally, the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

The trainer has to prepare the trainees by putting them at ease. It is important to find out what the trainees already know, to stimulate their interests and to maximize the similarity between the training and the job situation. This is followed by careful presentation of the training content by stressing on key points. The trainer also has to test the trainees by asking questions and correct errors; and finally follow-up the trainees by way of frequent checking and encouraging (Dessler 1997:256-57).

The co-ordination of training program is essential to implement the plan by carefully scheduling and controlling all aspects of the training program to assure that everything happens as it should and the program runs smoothly (Watson, 1979:224). This includes, Watson further adds, “everything from assuring the quality and timely serving of mid-morning coffee to briefing instructors and discussion leaders about the program so that they will be able to emphasize the right points.” To sum, after the training program passes through all other steps, it ought to be

presented for the audience. Here, special attention should be paid for it is a stage of delivering the prepared content.

## **2.6. EVALUATING OF TRAINING PROGRAMS**

Evaluation of training program is the last phase in the training process. It is not a onetime activity rather it is an ongoing throughout the entire stages of the training program. In agreement to this, Silberman (1990:260) states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments before it is too late. It involves the activities of reviewing and measuring how well each training steps were carried out and the effectiveness of training program as a whole. Emphasizing that, Rae (2000:193) adds that evaluation covers the whole training process it must be considered early in the design and planning process, and planning as well as practice must start long before the training event takes place.

Rae (2003:161) in describing the concept of training evaluation further writes that, training is the process of changing people to a more effective state so as to improve the business aspects of the organization. Training should not be for its own sake; rather it should be for improvement in organizations. Evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process. As it is over the whole process, it must be considered early in the design and planning, and must be started before the training event. Every training evaluation aims at collecting data on how well the objectives set were attained. Some authors also equate training with investment. Bartram and Gibson (1997:4) state that training should be seen as an investment in people like that of investing in machinery, technology, and premises. Hence, it is important to evaluate the benefits gained in comparison to the costs incurred.

Planners of the training program must be aware of the reasons for evaluation so that they can ensure it is included in the total training process. According to Kirkpatrick (2000:135), there are three main reasons for evaluating training programs: to indicate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training department. But the overall goal of evaluating the training program is to identify and fix problems and make system work better, not to lay blame.

According to Rae (2000:193), evaluation of training program is required for many reasons, like justifying the investment in the training, ensuring that the training is seen to make a change in the working practices of the individual and the organization and evaluating the training investment in terms of costs versus value (bottom line) benefits. Similarly, it can provide the instruments from which concrete evidence can be produced to enable senior management to be aware of the effectiveness of the effectiveness of the training programmes. Training program evaluation is also responsible for ensuring that the training programmes are achieving their objectives. It also demonstrates whether the learners are achieving their objectives. It helps the learners to appreciate what they have learnt what they have to do with this learning and provides a mechanism for achieving practice.

Another reason why evaluation of training program is required is that it helps to suggest improvements to the training programmes. It also helps the trainers to assess their own achievement and provides evidence for their managers also to this. Furthermore, it is required to support the practical implementation of learning by the learners when they return to work.

Regarding the components to be evaluated in training programs, many writers have put many components as parts to be evaluated in training programs from different perspectives. Among them, Laird (1983:256) categorizes the components to be evaluated according to the criteria on which training program efforts are normally evaluated: contribution to organization goals, achievements of learning objectives, or perceptions of the trained population and their managers. According to Smith (1998:162-164), the components to be evaluated in the training program should focus on what takes place within the training setting; on the formal lectures and sessions run by tutors and instructors; the organization itself; any outcomes from training program or process; and the process, inputs and administration of the course need to be included as elements to be evaluated. The other writer, Tracey (1984:441) indicates that a learning situation has to include trainees, instructors, course content, sequence, time allocations, instructional strategies, materials, equipment, and facilities as elements to be evaluated.

Kirkpatrick (2009:34-83) and Rae (2000:199), classify the evaluation of training efforts in to four popular levels. These are reaction, learning, job behavior and results. Reaction reflects the perception of the trainees about the program. It indicates the satisfaction level of the participants. Learning measures the extent to which trainees have grasped principles and facts and improved

skills and attitudes. The changes in aspects of job performance are measured by job behavior. Finally, organizational effectiveness is assured by looking into the results of the training program.

In sum, training involves the allocation of a great deal of both human and physical resources. To know whether the investment of all these resources brought any difference on the job performance or not, organizations must evaluate training efforts according the underlying principles. This is the stage of looking back to measure whether the process is accomplished well or not.

## **2.7. TRAINING CONSTRAINTS**

Training is a process of improving the capacity of individuals through the acquisition of knowledge and skill using various methods. However, this process is likely to be constrained by various factors. At the root of most of these constraints according to (Kenneth, 1998:71-72), is motivation. The same authority discusses on the importance of motivation in to the training program by saying that the motivation that a person brings in to the learning process directly affects how and what he/she learns. In addition to that the concern that top level management gives for training can be cited as one of the major factors that adversely influence the process and expected results. In support of this, Dwivedi (1984:146) stated that the basic problems of training are caused by an untrainable top, a confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to training. Pigors and Myers (1981:282) also write that the support and commitment of managers to training and development is worth mentioning for the success of a training program. They said that, managers at all levels, particularly top level management should provide real support for training and development activities in their organizations.

In magnifying the role of top level managers for the success of training, Mabey et al (1998:174) also stated that, managers who fail to value training and development are less likely to appreciate its benefits. This in turn may affect the attitude of employees under that particular organization. When top level management thinks something is important, so do other members of the organization. Therefore, it should be underlined that the activity of training is directly affected by the extent of value given to it by top level managers.

Apart from this, the activity of training may also be constrained by the availability of resources an organization possesses. To make a training program successful adequate amount of money should be earmarked for the training activity. Other resources like facilities, materials, and human resources should be adequately available at every organization's disposal to run the training program properly.

## **2.6. THE TEACHER TRAINING POLICY IN ETHIOPIA**

Since the early 1990's the Ethiopian government has had a clear policy on the importance of the education for the development of the country and to reduce poverty. The focus of the education system as a whole is to provide equitable access to good quality education. Since 1994, the government has committed itself to provide available resources with the goal of seeing all school age children in school by 2015 (MOE, 2005:6). However, achieving these goals is not a simple task. Despite a huge increase in the number of trained teachers through both pre-service and in-service training programs, there are still major shortages of trained teachers at all levels of the education system (Abebe, 2008:3).

Well run teacher training programs and well managed schools that provide teachers with good work experience are expected to improve the quality of education. Good quality teaching is also crucial. However, MOE notes the presence of a huge gap in educational attainment and academic achievement among students, which is the result of lack of capacity (MOE and USAID, 2008). One of the most important issues outlined in the 1994 Education Sector Strategy was the development of a new career structure for teacher based on professional development, performance and experience. This was mainly to motivate teachers. Therefore, improving teacher training was one of the objectives of ESDP I (MOE, 1998).

ESDP II (2002) considered teacher training and development programs as a key element in the provision of equitable access to education. ESDP III (MOE, 2005) gave further priority to the standardization of teacher training programs. ESDP IV (MOE, 2010-15) states that major investments in improving the number and qualifications of teachers would have a positive impact on the quality of schooling.

To achieve this objective teachers are expected to implement active learning and student-centered approaches in classrooms (MOE, 2010a:24). Zehie(2009) states that good quality education

requires qualified teachers and active learning methods. He reiterates that access to quality education is one of the basic rights of the human beings. He adds that when teaching methodology takes a student-centered approach, students can play a greater role in their own learning and knowledge construction. Ethiopia has been bringing in more active and student-centered learning since the introduction of the new education policy in 1994 (Zwiers, 2007). The adoption of active learning and student-centered methods were also discussed in ESDP II (MOE, 2002) and ESDP III (MOE, 2005) as a means of giving more responsibility for learning and knowledge construction to students (Zwiers, 2007) and promoting more independent learning (Zehie, 2009:89).

TDP II focuses on continued improvement of quality teaching and learning through targeted interventions which bring about lasting systematic change. It aims to improve the quality of instruction and therefore, student learning by enhancing the capacity of teachers. This component builds on the experience of an earlier, four year TDP I. this aimed to improve the quality of teacher educators at TEI as well as improving and expanding in-service teacher professional development activities. It also supported more generally the teacher education system, training for school leaders and management and the quality of English language teaching. TDP II represents a shift from a systematic implementation design to a quality improvement design. This affords a greater focus on increasing teacher effectiveness in the classroom.

In order to improve the qualification of teachers at schools, various teachers support activities have been undertaken. CPD and ELIP have been introduced in order to improve the quality of teaching by raising the level of language proficiency amongst teachers. CPD is made up of two components; the first component is a two year induction program for new teachers while the second one is for those who are in the system where each teacher is expected to complete a minimum of 60 hours CPD time (MOE, 2005).

Teacher training, capacity building and work experience have positive effects on education quality. Having well trained and experienced teachers in schools is just as important as good education materials and good relationships between teachers and communities. Hence, teacher training and development programs and the presence of experienced teachers in schools should be included among the indicators of quality schooling a (Workineh Abebe and Tassew Woldehanna, 2013).

Improvements in education quality are not all down to the teachers and communities however. Greater investment by the government and other stakeholders is needed to help improve the attitude of teachers towards their profession and to retain quality teachers. Teacher training institutions should equip prospective teachers with the pedagogical skills that enable them to provide active learning and child centered approach in schools. CPD should also focus on how to help teachers make classes more active and participatory.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

To carry out this study, the following methodology and procedures were utilized.

### **3.1. RESEARCH METHODOLOGY**

The aim of this study is to assess the current practices and problems of capacity building trainings provided by Hossana College of Teacher Education for linkage primary schools in Hadiya Zone. This calls for collecting data relatively from wide areas. Under such circumstances, descriptive survey method is appropriate, and hence, was employed for this study. Best and Kohn (2004:106) suggest that this method is used because; it is most applicable to social science; is very appropriate to get detail data or facts from large population; and is found appropriate to assess current status of a phenomena. Moreover, descriptive survey method was designed to obtain pertinent and precise information and to draw valid general conclusions from the facts discovered.

### **3.2. DATA SOURCES**

To get valid and reliable data, both primary and secondary sources were used. Both primary and secondary data were obtained from different groups of respondents.

#### **3.2.1. PRIMARY DATA SOURCES**

Primary data was gathered from teachers, principals, cluster schools supervisors, educational officials, focal persons of TDP sub-components, and training and development officer at Hossana College of Teacher Education. These sources were selected because first, teachers and principals are people who actually involved in the training programs and obtain direct benefit from the program can provide reliable information. Second, cluster supervisors and educational officials from respective schools and Woredas are believed to have valuable information because they have been taking part in some of these trainings. Finally, since they are facilitators and important agents of the training programs, focal persons of TDP sub-components at Hossana College of Teacher Education by virtue of their roles in their respective areas were believed to be dependable informants.

#### **3.2.2. SECONDARY DATA SOURCES**

The secondary sources were gathered from pertinent documents available at the Region, Zone, Woreda Education Offices, policy documents, and national and regional guidelines for capacity building trainings. Data were obtained from documents in Hossana College of Teacher Education

and participant primary schools. Under this, the data included were the training materials prepared by the college, the list of trainees in the linkage primary schools, the list of trainers in Hossana College of Teacher Education etc.

### **3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUES**

The main purpose of this study is to assess the practices of Hossana College of Teacher Education in building the capacity of linkage primary schools in Hadiya Zone. It is, therefore, important to collect relevant data from appropriate sources. For this study, the researcher selected linkage primary schools that are situated in Hossana Town Administration and Lemo Woreda as the universe of the study. Linkage primary schools were selected for the study because as clearly indicated in the delimitation part, they obtained various short term capacity building trainings repeatedly from the college are in a position to provide valuable data for the study. Moreover, the researcher has been working as a head of planning work process of the college and closely observing what is taking place actually on the ground created favorable condition to get much experiences and adequate knowledge of the study area and the topic at hand. So, his acquaintance with the area was assumed to facilitate conditions in gathering data required.

Concerning the sampling of the schools, there are thirteen linkage primary schools in the study area. Out of them, 8 (62%) schools were randomly selected. This approach is preferred to give equal chance for all schools to be included in the sample. The sample schools included in the study were:

1. Alemu Woldehana Primary School
2. Erssa Adada Primary School
3. Haile Bubamo Primary School
4. Bobicho Primary School
5. Belessa Primary School
6. Ambicho Gode Primary School
7. Lereba Primary School
8. Masbirra Primary School

Hence, primary schools' principals, vice principals, teachers, cluster supervisors of the respective schools and Woreda Educational experts were the respondents of the study. Moreover, trainers, focal persons, training and development officer from the college were consulted as subjects of the study.

Concerning the sample population size, eight linkage primary schools found in Hossana Town Administration and Lemo Woreda were selected as samples of the study by employing simple random sampling technique. From these sample schools, 16 principals 2 from each school, 4 cluster supervisors (1 from each cluster) were selected by using purposive sampling technique whereas simple random sampling technique was employed to select 99 teachers from the total number of teachers (331) of the schools. Moreover, 2 education experts (1 from Lemo Woreda and 1 from Hossana Town Administration), 1 education and training officer, 3 focal persons (CPD, Practicum and ELIC facilitators), 20 trainers (those who were delivering training program) from the college were selected by employing purposive sampling technique. They are selected purposely because they expected to be reliable informants. Their selection on purposive technique is hence appropriate where expertise knowledge is required (Sharma, 2000:133). Hence, in the case of samples and sampling techniques used for the study, simple random and purposive sampling techniques were employed for teachers and the rest samples of the study respectively. The total number of samples of this study was 145. These samples were drawn (selected) from the total population (377) of the study.

Generally, 8 primary school principals, 8 vice principals, 4 cluster supervisors, 2 Woreda educational experts, 99 teachers; and 20 trainers, 3 focal persons and 1 training and education officer from Hossana College of Teacher Education were the respondents of this study. Totally, 145 respondents were took part in this study.

### **3.4. DATA GATHERING TOOLS**

Multiple data collection tools were applied in the study. Both close ended and open ended questionnaires were used to gather data from the primary sources. These are found to be appropriate instruments for data gathering from large population. In addition to that, unstructured interview was employed for the focal persons and education and training officer at the college.

Document analysis was also done to identify the coverage of short term capacity building trainings for linkage primary schools.

#### **3.4.1. QUESTIONNAIRES**

Questionnaires were prepared and distributed among trainees and trainers found at linkage primary schools and Hossana College of Teacher Education respectively. Questionnaires constitute close-ended and open-ended item questions. The first part of the questionnaire covers respondents' characteristics. The second part consists of structured question items on specific issues. It includes close-ended question items about the participation and types of capacity building trainings provided by the college for linkage primary schools. Following that, the questionnaire presents structured question items related to training need assessment; and questions about how the training program is planned, organized and managed which are graded on five point scale. Finally, structured questions concerned with the training implementation, evaluation and training constraints are presented that are graded with five point scale. Finally, all close-ended question items were supplemented by few open-ended questions.

#### **3.4.2. INTERVIEWS**

Interview questions were prepared for the interview sessions held with three focal persons and one education and training officer at Hossana College of Teacher Education. Unstructured interviews were held with them. The technique was used for its appropriateness to clarify what is not clear and get free personal opinion of expertise knowledge of respondents.

#### **3.4.3. DOCUMENT ANALYSIS**

Documents were also used to validate the information collected through questionnaires and interviews. In addition to the primary data, the review of the trainees' and trainers list, training materials, and so on were reviewed to obtain adequate information about the practice of training.

#### **3.5. PROCEDURES OF DATA COLLECTION**

The questionnaires and interview questions were prepared in English. The official language of the study area is Amharic, and this calls for translation of the questionnaire into Amharic for trainees. This helps to avoid communication barrier on one hand, and to make the respondents freely and confidently react to the questions on the other hand. The researcher hired one assistant data collector in order to manage within the time available. However, the interview sessions with

the three focal persons and one education and training officer as well as document analysis were held by the researcher himself.

**Pilot testing:** Once the questionnaires were prepared, pilot testing of the instrument was made on one randomly selected school from non-sampled schools. The questionnaires were distributed among 20 respondents in school and 10 educational professionals who work in the college. Based on the feedbacks from the professionals, valuable improvements were made and irrelevant items were rejected. In general, the pilot test has helped the researcher to avoid errors related to clarity of language, ideas and contents, and to include some important but left out ideas. After the necessary amendments were made, the final copies were distributed to be filled by the respondents.

### **3.6. METHODS OF DATA ANALYSIS**

Personal data from all questionnaire sets were organized and analyzed by using frequency counts and percentages in tables to show the general picture of the respondents. As the statistical tool, descriptive statistics were used. To analyze the specific data, appropriate statistical tools like percentages, means, and independent T-test were used.

In order to know the actual practices of Hossana College of Teacher Education in providing in-service trainings for primary schools, relevant documents were checked. Depending on the results of the analysis, interpretations and necessary discussions were made to clarify the findings. Finally, the major findings of the study were reported and workable recommendations forwarded. In addition to this, data obtained through interview was analyzed qualitatively.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

Under this chapter, data collected from the respondents are presented, analyzed and interpreted. Respondents' personal characteristics, issues related to the practice of capacity building training program in HCTE like the status of conducting training need assessment, setting training

objectives, selecting training contents, availability of resources needed to deliver training, selection of trainees and trainers, methods of trainings used, evaluation of training programs, and constraints were treated in detail.

#### 4.1. CHARACTERISTICS OF THE RESPONDENTS

The study targeted trainees consists of 99 teachers and 16 principals and vice principals working in eight sample primary schools, 4 cluster supervisors and two experts of Woreda Education Offices found in Hadiya Zone who have participated in various capacity building training programs delivered by Hossana College of Teacher Education. In addition to that, 20 trainers from Hossana College of Teacher Education were included as respondents for the study. Apart from this, three focal persons and one education and training expert from the college were included as interviewees to triangulate the data that would be assembled. A total of 141(100%) questionnaires were distributed among the trainees and trainers, and were fully responded and returned. Out of this, 121 (86%) were trainees and the rest 20 (14%) were trainers. Generally, 145 respondents took part in this study.

In this investigation, the respondents' profiles of sex, age, educational qualification and work experience were addressed in detail. Hence, the data gathered on each profile was presented, analyzed and interpreted as follows.

**Table 1. Characteristics of the Respondents**

N <sup>o</sup>	Items	Choice	Respondents			
			Trainees		Trainers	
			N <sup>o</sup>	%	N <sup>o</sup>	%
1	Sex	A) Male	79	65	16	80
		B) Female	42	35	4	20

		<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
2	Age	A) $\leq 25$ years	5	4	0	0
		B) 26-30 years	15	12	1	5
		C) 31-35 years	20	17	4	20
		D) 36-40 years	22	18	5	25
		E) $\geq 41$ years	59	49	10	50
		<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
3	Educational Qualification	A) Certificate /TTI/	0	0	0	0
		B) Diploma	69	57	0	0
		C) BA/BSc/BED	52	43	3	15
		D) MA/MSc	0	0	17	85
		<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
4	Work Experience	A) $\leq 5$ Years	5	4	0	0
		B) 6-10 Years	17	14	2	10
		C) 11-15 Years	14	12	2	10
		D) 16-20 Years	16	13	4	20
		E) 21-25 Years	11	9	5	25
		F) $\geq 26$ Years	58	48	7	35
		<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>

Concerning the sex profile of the respondents, the above table reveals that majority 79(65%) of trainees and sixteen (80%) of the trainers were male respondents. The only small proportion of the respondents, that is, 42(35%) of the trainees and 4(20%) of the trainers were female respondents. From the expression above, both male and female respondents were participating in the training process. However, male participants of the study were understood as most frequently participated respondents for the number of female participants was less in the schools than that of males. This could be concluded that the number of male teachers exceeds from that of females number in their respective schools.

The age level of the participants was identified to know whether they are capable and matured enough or not. For this reason, the student researcher identified, analyzed and interpreted the age profile of the respondents as presented in item 2 of the table. In this case, the largest proportion of the participants of the study, that is, 59 (49 %) of trainees and 10 (50 %) of trainers were between the age category of 41 and above years.

This indicates that most of the respondents of this study were able to provide relevant and detail information about the trainings provided by the college. The number of respondents of trainers in the age range of 25 years and below is showing that positions of delivering training were mostly held with well experienced individuals to achieve the responsibility expected at that position effectively.

With reference to educational profile of both the trainees and the trainer respondents, the data obtained was presented in the item 3 of the above table. In turn the data was analyzed and interpreted as well next to the table.

As indicated in the item 3, 69 (57 %) of trainees were diploma holders whereas the number of trainer respondents with diploma was nil. With regard to BA/BSc/BED, 52 (43%) and three (15%) of the respondents were trainees and trainers respectively. However, the number of MA/MSc holder trainers was seventeen (85%) while in the same case, the number of trainees was none.

From above expression, one can conclude that the majority, 69 (57%) of trainee respondents were diploma holders. On the other hand, seventeen (85%) of the trainers were MA/MSc holders. This implies that the trainers are well qualified to provide the training program.

With regard to work experience the respondents have, it could be concluded as they are well qualified and capable enough to understand what is being done and should be. Then, the data is accurate and valid to arrive at required point. This implication was based on the data analyzed hereunder.

Concerning choice A of the item 4, five (4%) of the trainee respondents replied that they have five years and below work experience while none of the trainers have the expressed work experience. Choice B of the same item shows that seventeen (14%) of trainee respondents have 6-10 years experience whereas two (10%) of the trainers are found in the same experience

category. Trainees with work experience between 11-15 years were fourteen (12%) and two (10%) of the trainers have 11-15 years experience. Regarding work experience of 16-20 years, sixteen (13%) and four (20%) were trainees and trainers respectively. On the other hand, choice E in item 4 of the above table demonstrates that eleven (9%) of the trainees were found between 21-25 years experience category. Five (25%) of the trainer respondents were found in the same experience category. Moreover, 58 (48%) and seven (35%) of trainees and trainers respectively have 26 and above year work experience.

As it could be seen from Table 1, the majority 58 (48%) of the trainee respondents served 26 years and above. Therefore, it is easy to understand that they were well experienced so as to understand what was being taken place on the ground and provide relevant data. Since the majority of the trainers responded that their work experience is categorized under 26 and above, one can deduce that they are capable enough to equip trainees with the required knowledge and skill.

## **4.2. CAPACITY BUILDING IN-SERVICE TRAININGS**

According to Davies (2003), there is a need on the part of the organization to secure able personnel, or to raise the capacity of the existing ones through various types of training programs. Further, Raymond et al (1996) state that the focus of training is on improving current job by raising specific skills that the person needs for the job. In relation with this truth, the current study entails the condition of the respondents on the overall ideas about capacity building trainings that were offered by Hossana College of Teacher Education.

### **4.2.1 TYPES OF CAPACITY BUILDING IN-SERVICE TRAININGS**

Hossana College of Teacher Education is providing Practicum Implementation Program, English Language Improvement Program, Lesson Plan Preparation, Active Learning, Action Research, and Class Room Management, Special Needs and Inclusive Education and Mentoring types of trainings. In these types of trainees from linkage primary schools might be participants of the program. Consequently, the types of the trainings offered by the college were addressed in this investigation. The required data was collected through the methods used. Then, such data was presented in table, analyzed and interpreted feasibly as follows.

**Table 2. Frequency and Percentage Distribution on Training Participation**

Question Items	Choice	Respondents			
		Trainees		Trainers	
		Nº	%	Nº	%
1) Have you ever participated in the trainings that HCTE offers?	A. Yes	121	100	20	100
	B. No	0	0	0	0
	<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
2) If your response for question No. 1 is “Yes”, in what training program have you participated? (More than one alternative can be chosen).	A. Practicum implementation	75	62	9	45
	B. English Language Improvement	34	28	5	25
	C. Lesson Plan Preparation	25	21	10	50
	D. Active Learning	35	29	12	60
	E. Action Research	20	17	12	60
	F. Class room Management	15	12	5	25
	G. Mentoring	27	22	7	35
	H. Special Needs and Inclusive Education	25	21	6	30

*\*For item 2, total number of responses is greater than N due to multiple responses*

Item 1 of the table 2 was aimed to identify whether the respondents, perhaps, participated in the trainings provided so far or not. For the question, the total number of respondents (both trainees and trainers) responded that they have participated in one or more training programs. Thus, it implies that all the respondents were participants of the training program since they are included in the linkage schools.

As it can be observed in item 2 of the above table, 75 (62%), 34 (28%) and 25(21%) of trainees have participated in practicum implementation, English Language Improvement Program and lesson plan preparation training programs respectively. In the same types of trainings, nine (45%), five (25%) and ten (50%) of the trainers have participated. In addition, it has been shown

that active learning, action research and class room management are training types that 35 (29%), 20 (17%) and fifteen 12(%) of trainee respondents have participated. Similarly, twelve (60%), 12 (60%) and five (25%) of the trainers have participated in the same areas of trainings.

It could also be described that 27 (22%) and 25 (21%) of the trainees have participated in mentoring and special needs and inclusive education trainings respectively. On the other hand, seven (35%) and six (30%) of trainer respondents have participated in the same types of trainings. The aforementioned expression shows that Hossana College of Teacher Education provided various trainings for linkage primary schools; and both trainee and trainer respondents have participated in several types of trainings. Particularly, majority of the respondents indicated that they had participated in training entitled-Practicum Implementation. Similarly, majority of trainers participated in active learning and action research trainings.

Furthermore, the study participants described other types of trainings that the college offers include Instructional Media, Guidance and Counseling, SMASEE, Instructional Leadership, Professional Ethics, Understanding and Managing Students' Misbehavior and the like. In relation to this issue, the interviewees were asked to indicate what training programs were offered by the college the linkage primary schools and they answered that a range of training programs like listed so far were provided to the schools. This shows that the trainings are believed to improve the quality of teaching and learning.

#### **4.3. DESIGN OF THE CAPACITY BUILDING TRAINING PROGRAMS**

The training needs analysis is logically followed by the design of actual training program to be delivered to fill the gaps identified. Systematic approach to design training program enables to secure the full benefits of successful training programs. Making choices among the options raises questions such as who should provide training, of what kind, where and what, the answers of which are determined by training objectives (Tyson and York, 1996).

Therefore, the components of capacity building training programs, under this topic, were addressed, and the data collected to express the practice of capacity building trainings that were delivered by Hossana College of Teacher Education to the respondents of this study were presented in tables, analyzed and interpreted.

### 4.3.1 TRAINING NEED ANALYSIS

As discussed earlier in chapter 2 of this study, training need analysis is the most important component of any training program. Conducting training need analysis, according to Barbazette (2006), helps to determine whether the training is appropriate the solution to a performance deficiency or not. Conducting training without assuring there is a training need is waste of time and resources. For this reason, general aspects of training need analysis such as the practice of the college in conducting training need analysis program and the reasons why the college did not conduct the program were assessed and discussed as follows.

*Table 3. Frequency and Percentage Distribution on Reasons for Absence of TNA\**

Question Items	Choice	Respondents			
		Trainees		Trainers	
		N <sup>o</sup>	%	N <sup>o</sup>	%
1. Does Hossana College of Teacher Education conduct training need assessmentof linkage primary schools?	A. Yes	0	0	0	0
	B. No	121	100	20	100
	<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>

2. If your response for question N <sup>o</sup> . 1 is “No” what do you think are the reasons for the absence of training needs assessment?	A. Absence of experts to conduct TNA	4	3.3	0	0
	B. Lack budget	8	6.6	0	0
	C. Lack of awareness	43	35.5	17	85
	D. TNA is not accustomed.	49	40.5	13	65
	E. Attention is not given from the management body.	45	37.2	15	75

*\*Total number of responses is greater than N due to multiple responses*

*\*TNA = Training Need Assessment*

The question situated in item 1 of the above table was raised in order to know that whether the college assesses training need of linkage primary schools or not. As it has been delineated in the table, trainings have been being conducted without assessing need of training. In addition to this, on the interview session the interviewees divulged that training need assessment has never been conducted and all the training processes were carried out simply based on the plan of the college. From this expression, one can understand that training need assessment is not conducted before the training is delivered in spite of its sound advantages. This gap undoubtedly poses a profound threat on the overall goal of the program.

In fact, training need assessment is the most important factor in any training program. Because, it is unlikely possible to plan training in advantage without training need assessment is conducted (Neo, 2010). The objective of training need assessment is not only to test whether there is a gap between the actual and expected performance of employees but also to identify the kind and extent of deficiencies, if any, and to determine if the deficiencies are attributed to lack of training or any other factors. This helps to design and deliver appropriate cost-effective training program to bridge the gap (Critten, 1993).

Regarding item 2 of the same table, considerable number of respondents 49 (40.5%) of trainees and seventeen (85%) of the trainers attributed that it is not accustomed and absence of awareness about the importance of conducting training need assessment respectively. Following this the responses given by 45 (37.2%) of trainees and fifteen (75%) of the trainers indicated that lack of

attention from college management body is the second reason for the absence of training need assessment trend in the linkage primary schools.

Other factors identified in order of their degree of influence were lack of budget and absence of experts to conduct training need assessment. In this case, eight (6.6%) and four (3.3%) of the trainees described both reasons. This is not the case of trainers. It could be arrived at the reasons, in the interview session that the need assessment program was not accustomed in the college. Moreover, all factors listed above were identified as reasons why the college did not conduct training need assessment. Therefore, these reasons were found to pose an adversary threat on overall short term trainings.

In conclusion, it can be said that the basic factors that result in the absence of training need assessment are put in the respective order as it is unacquainted, shortage of attention, and lack of awareness, lack of budget and absence of experts to conduct training need assessment.

#### 4.3.1.1. SPECIFIC AREAS OF TRAINING NEEDS

Areas of training needs are about identifying the gaps (skill, knowledge or attitude) in which additional training is needed. That means, analyzing training needs is important to spot that needs capacity building training in which area; or in which area of learning (skill, knowledge or attitude) the significant limitations are most frequently understood and needs to be bridged by forwarding respective trainings. Therefore, the data collected, on the subject of the specific training areas provided by the college for the linkage primary schools, was presented, analyzed and inferred as follows.

*Table 4. Frequency and Mean Distribution on the Level of Specific Areas of TN\**

N <sup>o</sup>	Question Items	Respondents											t	Sig.(2-tailed)	
		Trainees (N= 121)						Trainers (N=20)							
		Rating Scales						Rating Scales							
		1	2	3	4	5	x	1	2	3	4	5			x
1	Practicum Implementation	22	23	18	27	31	3.2	3	3	3	5	6	3.4	-0.617	0.539

2	English Language Improvement Program	10	10	9	44	48	<b>3.8</b>	2	2	2	6	8	<b>3.8</b>	0.358	0.721
3	Lesson Plan Preparation	16	18	19	34	34	<b>3.4</b>	2	3	2	6	7	<b>3.7</b>	-0.659	0.511
4	Active Learning	16	17	15	35	38	<b>3.5</b>	2	2	1	7	8	<b>3.9</b>	-1.002	0.318
5	Action Research	14	13	14	40	40	<b>3.7</b>	2	2	2	6	8	<b>3.8</b>	-0.452	0.652
6	Class room Management	18	20	13	38	32	<b>3.4</b>	3	3	3	5	6	<b>3.4</b>	-0.058	0.954
7	Special Needs and Inclusive Education	12	13	9	40	47	<b>3.8</b>	2	3	2	7	6	<b>3.6</b>	0.628	0.531
8	Mentoring	20	22	11	34	34	<b>3.3</b>	3	3	3	6	5	<b>3.4</b>	-0.055	0.956

[1.00-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49= Average, 3.50-4.49= High, 4.50-5.00= Very High]

*\*TN= Training Need*

As can be seen from Table 4, the respondents were asked to rate the extent of training need areas provided. It has been observed from the table that the respondents had high level of need in the areas of English Language Improvement Program, Active Learning and Special Needs. On the other hand, they shown that they had average need to have training in Practicum Implementation, Class room Management areas. In general, in all training areas, as described in the table, there is no statistically significant mean difference between the trainees and trainers. More detail analysis of such training areas is presented as follows.

Both trainees and trainer respondents confirmed with no statistically significant difference between the two means  $t(-0.617, 139) = 0.539$  that they had average need of training in Practicum implementation area. In the case of English Language Improvement Program, both respondent categories replied that their need of training level is high with similar mean score of 3.8. Regarding item 3 of the same table, it could be observed that training on lesson plan preparation was categorized under average and high need level of trainees and trainers respectively. On the other hand, both respondents indicated with no statistically different mean scores of 3.5 of trainee and 3.9 trainer respondents that the level of training need for active learning is high.

Concerning training need level on action research, both categories of respondents expressed with mean scores of 3.7 of trainees and 3.8 of trainers that their training need level is high. In class room management training, the respondents of the inquiry delineated that they have average need of training with equal mean score (3.4). With respect to the training need on Special need and inclusive education training area, both trainee and trainer respondents indicated that their level of need is high with mean scores of 3.8 and 3.6 respectively. Finally, the level of need the respondents had for mentoring is identified as average with mean scores of 3.3 and 3.4 for trainees and trainers respectively.

In general, the training areas on which the need level of the respondents distinguished as “High” are English Language Improvement Program, active learning, action research and Special needs and inclusive education. Conversely, the rest training areas, i.e., practicum implementation, lesson plan preparation, class room management and mentoring were found in average level of need of the respondents.

However, all the trainings have been delivered without conducting training needs assessment and hence, no target is expected to be hit by such trainings except wasting resources which in turn means retarding expected improvements the linkage primary schools. Indeed, both trainees and trainers expressed the training areas that they have provided with even though the trainings were being offered solely to succeed individual desire without conducting assessment of training needs. This implies, farther that the linkage primary schools have not got the desired benefits from trainings delivered so far since the trainings were not based on properly assessed needs.

#### 4.3.2. ISSUES RELATED TO SETTING TRAINING OBJECTIVES

Basically, training program objective is an important variable in the design of training program. Further, it is a corner stone upon which other training plan components are built (Dessler, 1991). Under this topic, issues such as setting training objectives is participatory or not, measurability, soundness of the objectives to solve the schools’ and teachers’ problems and other related aspects were presented, analyzed and interpreted.

**Table 5. Frequency and Mean Distribution of Ratings on Aspects of TO<sub>s</sub> \***

N	Respondents		t	Sig.( 2-
	Trainees (N=121)	Trainers (N=20)		

o	Question Items	Rating scales						Rating scales							tailed)
	Training Objectives	1	2	3	4	5	x	1	2	3	4	5	x		
1	The college invites trainees to participate	75	18	13	9	6	<b>1.6</b>	7	6	2	3	2	<b>2.4</b>	-1.909	0.058
2	Written TOs were communicated to the trainees.	5	14	20	28	54	<b>3.9</b>	2	3	3	7	5	<b>3.5</b>	1.444	0.151
3	Are Sound enough to solve the schools' problems	10	31	21	48	11	<b>3.2</b>	2	2	5	5	6	<b>4.0</b>	-3.121	0.002
4	Are sound enough to solve teachers' problems?	22	22	9	42	26	<b>3.2</b>	0	1	4	10	5	<b>4.0</b>	-2.166	0.032
5	Are measurable	30	28	9	44	10	<b>2.8</b>	2	2	3	8	5	<b>3.6</b>	-2.427	0.016

[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree] \*TO<sub>s</sub>= Training Objectives

In line with this idea, Tyson and York (1996) put their stand saying special attention should be paid, in setting the training objectives, to stress on preparing invaluable objectives that are fully responsive to the gaps identified in training need assessment. In addition, Dessler (1997) states that defining the program objective is the first thing a trainer should decide on. Due to this fact, it could be said setting training program objectives is a blue print for the whole training activities.

Regarding the first item of the table, i.e., to rate if the process of setting training objectives was participatory, the respondents with no statistically significant difference between the two means  $t(-1.909, 139) = 0.058$  clearly showed that the process was not participatory. In contrast, it has been identified that written training objectives were communicated to the trainees before the training begins with no statistically significant difference between the two means.

The respondents were also asked to judge that the training objectives from the angle of their capability to solve the linkage primary schools' performance problems in general. With this regard, it was clearly indicated that there is statistically significant difference between the two

means  $t(-3.121, 139) = 0.002$ . With regard to the trainees, the training objectives set were not sound enough to solve the schools' performance problems whereas, the training objectives were identified as they are sound enough to solve the schools' problems by the trainers. In the case of item 4, the question of soundness of training objectives to solve the teachers' performance problems, statistically significant difference was observed between the two means  $t(-2.166, 139) = 0.032$ . Majority of the trainee respondents responded the set training objectives did not address their performance problem, the trainer respondents said that it is sound enough to do so otherwise. However, it could be concluded that the objectives set did not address the individual need of the performance problem.

Regarding the degree of measurability of training objectives, it can be observed that there is statistically significant difference between the two means  $t(-2.427, 139) = 0.016$  and this may indicate that they disagreed on the idea of the training objectives designed were measurable. Therefore, it is logical that setting concrete measurable training objectives is the bottom line that should result from determining training needs.

In general, in the process of planning training programs, the college set objectives for the trainings it delivers. To this end, written training objectives were communicated to the trainees before the training begins; training objectives were not sound enough to solve the performance problems of the schools and the teachers; the training objectives designed were not appropriately measurable.

Nevertheless, the program of setting training objectives was criticized in that it was not participatory. The interviewees have also stressed on the idea that the process of setting training objectives was by no means participatory. That means, the trainees were on no account called to be partakers in the process. In turn, it poses a profound problem in the implementation of the training because the objectives set were not prepared on the basis of training need assessment of the participants.

#### **4.3.3. ASPECTS RELATED TO SELECTING TRAINING PROGRAM CONTENTS**

Training program contents are subject matter that shows what is to be learned. These contents of the training program should be determined before the beginning of any training program. Based on this fact, how the contents to be trained were determined, selected, organized, sequenced and presented is addressed under this topic.

**Table 6. Frequency and Mean Distribution of Ratings on Selecting Training Contents**

N <sup>o</sup>	Question Items	Respondents												t	Sig.(2-tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
The Training Program Contents	1	2	3	4	5	x	1	2	3	4	5	x			
1	Related with the job of trainees.	3	4	5	43	66	4.4	2	2	1	7	8	4.2	0.765	0.446
2	Trainees participated in the process of selection.	70	18	16	10	7	1.9	12	4	2	1	1	1.8	0.477	0.634
3	Are prepared by the college professionals.	2	5	11	39	64	4.3	0	1	2	5	12	4.4	-0.426	0.670
4	Sequence of contents is thematically arranged.	3	13	19	37	49	4.0	2	2	3	5	8	3.8	0.754	0.452
5	Were repetitive in various trainings	11	22	14	25	49	3.7	2	2	2	5	9	3.9	-0.584	0.560

**[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree]**

As can be seen from table 6, the respondents were asked to rate the preparation of contents of training programs offered by Hossana College of Teacher Education. Both categories of respondent, i. e., trainees and trainers showed that they strongly agree on the view that is raised whether the contents of the training program are directly related with the job the trainees perform or not with mean scores of 4.4 and 4.2 respectively. This implies that the respondents have positive responses that show strong agreement on the relation of the training program contents with that of job trainees perform. That means, the contents are directly related with the trainees' job.

Conversely, the respondents showed that they strongly disagree on the idea trainees participate through their representatives in the process of the selection of the contents of training program. This was indicated by nearly equal mean scores 1.9 for trainees and 1.8 for trainers. From this discussion, it is easy to understand that there was no trainees' participation in the process of the selection of training contents.

In the same topic (Training Program Contents), the study participants were asked to show their view under whether professionals at the college prepare the training program or not. In this case, majority of the respondents agreed on the idea with no statistically significant difference,  $t(-0.426, 139) = 0.670$ . As a result, the student researcher could deduce that the contents of the training program are prepared by professionals in the college.

In item 4 of the same table, the respondents were asked to indicate that whether the sequence of the training contents is thematically arranged and easy to understand or not. The data in the table shows that both trainees and trainers agreed on the idea with no statistically significant difference between the two means  $t(0.754, 139) = 0.452$ . That means, although a few respondents replied that they disagreed on the idea, the sequence of the contents of the training is thematically arranged and as a result, it is easy to understand.

Finally, under the topic preparing contents of training program, the study participants were asked to show their perspective on whether the contents are repetitive or not. For this question, both trainees and trainers showed their strong agreement with mean scores of 3.7 and 3.9 respectively. On the interview session, a contextually similar idea was reported. Accordingly, the content selection was, unluckily, neither participatory nor germane. The college exclusively decided on the content, be it relevant or not. Thus, based on this response, it could be said that the contents of the training program need to be new and timely on the basis of the gap the schools have. In support of this idea, Tracy (1984) describes that, in designing a training program, the concerned bodies must identify, organize and sequence the content that is going to be taught. Regarding the organization of contents of the training program, Watson (1979) suggests that by identifying and grouping in to topical areas related concepts and techniques, the training process is made easier because it helps trainees to focus their attention on a systematic and limited subject area and allow them to digest closely interrelated ideas at one time.

#### **4.3.4. ISSUES RELATED TO TRAINING PROGRAM RESOURCE PREPARATION**

Training resources are any people, equipment and material needed to execute the training project. Meaning, the trainer, money, time, facilities and other materials are among others that can be regarded as training resources. The training programs can be successful if and only if they are furnished with these necessary inputs. Analysis under the topic training program resource

(trainers' knowledge of content, payments, refreshments, training rooms, time and other related materials) preparation was presented, analyzed and deduced as follows.

*Table 7. Frequency and Mean Distribution of Ratings on TRP\**

N <sup>o</sup>	Question Items	Respondents											t	Sig.(2-tailed)	
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
	1	2	3	4	5	x	1	2	3	4	5	x			
1	Trainers' knowledge of subject matter	5	8	10	40	58	4.1	2	3	2	6	7	3.7	1.790	0.076
2	Payments for trainees	14	15	25	35	32	3.5	1	2	5	4	8	3.8	-1.069	0.287
3	Refreshments	9	26	39	36	21	3.5	2	1	5	6	6	3.7	-1.265	0.208

4	Relevance of class rooms	45	39	18	13	6	2.1	7	6	3	3	1	2.3	-0.382	0.703
5	Time allocation	45	34	20	15	7	2.2	6	5	4	5	0	2.4	-0.625	0.533
6	Training materials	35	34	19	17	16	2.5	7	6	2	3	2	2.4	0.585	0.560

**[1.00-1.49= Very Poor, 1.50-2.49= Poor, 2.50-3.49= Satisfactory, 3.50-4.49= Good, 4.50-5.00= Very Good] \*TRP= Training Resources Preparation**

Training programs can be successful only when they are furnished with necessary inputs. Hence, it is by far the most important to allocate adequate resource for the training program. As can be understood from the table above, the extent to which the training resources are good for the success of the training is assessed. Concerning this idea, majority of the respondents revealed, with no statistically significant difference between the two means, that the knowledge of the trainers about the content  $t(1.790, 139) = 0.076$ , payments for the trainees  $t(-1.069, 139) = 0.287$ , refreshment  $t(-1.265, 139) = 0.208$  were good.

With regard to the relevance of classrooms for the training program, both trainee and trainer respondents replied with no statistically significant difference between the two means  $t(-0.382, 139) = 0.703$ , that it was irrelevant. Likewise, the time allocated for the trainings was revealed with no statistically significant difference between the two means  $t(-0.625, 139) = 0.533$ , that it is not sufficient/poor/ to practice and internalize the content. Moreover, it was described that the preparation and organization of training materials was also poor. The response obtained from interview held with focal persons and education and training officer, further, elaborates this. According to them, the training rooms as compared to the number of trainees for the trainings, especially skill oriented, were not sufficient because of the large number of the trainees. In addition, the interviewees contextually expressed that the materials prepared for the trainings were not prepared well. No criteria were used to select the training premises. They also stated that the time allocated was not an adequate amount.

In general, even though the trainers' knowledge, payment for trainees and refreshment programs are sufficient /relatively good/, the entire rest training program resources ought to be modified. Along with this idea, the selection of facilities, according to Kirkpatrick (2009), is an important decision in the training program. The same author states that facilities should be both comfortable and convenient. Negative factors like rooms that are too small, uncomfortable furniture, noise or

other distractions, inconvenience, long distances to the training rooms, and uncomfortable temperature, either too hot or too cold should be avoided.

As can be deduced from the data, there is a big deficiency in various aspects pertaining to trainers of the trainings and this is likely to affect training programs from achieving their targets.

This implies that the trainings have been run by weak preparation of training resource networks which again reduce quality of the training; as a result of this limitation, it's expected result/positive change/ would be damaged. In sum, the study revealed that the trainings have been under various training resource constraints implying that the trainings were not of good quality and have not served much for improvements in the linkage primary schools.

#### 4.3.5. ASPECTS OF SELECTION OF THE TRAINEES AND TRAINERS

To be effective, the training program must be implemented with trainees and trainers who have been screened and selected carefully. Based on this fact, the data gathered on the area of trainers' content knowledge, competence and experience of teaching, criteria and the like was presented, analyzed and interpreted as follows.

*Table 8. Frequency and Mean Distribution of Ratings on Selection of Trainees and Trainers*

No	Question Items	Respondents												t	Sig.(2-tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
		1	2	3	4	5	x	1	2	3	4	5	X		
1	Trainers' content knowledge	12	15	10	40	44	3.7	2	3	2	5	8	3.7	0.109	0.913
2	Trainers' competence of teaching	12	14	13	40	42	3.7	3	3	2	6	6	3.5	0.806	0.422
3	Trainers' experience of teaching	6	15	15	46	39	3.8	2	2	2	6	8	3.8	0.006	0.995
4	Selection criteria	43	36	15	15	12	2.3	6	8	1	3	2	2.4	-0.111	0.911

5	Close relation with principals	15	18	20	27	41	3.5	2	2	2	5	9	3.9	-1.019	0.310
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**[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree].**

In this research, selection of trainees and trainers for training program was also addressed. Accordingly, the above table was employed to evaluate the criteria of selection of both trainees and trainers for the training programs taking place in the college. For this reason, the respondents were asked five questions to indicate their belief on them.

For the question that was asked to know whether the trainers have adequate knowledge on the contents they train or not, both trainee and trainer respondents agreed with no statistically significant difference between the two means  $t(0.109, 139) = 0.913$  that the trainers had sufficient knowledge on the content. This implies that in the process of selection of trainers, knowledge in subject area was considered. Similarly, it is identified in item 2 of the same table as the trainers were selected based on their competence of teaching. This was supported by both the trainee and the trainer respondent categories with no statistically significant difference between the two means,  $t(0.806, 139) = 0.422$ .

Furthermore, it was revealed by majority of respondents in both cases that trainers were selected on the basis of their experience. Conversely, both respondents contradicted that there is clear criterion for selection of trainees for training program in linkage primary schools. In the case of 5<sup>th</sup> item of the same table, they replied that, of course, trainees who have close relation with principals favored in the selection process for training. Additionally, the researcher asked the interviewees to evoke the condition of selecting both trainees and trainers. It could be got the fact that the college has no cautiously set /decisive/ principle used to choose /decide/ both apprentices and trainers. Due to this reason, the participants were selected without lucid /logical/ criteria.

From aforementioned analysis, one can recognize that majority of both respondent categories agreed on that trainers were selected based on their subject area knowledge, competence of teaching; and experience. On the other hand, it was expressed that trainees who have close relation with principals favored in the selection process for training. Furthermore, it is clear that there are no well known criteria that are used to select trainees for training purpose. Hence, vivid criteria should be predetermined before the schools are called for the training program.

In relation with this idea, it is advisable to select the right trainers and trainees to be able to achieve the best training program results at little or no cost (Truelove, 2000). This is due to the fact that both the trainers and trainees are the most important components of the training program.

#### 4.3.6. ANALYSIS OF RESPONSES ON TRAINING METHODS

Under this section, the types of the training methods employed in capacity building trainings were investigated. It is a matter of deciding to deliver the training content by the help of some kinds of training methods among the many. Regarding this, Pigors and Myers (1981) write that the type of training method best suited to a specific organizational need depends upon a number of factors such as skills called for in jobs to be filled, qualification of the employees, and the kind operating problems confronted by the organization.

##### 4.3.6.1. Analysis of Responses on On-the-Job Training Methods

This method of training takes place on the actual place of job while trainees are on their regular working situation. For that reason, the data obtained on the aspects of action learning, coaching, mentoring and distance education was presented, analyzed and interpreted as follows.

**Table 9. Frequency and Mean Distribution of Ratings on On-the-Job TMs\***

No	Question Items	Respondents												<i>t</i>	Sig.(2- tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
		1	2	3	4	5	x	1	2	3	4	5	x		
1	Action learning	80	18	11	8	4	1.7	10	5	1	2	2	2.1	-1.408	0.161
2	Coaching	88	14	9	6	4	1.5	10	6	1	2	1	2.0	-1.370	0.173
3	Mentoring	84	13	11	8	5	1.7	11	4	1	2	2	2.0	-1.213	0.227
4	Distance	80	15	9	10	7	1.8	10	5	2	1	2	2.0	-0.819	0.414

	education													
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[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree] \*TMs= Training Methods

As it is depicted in the table above, the respondents were asked to rate the frequency level of using on-the-job training methods in their organizations (linkage primary schools and Hossana College of Teacher Education) for the trainings. Regarding this method, majority of the respondents expressed with no statistically significant difference between the two means that on-the-job training method was not employed for the training. Concerning item 1 of table 4.2.6.1, both trainees and trainers responded that action learning method of the training was not included under on-the-job training method with mean score of 1.7 and 2.1 respectively. Like to action learning, both respondent categories showed that they disagree on coaching, mentoring and distance education were hardly included in the training method of on-the-job with nearly the same scores of mean.

In short, it could be understood as without any statistically significant differences, the respondents clearly indicated that the trainings are not given in the form of on- the-job method. Indeed, it is effective both for the new and existing employees in the organization. Supporting that, Rothwell and Kazanas (2004) state that on-the-job training benefits the new employees not only by way of establishing skills on the right basis, but also by developing good performance.

#### 4.3.6.2. Analysis of Responses on Off-the-Job Training Methods

This is, as stated in Sutherland and Canwell (2004) require the attendance of trainees in places other than the working site. Aspects related to this idea were presented, analyzed and interpreted as follows.

**Table 10. Frequency and Mean Distribution of Ratings on Off-the-Job TMs\***

N o	Question Items	Respondents												t	Sig.(2- tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
	Off-the-Job Training Methods	1	2	3	4	5	X	1	2	3	4	5	x		

1	Lecture	5	7	6	34	69	<b>4.3</b>	3	2	1	5	9	<b>3.8</b>	1.921	0.057
2	Visits to other schools	66	29	9	10	7	<b>1.9</b>	10	4	2	2	2	<b>2.1</b>	-0.776	0.439
3	E-learning	63	34	6	10	8	<b>1.9</b>	10	5	1	2	2	<b>2.1</b>	-0.523	0.602
4	In-service	67	28	10	9	7	<b>1.9</b>	10	4	1	2	3	<b>2.2</b>	-1.152	0.251

[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree] \* TMs= Training Methods

Concerning the frequency level in the utilization of off-the-job training methods, questions were presented to the respondents to be rated. Accordingly, both the trainee and the trainer respondent categories not agreed in visits to other schools, E-learning and in-service training methods and no significant statistical differences were observed among the means. Majority of the respondents replied that only lecture method was used with no statistically significant difference between the two means  $t(1.921, 139) = 0.057$  for the training.

Lecture method was rated as the most frequently used training method of the programs in the case of off-the-job training with mean scores of 4.3 for trainees and 3.8 for trainers. Here, it is worth nothing that even though lecture method has some advantages over other methods, it has a retention problem which in turn may affect transferability of the training content.

In contrast, it has a number of advantages. From this type of training, the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particular difficult aspects (Graham and Bennett, 1998).

#### 4.4. ASPECTS OF TRAINING PROGRAM IMPLEMENTATION

In the process of designing the training, the main stage is implementation stage; because, all other processes gone through to prepare training program will become meaningless unless it is delivered to the audience. Once all the training preconditions are fulfilled, training is ready to be delivered by the trainer (Harris and DeSimone, 1994). Due to this reason, the student researcher investigated the overall condition of the training program implementation, and analyzed the findings as follows.

**Table 11. Frequency and Mean Distribution of Ratings on Conditions of TPI\***

N <sup>o</sup>	Question Items	Respondents												T	Sig.(2-tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
	1	2	3	4	5	x	1	2	3	4	5	x			
1	The schedule	24	27	15	34	21	3.0	0	3	5	5	7	3.8	-2.379	0.019
2	Support of coordinators	18	23	13	35	32	3.3	2	2	4	5	7	3.7	-0.933	0.352
3	Service provision	29	28	19	28	17	2.8	2	2	5	6	5	3.5	-2.090	0.038
4	Overall coordination	10	12	16	50	33	3.7	1	1	3	8	7	3.7	-0.886	0.377

[1.00-1.49= Very Poor, 1.50-2.49= Poor, 2.50-3.49= Satisfactory, 3.50-4.49= Good, 4.50-5.00= Very Good] \*TPI= Training Program Implementation

Regarding the idea of training implementation, the respondents were asked to indicate their view on the conditions of implementation of training program. For the first item, i.e., the schedule of training program in helping trainees and trainers to be programmed during the training, the

trainees replied that it is satisfactory with mean scores of 3.0. On the other hand, the trainer respondents' category shown that the training program implementation is well scheduled. In this case, it is easy to conclude that with statistically significant difference,  $t(-2.379, 139) = 0.019$ , the respondents indicated that the schedule of training program was not programmed well.

As can be understood from item 2 of the same table, most of the respondents indicated with no statistically significant difference,  $t(-0.933, 139) = 0.352$ , that the support of coordinators of the training program to abide the program in helping and advising trainees and trainers was good. Regarding service provision the trainees received while participating in the training program, the trainees revealed that they did not provided with the service. In contrast, the trainers expressed that they were provided with the services. In sum, statistically significant difference was observed,  $t(-2.090, 139) = 0.038$ .

Finally, the participants of the inquiry were requested to describe the level of the overall coordination of the training program. In this condition, there were no statistically significant difference between the two means,  $t(-0.886, 139) = 0.377$ , of trainees and trainers. This is due to the fact that both respondents shared the same idea that shows the overall coordination of the training program was mostly good.

On the other hand, the interviewees were asked to show their view on the training implementation program. For this question, having said that implementation stage needs more coordination, they highly revealed that the coordination was not done well which inline results from the repetitiveness of the contents provided. Then, the trainees were attending the program boringly. Supporting this idea, Watson (1979) states that the coordination of training program is essential to implement the plan by carefully scheduling and controlling all aspects of the training program to assure that everything happens as it should and the program runs smoothly.

#### **4.5. ASPECTS OF TRAINING PROGRAM EVALUATION**

As a principle, training programs need to be evaluated at various stages. That means, it is an ongoing program throughout the entire stages of the training process. To identify some problems encountering throughout the training program and to seek remedies, the responsible bodies must pay special attention for the evaluation program. To deal with this issue, various training evaluation presented, analyzed and interpreted as follows.

**Table 12. Frequency and Mean Distribution of Ratings on Aspects of TPE\***

N <sup>o</sup>	Question Items	Respondents											t	Sig.(2-tailed)	
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
	1	2	3	4	5	x	1	2	3	4	5	X			
1	Conducted at the end of the Program	11	23	8	45	34	3.6	2	2	1	7	8	3.9	-0.900	0.370
2	Done while training is going on	57	35	10	10	9	2.0	10	5	1	2	2	2.0	-0.163	0.871
3	Done only by filling out questionnaires	14	12	9	33	53	3.8	2	3	2	5	8	3.7	0.351	0.726
4	Discussion done by trainees, trainers and coordinators	50	39	5	10	17	2.0	8	6	2	2	2	2.2	0.044	0.965
5	Conducted after long time.	61	29	10	10	11	2.0	10	4	1	3	2	2.2	-0.412	0.681

[1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neutral, 3.50-4.49= Agree,

**4.50-5.00= Strongly Agree] \*TPE= Training Program Evaluation**

As illustrated in table 4.4, various training evaluation aspects were presented. On this basis, respondents showed their agreement with training evaluation conducted by trainees at the end of the training program with no statistically significant difference calculated between the two means  $t(-0.900, 139) = 0.370$ . On the other hand, the responses given by the respondents proved disagreement on the idea that there was a training evaluation done by trainees while training is taken place with mean score of 2.0 for both trainees and trainers.

From the description of the item 3 of the same table, it is possible to understand that the evaluation process was done only by filling out questionnaire. This is revealed in the table with no statistically significant difference between the two means,  $t(0.351, 139) = 0.726$ , by both the trainee and trainer respondents. Conversely, discussion was not used to evaluate the training conducted as delineated with mean score of 2.0 for trainees and 2.2 for trainers. This implies that discussion of post training to evaluate the program is already forgotten idea in the college. Finally, as both trainees and trainers expressed with no statistically significant difference between the two means  $t(-0.412, 139) = 0.681$ , the training evaluation that was conducted after long time where the trainees turn to their job was disagreeable issue.

From the analysis made above, it is undoubtedly possible to indicate the level of agreement or disagreement the respondents revealed. For instance, it was to somewhat agreed on the view that trainees evaluated the given training at the end of the program; it was only done by filling out questionnaire. In fact, evaluation is paramount useful to identify some problems encountering throughout the training program and to seek remedies for the future. In most cases, filling only questionnaire is criticized; rather, maximizing (varying) evaluating techniques are really suggested for it is only way of checking and identifying successes and drawbacks of the training program.

On the other hand, both respondent categories disagreed on the ideas such as training evaluation was done by the trainees during the course; there was a discussion by trainees, trainers and coordinators to evaluate improve the training program; training evaluation was conducted after long time where the trainees turn to their jobs. The interviewees, as well, exposed that the college, a little bit evaluated the training program only at the closing stage of the program. Even if it is so, the college was evaluating the program simply by filling questionnaire; because, the

advantage of evaluation was beyond the thought of the college. Many professionals working on this area recommend that discussion should be held on the process of evaluation for it is possible to conduct effective evaluation through it. Hence, in training programs that were offered by Hossana College of Teacher Education to linkage primary schools, evaluation of the program was not properly done.

Evaluation is not a onetime activity rather it is an ongoing throughout the entire stages of the training program. In agreement to this, Silberman (1990) states that one can design his/her active training program to provide for obtaining feedback and evaluating data on an ongoing basis so that he/she can make adjustments before it is too late.

#### 4.5.1. TREND OF KEEPING TRAINING RECORDS

Keeping training records, be it good or bad, is useful as it can serve as good ground for further activities and evaluations. In some organizations, training records are kept well and serve for further use, while in others nothing is recorded or kept about the training programs. For this reason, issues of keeping training records was investigated and analyzed hereunder.

*Table 13. Frequency and Percentage Distribution on Trends Related to TPRs\**

Question Item	Choice	Respondents			
		Trainees		Trainers	
		N <sup>o</sup>	%	N <sup>o</sup>	%
1. Is there a trend of keeping training records?	A. Yes	0	0	0	0
	B. No	121	100	20	100
	<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
2. If your response for question No.1 is “No”, what do you think are the reasons? (more than one alternative can be chosen)	A. Lack of follow up	15	12.4	5	25
	B. Lack of transparent and clear training direction in the schools.	22	18.2	6	30
	C. Keeping training records is not accustomed.	47	38.8	20	100
	D. Assumed of no value	35	28.9	15	75
	E. It is time taking	29	24	6	30
	F. It is costly	13	10.7	5	25

*\*Total number of responses is greater than N due to multiple responses*

*\* TPRs= Training Program Records.*

Concerning keeping training records, all (100%) of the respondents (both the trainees and the trainers) replied that there is no a trend of keeping training records. This implies that all training records which have been attended by primary school teachers, principals and cluster supervisors were not kept well and could not be got whenever they have been required.

In relation with the idea of keeping records of trainings, they were asked to indicate that what the reason is. For this question, they listed lack of follow up, transparent and clear training direction in the schools, assumption of no value, consuming time and costly as reasons for absence of training records. However, majority 47(38.8%) and 20 (100%) of the trainees and trainers replied that keeping training records is not accustomed. Thus, keeping records of trainings is not thought of issue in the linkage primary schools due to various types of reasons. This might be a profound drawback which was understood in the process of training. In accordance with this, Rae (2000) states that organizations must develop sustainable data to know whether training efforts have achieved their goals of correcting deficiencies in skill, knowledge and attitude that were assessed as needing attention or not.

#### **4.5.2. POST TRAINING DISCUSSIONS**

As part of training program, both trainees and trainers have to discuss about the training after completing their training with concerned bodies either to transfer the training to the rest members of their organization or to review how well the training was conducted and problems encountered were overcome. In relation with this fact, hereunder, the investigator of this research collected and analyzed the data obtained from the participants of the study.

**Table 14. Frequency and Percentage Distribution on PTD\* with Trainees and Trainers**

Question Item	Choice	Respondents			
		Trainees		Trainers	
		N <sup>o</sup>	%	N <sup>o</sup>	%
1. Does the college hold discussions with trainees and trainers after they have completed a training program?	A. Yes	28	23	5	25
	B. No	93	77	15	75
	<b>Total</b>	<b>121</b>	<b>100</b>	<b>20</b>	<b>100</b>
2. If your response for question No.1 is “No” what do you think are the reasons? (more than one alternative can be chosen)	A. Trainees are not willing to discuss.	19	16	4	20
	B. Principals do not create conducive situation for discussion.	37	31	12	60
	C. Trainees are busy after they come back.	25	21	13	65
	D. Lack of awareness about the importance of such discussion.	55	45	13	65
	E. Lack of time for principals.	15	12	7	35

*\*Total number of responses is greater than N due to multiple responses.*

*\* PTD= Post Training Discussion*

According to the above table, 28 (23%) of trainee and five (25%) of the trainer respondents said that the college holds discussion after they have completed a training program respectively. In contrast, 93 (77%) of trainee and fifteen (75%) of trainer respondents contradict the idea of

having discussion after trainings have been held. For this description, the student researcher has made the following conclusion. Majority of the respondents answered that there is no any trend of discussion after the training program.

In choice A of item 2, it has been delineated by nineteen (16%) of the trainees that the reason why discussion is not held is due to the trainees are not willing or volunteering to discuss. In the case of trainers, four (20%) of respondents had the same idea. As it is shown in the table, the basic factor that makes trainees hate discussion is lack of awareness about the importance of such discussion. In addition to this, lack of time for principals to facilitate the discussion is another factor that causes the college not holds discussion with teachers and principals after the training program. On the other hand, 37 (31%), 25 (21%) of the trainees and twelve (60%), thirteen (65%) of the trainers replied that the reason behind the absence of discussion is the college leaders do not create conducive situation and the trainees are busy after the completion of training program respectively.

Based on the above expression, the student researcher can conclude that the trainees hardly understand the significance of the discussion since the majority 55 (45%) of the trainees and thirteen (65%) of trainer respondents emphasis on.

#### **4.6. ASPECTS OF TRAINING PROGRAM CONSTRAINTS**

It is overlooked that many concerned authors indicate that training programs are most likely to be restricted by various types of factors. Hereunder, the student researcher investigated and presented the factors that affect the training program offered to.

**Table 15. Frequency and Mean Distribution of Ratings on Conditions of TPC\***

N <sup>o</sup>	Question Items	Respondents												t	Sig.(2-tailed)
		Trainees (N=121)						Trainers (N=20)							
		Rating scales						Rating scales							
	1	2	3	4	5	x	1	2	3	4	5	x			
	Training Program Constraints														
1	Interest of trainees to focus to focus on the contents.	39	20	16	25	21	2.7	6	7	2	2	3	2.5	0.807	0.421
2	Interest of trainers to equip trainees	11	15	12	39	44	3.7	2	2	5	7	4	3.5	0.934	0.352
3	Time allocated	46	28	20	15	12	2.3	6	7	3	2	2	2.4	-0.060	0.953
4	Payments for the trainees	14	20	32	36	19	3.2	2	5	5	4	4	3.2	0.216	0.829

[1.00-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49= Satisfactory, 3.50-4.49= High, 4.50-5.00= Very High]

*\*TPC= Training Program Constraints*

As can be seen from table 15, the lack of the motivation of trainees to focus mainly on the contents of the training program is identified as the profound problem in the training of linkage primary schools. Besides, the respondents indicated that shortage of the allocated time for the training program as another major factor constraining training program. This implies that, under such serious bottle necks, it is less likely to expect improved performances which results from the effective implementation of the training program.

Conversely, as shown in item 2, the trainees and trainers replied that the trainers have high interest to equip trainees with the required knowledge and skills with no statistically significant difference,  $t(0.934, 139) = 0.352$ , between the two means. Similarly, both categories of the respondents revealed that payments for the trainees could not be identified as the training constraint with equal mean scores.

Likewise, the interviewees shared the same idea regarding the restraints of training program held in the college, having said that the program was suffering from (wounded) by stumpy interest of trainees to focus on the content and deficiency of allocated time to train as well. Therefore, identified factors that restricted the training program of the college were lack of the interest of trainees to focus mainly on the contents of the training program and shortage of the time allocated for the training program. Therefore, it could be deduced that the training process was adversely influenced by lack of interest and shortage of time allocated for the trainings. In support of this, Dwivedi (1984) stated that the basic problems of training are caused by lack of interest in trainees and shortage of time.

## **CHAPTER FIVE**

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

In this last chapter, summary of the whole thesis work, conclusion drawn and recommendations forwarded were dealt with.

#### **5.1. SUMMARY**

Effective training is a key to success of every development in a country. Based on this fact, in-service trainings bring about improvements on teaching learning process of the linkage primary schools. To this end, Hossana College of Teacher Education is going to have increasing links with schools. The primary objective of this study is to assess the current practices and problems of the college in building the capacity of these linkage primary schools.

A descriptive survey method was employed for the study. Accordingly, eight linkage primary schools found in Hossana Town Administration and Lemo Woreda were selected using simple random and purposive techniques. The total number of samples was 145. These samples were drawn (selected) from the total population (377) of the study. Questionnaires, unstructured interview and document analysis were employed as data gathering tools and finally appropriate statistical tools like percentages and means were used to analyze and interpret the data.

To achieve this objective, the following guiding basic research questions were formulated.

1. What in-service training programs are the college offers to linkage primary schools in Hadiya Zone?
2. To what extent the in-service training programs are based on needs assessment?
3. How the in-service training programs are designed?
4. To what extent the training programs are implemented?
5. What are the major limitations encountered in the training programs offered by Hossana College of Teacher Education?

### **5.1.1. CHARACTERISTICS OF THE RESPONDENTS**

In relation to the respondents' characteristics, it was investigated that the majority were males. But the number of female respondents was less in the schools. With regards to age profile, majority of respondents were found to be matured and well experienced people found on range of 41 and above years. Hence, they were assumed to be good informants. Educational qualification profile of the respondents was dominated by diploma holders. Then, it can be said that all categories of the respondents have relatively adequate experience both in their current and other positions.

### **5.1.2. MAJOR FINDINGS**

#### **5.1.2.1. TYPES OF SHORT TERM IN-SERVICE TRAININGS**

The condition of the respondents on the idea of participating in the training programs was identified as they have participated in the training and well informed of the program. In the case of the training types, Practicum Implementation, English Language Improvement, Lesson Plan Preparation, Active Learning, Action Research, Classroom Management, Mentoring, Special Needs and Inclusive Education and the like programs were identified. However, majority, 75(62%), of the respondents revealed that they had participated in Practicum Implementation training program.

#### **5.1.2.2. TRAINING NEED ANALYSIS**

As related literature shows, training needs analysis is a backbone for any training program. However, training needs has not been conducted before the training is delivered at the college. Because, as it could be concluded in the previous chapter, the program of assessing need of training is not accustomed. There was also lack of awareness about the importance of conducting training need assessment.

The majority (49(40.5%) of the trainees and seventeen (85%) of the trainers) of the respondents showed that the reason for the absence of training need assessment was not accustomed idea and lack of awareness respectively. Thus, in spite of its sound advantage, the college was delivering the trainings for the linkage primary schools without conducting training need assessment simply

to fulfill its own intention. Due to this reason, no target is expected to be hit by any areas of trainings except wasting resources to achieve individual desire.

#### **5.1.2.3. SETTING TRAINING OBJECTIVES**

Regarding training objectives, all participants of the study indicated that the training objectives were set. They extended their response, however, saying the objective did not consider the need of the participants. Therefore, all other training components might not be achieved as needed unless the need of the participants is considered before setting training objectives. That means, the process of setting training objectives was not totally participatory; i.e., the trainees did not participate in the process. For this reason, the respondents with no statistically significant difference between the two means,  $t(-1.090, 139) = 0.058$ , clearly showed that the process was not participatory.

Further, the process of setting training objectives was criticized by its inability to solve both the schools' and teachers' performance problems. Regarding the degree of measurability of the training objectives, it was found to be not measurable.

#### **5.1.2.4. TRAINING PROGRAM CONTENTS**

Selecting training content, as respective professionals argue, should be determined right after the need is assessed. Majority of the respondents replied that the contents were related with the job of the trainees and prepared by professionals in the college. However, they were repetitive in various trainings and need to be new and timely on the basis of the schools' gap.

The majority of the respondents, with no statistically significant difference between the two means,  $t(-0.584, 139) = 0.560$ , described the training contents were repetitive. In addition, the process of selecting training contents were reported with no statistically significant difference between the two means,  $t(0.477, 139) = 0.634$ , as neither participatory nor relevant.

#### **5.1.2.5. TRAINING PROGRAM RESOURCE PREPARATION**

Concerning training program resources preparation, trainers' knowledge, payments for trainees and refreshment programs were identified as relatively good. In contrast, training rooms as compared to the number of trainees was expressed with no statistically significant difference

between the two means  $t(-0.382, 139) = 0.703$  as irrelevant. Similarly, adequate amount of time for the training was not allocated and the training materials were identified as not passable with no statistically significant difference between the two means  $t(-0.625, 139) = 0.533$  and  $t(0.585, 139) = 0.560$  respectively. This implies that the trainings have been provided by weak preparation of training resources which in turn reduces quality of the training as a result, its expected result would be adversely affected.

#### **5.1.2.6. SELECTION OF THE TRAINEES AND TRAINERS**

Regarding the selection of trainees and trainers, it was recognized that the selection of trainers was based on their content knowledge, competence and experience of teaching where as in the case of trainees, those who have close relation with principals favored in the selection process for training. Conversely, it could be concluded that there were no carefully prepared and to be applied criteria in the process of selection of both trainees and trainers. In other words, although trainers are assigned based on their content knowledge, competence and experience of teaching, there were no clear criteria for the selection of the trainees and trainers. This was expressed by the respondents with no statistically significance difference between the two means  $t(-0.111, 139) = 0.911$ .

#### **5.1.2.7. TRAINING METHODS**

In the case of the types of the training methods, on-the-job training methods like action learning, coaching, and mentoring and distance education were found to be used in the TDP trainings with no statistically significance difference between the two means. Meaning, these trainings were not given in the form of on-the-job method.

On the other hand, lecture method from off-the-job method was identified with no statistically significant difference between the two means  $t(1.921, 139) = 0.057$  as the most frequently used training method in the trainings. In general, it has a retention problem which in turn may affect transferability of the training content i.e. it is criticized by failure to make use of varieties of training methods in accordance with the nature of the training program may discredit value of the trainings in general.

#### **5.1.2.8. TRAINING PROGRAM IMPLEMENTATION**

In the process of designing the training, Hossana College of Teacher Education did not schedule the training program well. In other words, it is easy to conclude that with statistically significance difference between the two means,  $t(-2.379, 139) = 0.019$ , the responds indicate that the schedule of the training program was not programmed well. The support of coordinators of the training program was inadequate. Regarding service provision, it was found to be insufficient with statistically significance difference between the two means  $t(-2.090, 139) = 0.038$ . In short, the respondents revealed that the overall condition implementing training program in the college was not done well.

#### **5.1.2.9. TRAINING PROGRAM EVALUATION**

Teacher Development Program evaluation was found to be non-existent in the study areas and those reported to be existent were also internally unhealthy. Among which the following instances deserve mention:

- It was conducted only at the end of the program.
- It was done only by filling out questionnaire.

Similarly, there is no a trend of keeping training records in the study areas. The reason was that the college did not accustom the condition of keeping training records. Post-training discussions were also investigated to be non-existent in the study areas mainly because of lack of awareness about the importance of such discussion. To this end, the trainees hardly understand the significance of the discussion since the majority 55(45%) of the trainees and thirteen (65%) of the trainer respondents emphasis on.

#### **5.1.2.10. TRAINING PROGRAM CONSTRAINTS**

Lack of interest of the trainees to focus mainly on the contents of the training program and shortage of time allocated for the program were identified as factors that restrict the training programs of the college. These factors were observed that the respondents indicated with no statistically significant difference between the two means,  $t(0.807, 139) = 0.421$  and  $t(0.934, 139) = 0.352$  respectively.

## 5.2. CONCLUSION

Based on the findings shown so far, the following conclusion was drawn.

1. The activity of conducting the TNA was marginalized in the study areas due to various reasons such as lack of awareness, absence of experience on training need assessment, lack of attention, etc. This could be concluded that the trainings were undertaken in the college without conducting TNA simply to achieve its own plan and hence, all the training processes understood were lacking important training principles. Under such circumstances, it is likely for the expected training returns and benefits to be devaluated apart from expending the scarce resources unfairly and unwisely.
2. In the study area, still there are gaps in the process of designing the trainings. These problems could be described by repetitiveness. That means, the training objectives and contents were not prepared on the basis of training need assessment, designing processes were unlikely participatory; and ambiguous criteria were used to select both trainees and trainers. Based on this fact, it could be said that the overall practice of short term in-service trainings offered by the college to the schools was ineffective. Further, failure to bridge these gaps is likely to lead the college fail to discharge its responsibilities effectively and deliver quality trainings to the schools. Hence, it is obvious that the return of the whole effort and endeavor would be by far below the expectation.
3. The finding of the study revealed that lecture was the most frequently employed type of training methods in the trainings over other more effective methods such as mentoring, action learning, coaching, distance education, visits to other schools, e-learning and in-service training. However, the drawbacks in lecture method itself and failure to make use of varieties of training methods in accordance with the nature of training program may discredit value of the trainings in general.
4. It was reported that the practice of training program evaluation was non-existent, and it was constrained with numerous impediments. This implies that the effectiveness of the whole training processes and problems encountered in the whole training process were not known and no experience was gained to serve as an input for further activities.

5. It was found out that there were many problems pertaining to offering training opportunities. The training program was criticized by lack of interest of trainees, shortage of time allocated for the program and aimed solely at fulfilling the plan of the college rather than considering the need of the trainees which poses a serious threat on the training programs of the organizations and whole objectives set in the organizations and governmental system in general. Thus, it could be said that the practice of the training programs was under countless difficulties. Unless remedial measures are taken to ameliorate these problems, it is unlikely to bring improvements in the schools.

Generally, the levels of improvements observed in the linkage primary schools as a result of trainings they have been provided with were found to be insignificant. That means, the goal of the trainings was not achieved as expected. The trainings could not bridge the gaps understood in the trainees as well. As a result, it is possible to deduce that the practice of Hossana College of Teacher Education in building capacity of the linkage primary schools was ineffective. This adversary impact was identified to be resulted from the gaps understood in the college to follow the training principles and implement accordingly as wisely as possible rather attempting to perform its own plan.

### **5.3. RECOMMENDATIONS**

On the basis of the findings and conclusion, the following points were found to be worth recommending. It is known that a training program consists of **five consecutive and interwoven steps**. Based on this fact, Hossana College of Teacher Education must follow the five training steps unless it is, by any means, impossible to be effective on the training programs offered by.

**1<sup>st</sup>**. It is necessary to make a diagnosis to determine whether there is a gap between what is required for effective performance and present level of performance, and to give appropriate remedies for deficiencies. Therefore, Hossana College of Teacher Education in collaboration with the linkage primary schools should give special attention on conducting training need assessment through survey and/or interview before starting designing training program. Moreover, the designers of the training program should set training objectives depending on the need of the trainees. That means, in the process of planning training programs, the college should invite trainees to participate in the program.

**2<sup>nd</sup>**. The designers of the training program should determine, select and sequence the **contents of the training program** before beginning training programs on the basis of the assessed training need because it can have a significant impact. To this end, the prepared content should also be new, timely and participatory on the basis of the identified gap (knowledge, skill or attitude) of the trainees. Meaning, the college should give chance or opportunity for trainees to engage in the content selection process by arranging discussion programs.

**3<sup>rd</sup>**. In this stage, the trainers should select appropriate training methods and decide to deliver the training content to the trainees. If the training is to be taken place while the trainees are on their regular working situations, they should employ on-the-job training method; off-the-job training method otherwise. Maximizing (varying) the method of presenting the training is recommended rather than picking up only lecture method now and then.

**4<sup>th</sup>**. The trainer should take the responsibility of **implementing** the training program largely in his hand. Apart from this, decisions must be made on arranging the physical environments to make the trainees feel comfort and concentrate on learning. The seating condition has to be arranged so as to establish special relationship between trainer and trainees. The environment must be free from physical distracters like noises, poor lighting, and physical barriers. Further, the trainer has to prepare the trainees by putting them at ease. They have also to test the trainees by asking

questions and correct errors, and finally follow up the trainees by way of frequent checking and encouraging.

5<sup>th</sup>. Since it is the last stage in designing training program, both the college and the schools must pay special attention for the **evaluation program** in order to identify some problems encountering throughout the training program and to seek remedies. Hence, the college together with the linkage primary schools has to evaluate the success or failure of trainings they offered by arranging discussions with stakeholders. The organizations must apply training program evaluation throughout the entire stages, starting from beginning up to the end, of the training process. Moreover, to reverse this situation, the college should review its training efforts and design techniques and strategies on how to fully incorporate the evaluation system in to in-service TDP training programs and minimize problems pertaining to evaluation of the training program.

In accordance with keeping records of trainings provided, the organizations must develop sustainable data to know whether training efforts have achieved their goals of correcting deficiencies in skill, knowledge and attitude that were assessed as needing attention or not. Hence, both Hossana College of Teacher Education and the linkage primary schools must have a trend of keeping training records as it is a bridge for further activities and evaluations. Selecting the content based on the need of the trainees, therefore, is also recommended to inspire an interest of trainees to focus mainly on the contents of the training program rather than waiting for only payments and related benefits.

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## **APPENDIX A**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

### **Questionnaire to be filled by Trainees**

The purpose of this questionnaire is to gather relevant data that will help to assess the Practices of Hossana Teachers' College in building the capacity of primary schools in Hadiya Zone. I would like to assure you that this study is purely academic and hence would not affect any one in any way as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practices of Hossana Teachers' College in building the capacity of primary schools in the Zone.

Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

#### **General Directions:**

- 1) You are not required to write your name.
- 2) Respond to all close-ended question items by putting a “√” mark in the boxes and to all open-ended ones by writing your comments on the spaces provided.
- 3) It is possible to use Amharic or English in giving comments.

Thank You!

**Part One: Personal Information**

1. Sex: A) Male  B) Female
2. Age: A) 25 and below  C) 31-35  E) 41 and above   
B) 26-30  D) 36-40
3. Educational Background:
- A) Certificate/TTI  C) BA/BSc/BED   
B) College Diploma  D) MA/MSc degree   
Others (if any) \_\_\_\_\_
4. Current position \_\_\_\_\_
5. Years of Service: A) 5 years and below  C) 11-15  E) 21-25   
B) 6- 10  D) 16-20  F) 26 years and above

**Part Two:** Involves specific questions seek answers about the types of capacity building trainings the college offered; the extent in which capacity building programs are based on need assessment; how the training programs are planned, organized and managed; training implementation; training evaluation; and training constraints /challenges/.

For each of the following statement tick “√” in the box which indicates the extent to which you agree or disagree.

D) The following statements consist of questions about some training types offered by Hossana College of Teacher Education to linkage primary schools. Give appropriate response to each statement based on the question.

- 1) Have you ever participated in any training program that Hossana College of Teacher Education offers?  
A) Yes  B) No
- 2) If your response for question No.1 is “Yes”, in what training programs have you participated as a trainer (more than one alternative can be chosen).
- A) Training on practicum implementation   
B) Training on English Language Improvement Program   
C) Training on lesson plan preparation   
D) Training on active learning   
E) Training on action research   
F) Training on class room management

G) Training on mentoring

H) Training on special needs and inclusive education

Others (if any) \_\_\_\_\_

## II) Training Need Assessment

The following statements consist of questions about training need assessment. Give appropriate response to each statement based on the question.

1) Does Hossana College of Teacher Education conducts training need assessment in your school?

A) Yes

B) No

2) If your response for question No. 1 is “No”, what do you think are the reasons for the absence of training need assessment (more than one alternative can be selected).

A) Absence of experts to conduct training need assessment

B) Lack of budget

C) Lack of awareness about the importance of conducting training need assessment

D) Training need assessment is not accustomed

E) Attention is not given from the management body

Others (if any) \_\_\_\_\_

3) The following are some training areas offered by Hossana College of Teacher Education for linkage primary schools. With reference to your school, indicate your agreement in relation to need with each item using the following scales: 1= Very Low, 2= Low, 3= Average, 4= High, 5= Very High.

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	The training needs in practicum implementation.					
2	The training needs in English Language Improvement Program.					
3	The training needs in lesson plan preparation.					
4	The training needs in active learning.					
5	The training needs in action research.					
6	The training needs in class room management.					
7	The training needs in special needs and inclusive education.					
8	The training needs in mentoring.					
Others if any						

III) The Following are Questions Concerning aspects of Planning, Organizing and Managing of Capacity Building Training Programs Provided by Hossana College of Teacher Education for Linkage Primary Schools.

### A) Setting Training Objectives

1) The following are questions about training program objectives at Hossana College of Teacher Education. Indicate the level of your agreement with the following question items using the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	In the process of setting training objectives, the college invites trainees to participate.					
2	Written training objectives were communicated to the trainees before the training begins.					
3	Training objectives are sound enough to solve the schools' performance problems.					
4	Training objectives are sound enough to solve the teachers' performance problems.					
5	In my view, the training objectives designed were measurable.					
Others if any						

### B) Training Program Contents

1) How do you rate the contents of training programs offered by Hossana College of Teacher Education that you have attended: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	The contents of the training program are directly related with the job I perform (teaching-learning) process.					
2	Trainees participated through their representatives in the process of the selection of the content of training program.					
3	The contents of the course are prepared carefully by professionals in the college.					
4	The sequence of the contents of the training is not thematically arranged and difficult to understand.					
5	When we observe deeply, the contents of the training program were repetitive in various trainings that the college offered.					
Others if any						

### C) Training Program Resources Preparation

1) How do you rate the condition of training resources preparation in most training programs offered by Hossana College of Teacher Education you have attended: 1= Very Poor, 2= Poor, 3= Satisfactory, 4= Good, 5= Very Good.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	The trainers' knowledge of subject matter.					
2	Payments for the trainees.					
3	Refreshment programs in the training program.					
4	The relevance of classrooms for the content of training					
5	The sufficiency of time allocated for training program to practice and internalize the course.					
6	The attractiveness and organization of training materials.					
Others if any						

### D) Selection of Trainees and Trainers

1) How do you evaluate the criteria of selection of trainees and trainers in the training programs you attended: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	As to my understanding, trainers have deep knowledge on the contents they train.					
2	The way the trainer teaches implies not only his/her subject matter knowledge but also his/her competence of teaching.					
3	I understand from their way of teaching that the trainers are well experienced in the area of training contents.					
4	In my school, there is a clear criterion for selection of trainees for training.					
5	In my understanding, trainees who have close relation with principals favored in the selection process for training.					
Others (if any)						

### E) Training Methods

#### i) On-the-Job Training

1. How do you rate on-the-job training methods offered by Hossana College of Teacher Education for primary schools? Indicate the level of your agreement with the following methods used by the college in your school. Use the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Action learning is used					
2	Couching is used					
3	Mentoring is used					
4	Distance education is used					
Others if any						

**ii) Off-the- Job Training**

1. How do you rate off-the-job training methods offered by Hossana College of Teacher Education? Indicate the level of your agreement with the following methods used by the college in your school. Use the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Lecture method is used					
2	Visits to other schools are used					
3	E-learning is used					
4	In-service training is used					
Others if any						

**Part IV: Involves Specific Questions Seek Answers about Training Implementation**

1. How do you rate the conditions of implementation of training program? Use the following rating scales to indicate the extent of agreement: 1= Very Poor, 2= Poor, 3= Satisfactory, 4= Good, 5= Very Good

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	The schedule of training program is provided for the trainees before the training program begins that helps trainees to be programmed during the training.					
2	The coordinators of the training program were helping and advising trainees to abide the program.					
3	In my view, the proper management of service provision for trainees (refreshments, lunch, etc) supported the training program.					
4	The overall coordination of the training program was so successful.					
Others (if any)						

### V) Training Evaluation

1. The following are question items that seek answer about training program evaluation. Indicate the level of your agreement with the following question items using the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

N <sup>o</sup>	Question Item	Rating Scales				
		1	2	3	4	5
1	There was a training evaluation conducted by trainees at the end of the course.					
2	As to my knowledge, there was a training evaluation done by trainees during the course (while the course is going on).					
3	The evaluation process was done only by filling out questionnaire.					
4	There was a discussion by trainees, trainers and coordinators to evaluate improve the training program.					
5	Training evaluation was conducted after long time where the trainees turn to their jobs.					
Others (if any)						

2. Is there a trend of keeping training records attended by teachers and principals in your school?

A) Yes  B) No

3. If your response for Question No.3 above is “No”, what do you think are the reasons? (More than one alternative can be chosen)

- A) Lack of follow up from school principals
- B) Lack of transparent and clear training direction in the school
- C) Keeping training records is not accustomed in schools
- D) It is assumed of no value
- E) It is time taking
- F) It is costly

Others (if any) \_\_\_\_\_

4) Does your school hold discussions with teachers and principals after they have completed a training program? A) Yes  B) No

5) If your response for Question No.5 above is “No”, what do you think are the reasons? (More than one alternative can be chosen)

- A) Trainees are not willing or volunteering to discuss
- B) Principals do not create conducive situation for discussion
- C) The trainees are busy after they come back

D) Lack of awareness about the importance of such discussions

E) Lack of time for principals to coordinate the discussion

Others (if any) \_\_\_\_\_

**VI) Training Constraints**

1. How do you rate the training constraints in the training program you attended? Use the following rating

Scales to indicate the level of your agreement: 1= Very Low, 2= Low, 3= Satisfactory, 4= High, 5= Very High.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Trainees are motivated well and focusing mainly on the contents of the training program.					
2	As to my understanding, trainers are motivated and competent enough to equip trainees with the required knowledge and skills.					
3	Adequate time was allocated for all training programs.					
4	Adequate budget is allocated for the training program.					
Others (if any)						

Finally, if you have anything to add regarding the training offered by the Hossana College of Teacher Education, you are most welcome. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank You!

## **APPENDIX B**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

### **Questionnaire to be filled by Trainers**

The purpose of this questionnaire is to gather relevant data that will help to assess the Practices of Hossana Teachers' College in building the capacity of primary schools in Hadiya Zone. I would like to assure you that this study is purely academic and hence would not affect any one in any way as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practices of Hossana Teachers' College in building the capacity of primary schools in the Zone.

Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

#### **General Directions**

- 1) You are not required to write your name.
- 2) Respond to all close-ended question items by putting a “√” mark in the boxes and to all open-ended ones by writing your comments on the spaces provided.
- 3) It is possible to use Amharic or English in giving comments.

**Thank You!**

**Part One: Personal Information**

1. Sex: A. Male  B. Female
2. Age: A. Below 25 years  C. 31-35  E. 41 and above   
B. 26-30  D. 36-40
3. Educational Background:
- A. Certificate/TTI  C. BA/BSc/BED   
B. College diploma  D. MA/MSc degree   
E. Others (if any) \_\_\_\_\_
4. Current position \_\_\_\_\_
5. Years of Service: A. 5years and below  C. 11-15  E. 21-25   
B. 6- 10  D. 16-20  F. 26 years and above

**Part Two:** Involves specific questions seek answers about the types of capacity building trainings the college offered; the extent in which capacity building programs are based on need assessment; how the training programs are planned, organized and managed; training implementation; training evaluation; and training constraints /challenges/.

For each of the following statement tick “√” in the box which indicates the extent to which you agree or disagree.

D) The following statements consist of questions about some training types offered by Hossana College of Teacher Education to linkage primary schools. Give appropriate response to each statement based on the question.

- 1) Have you ever participated as a trainer in training programs that Hossana College of Teacher Education offers? A) Yes  B) No
- 2) If your response for question No.1 is “Yes”, in what training programs have you participated (more than one alternative can be chosen).
- A) Training on practicum implementation
- B) Training on English Language Improvement Program
- C) Training on lesson plan preparation
- D) Training on active learning
- E) Training on action research
- F) Training on class room management

G) Training on mentoring

H) Training on special needs and inclusive education

Others (if any) \_\_\_\_\_

## II) Training Need Assessment

The following statements consist of questions about training need assessment. Give appropriate response to each statement based on the question.

1) Does Hossana College of Teacher Education conducts training need assessment in linkage primary schools? A) Yes  B) No

2) If your response for question No. 1 is “No”, what do you think are the reasons for the absence of training need assessment?

A) Absence of experts to conduct training need assessment

B) Lack of budget

C) Lack of awareness about the importance of conducting training need assessment

D) Training need assessment is not accustomed

E) Attention is not given from the management body

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

3) The following are some training areas offered by Hossana College of Teacher Education for linkage primary schools. With reference to your school, indicate the level of training need with each item using the following scales: 1= Very Low, 2= Low, 3= Average, 4= High, 5= Very High.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	The training needs in practicum implementation.					
2	The training needs in English Language Improvement Program.					
3	The training needs in lesson plan preparation.					
4	The training needs in active learning.					
5	The training needs in action research.					
6	The training needs in class room management.					
7	The training needs in special needs and inclusive education.					
8	The training needs in mentoring.					
Others if any						

### III) Questions Concerning Planning, Organizing and Managing of Capacity Building Training

#### Programs Provided by Hossana College of Teacher Education for Linkage Primary Schools.

##### A) Setting Training Objectives

1) The following are questions about training program objectives at Hossana College of Teacher Education. Indicate the level of your agreement with the following question items using the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	In the process of setting training objectives, the college invites trainees to participate.					
2	Written training objectives were communicated to the trainees before the training begins.					
3	Training objectives are sound enough to solve the schools' performance problems.					
4	Training objectives are sound enough to solve the teachers' performance problems.					
5	In my view, the training objectives designed were measurable.					
Others if any						

##### B) Training Program Contents

1) How do you rate the preparation of contents of training programs offered by Hossana College of Teacher Education that you have attended: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	In my view, the contents of the training program are directly related with the job the trainees perform (teaching-learning) process.					
2	Trainees participated through their representatives in the process of the selection of the content of training program.					
3	The contents of the course are prepared carefully by professionals in the college alone.					
4	The sequence of the contents of the training is not thematically arranged and difficult to understand.					
5	When we observe deeply, the contents of the training program were repetitive in various trainings that the college offered.					
Others if any						

### C) Training Program Resources

1) How do you rate the condition of training resources in most training programs offered by Hossana College of Teacher Education you have participated: 1= Very Poor, 2= Poor, 3= Satisfactory, 4= Good, and 5= Very Good.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	The trainers' knowledge of subject matter.					
2	Payments for the trainees.					
3	Refreshment programs in the training program.					
4	The relevance of classrooms for the content you presented.					
5	The sufficiency of time allocated for training program to practice and internalize the course.					
6	The preparation and organization of training materials.					
Others if any						

### D) Selection of Trainees and Trainers

1) How do you evaluate the criteria of selection of trainees and trainers in the training programs you attended: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Trainers are selected based on their knowledge on the content of training.					
2	Trainers are selected based on their competence of teaching.					
3	Trainers are selected based on their experience.					
4	In primary schools, there is clear criterion for selection of trainees for training programs.					
5	In my understanding, trainees who have close relation with principals favored in the selection process for training.					
Others (if any)						

### E) Training Methods

#### i) On-the-Job Training Methods

1. How do you rate on-the-job training methods offered by Hossana College of Teacher Education for primary schools? Indicate the level of your agreement with the following methods used by the college. Use the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Action learning is used					
2	Couching is used					
3	Mentoring is used					
4	Distance education is used					
Others if any						

### ii) Off-the-Job Training

1. How do you rate off-the-job training methods offered by Hossana College of Teacher Education for primary schools? Indicate the level of your agreement with the following methods used by the college. Use the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	Lecture method is used					
2	Visits to other schools are used					
3	E-learning is used					
4	In-service training is used					
Others if any						

### Part IV: Involves Specific Questions Seek Answers about Training Implementation

1. How do you rate the conditions of implementation of training program? Use the following rating scales to indicate the extent of agreement: 1= Very Poor, 2= Poor, 3= Satisfactory, 4= Good, 5= Very Good

No	Question Item	Rating Scales				
		1	2	3	4	5
1	The schedule of training program in helping trainees and trainers to be programmed during the training program.					
2	The support of coordinators of the training program in helping and advising trainees and trainers to abide the program.					
3	The management of service provision for trainees (refreshments, lunch, etc).					
4	The overall coordination of the training program.					
Others (if any)						

**V) Training Evaluation**

1. Does the training program you have attended evaluated? A) Yes  No

2. If the response for question No.1 is yes, indicate the level of your agreement or disagreement with the following question items using the following scales: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	There was a training evaluation conducted by trainees at the end of the course.					
2	As to my knowledge, there was a training evaluation done by trainees during the course (while the course is going on).					
3	The evaluation process was done only by filling out questionnaire.					
4	There was a discussion by trainees, trainers and coordinators to evaluate improve the training program.					
5	Training evaluation was conducted after long time where the trainees turn to their jobs.					
Others (if any)						

3. Is there a trend of keeping training records attended by primary school teachers, principals and cluster supervisors in your organization? A) Yes  B) No

4. If your response for Question No.3 above is “No”, what do you think are the reasons? (More than one alternative can be chosen)

A) Lack of follow up from leaders of the college

B) Lack of transparent and clear training direction in the college

C) Keeping training records is not accustomed

D) It is assumed of no value

E) It is time taking

F) It is costly

Others (if any) \_\_\_\_\_

5) Does the college hold discussions with teachers and principals after they have completed a training program? A) Yes  B) No

6) If your response for Question No.5 above is “No”, what do you think are the reasons? (More than one alternative can be chosen)

- A) Trainees are not willing or volunteer to discuss
- B) College leaders do not create conducive situation for discussion
- C) The trainees are busy after they completed the training
- D) Lack of awareness about the importance of such discussions
- E) Lack of time for principals to coordinate the discussion

Others (if any) \_\_\_\_\_

### VI) Training Constraints

1. How do you rate the condition of training constraints in the training program you attended? Indicate your level of agreement by using the following rating scales: 1= Very Low, 2= Low, 3= Satisfactory, 4= High, 5= Very High.

No	Question Item	Rating Scales				
		1	2	3	4	5
1	The interest of trainees to focus mainly on the contents of the training program.					
2	The interest of trainers to equip trainees with the required knowledge and skills.					
3	The allocated time for the training program.					
5	Payments for the trainees.					
Others (if any)						

Finally, if you have anything to add regarding the training offered by the Hossana College of Teacher Education, you are most welcome. \_\_\_\_\_

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Thank You!