

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF TRAINING PROGRAM PROVIDED BY PUBLIC
SERVICE COLLEGE OF OROMIA (PSCO)

BY

MITIKU WORKNEH



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Mitiku Workneh

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ORGANIZATIONAL DEVELOPMENT

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ACRONYMS AND ABBRIVATIONS

AAU	- Addis Ababa University
BA	- Bachelor of Arts Degree
BSC	- Bachelor of Science Degree
FDRE	- Federal Democratic Republic of Ethiopia
MA	- Masters of Arts
MSC	- Masters of Science Degree
OJT	- On- the -Job- Training
TNA	- Training Need Assessment
RPSCAP	- Regional Public Capacity Building Program
OMI	- Oromia Management Institute
OCSC	- Oromia Civil Service Commission
OCBB	- Oromia Capacity Building Bureau
PSCO	- Public Service College of Oromia

ABSTRACT

The main purpose of the study was to assess the practice and problem of training program provided by public service college of Oromia(PSCO) to the civil servants of the region and to forward some alternative solutions or recommendations that may reduce the problem or improve the proper practice of training provision based on the findings.

To this effect, descriptive survey method was used to obtain pertinent and precise information on the topic. The total populations of the study were 816 trainees who participated on the training program conducted by Public Service College of Oromia in 2001 Ethiopian budget year. All these trainees were found in 38 government organizations of the region. For the purpose of the study, about 245 (30%) of trainees were selected as a sample of the study. Simple random sampling, quota, and purposive sampling technique was used to select the sample.

Similarly, 30 (40%) of the trainers were selected as a sample of the study by simple random sampling technique as a sample of the study. In addition to this, a senior expert of Oromia Capacity Building Bureau and Oromia Civil Service Commission and Public Service College of Oromia training coordinator was considered as the sample of the study to get the necessary information. Questionnaire, interview and document analysis were used to collect the necessary information. Results obtained were analyzed by using percentage, t -test and chi - square tests.

The results of the finding indicates that, although, PSCO's training program provision was not supported by training policy, training need assessment and training program evaluation, PSCO's achievement in provision of training program was adequate and satisfactory. But still the training program of the college was not fully satisfied the training needs of government organization of the region. This indicates that even though, the achievement (present record) of the college was encouraging, there would be a long journey a head that need to be addressed.

Therefore, both officials and employees of the region should take the issue of the college as their own agenda and work together for the successful achievements of PSCO's objectives.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Organizations are societal entities that exist as a result of needs of society and that have to be satisfied. All organizations require human, financial, material, time, and informational resources in order to be effective and achieve their goals and objectives. While all of these resources are important to organizational effectiveness, the major factor that represents a potential competitive advantage is human resources and how these resources are managed (Fisher and others, 1996: 2). This is because it is the human resource that can transform other resources to goods and services in the development process. It is the human capital and the work they perform that can make a major difference to the performance, competitiveness and general success of any organization.

In line with this idea, Decenzo and Robbins (2002: 36) stated that, it is important to note that achieving organizational goals cannot be done without human resources. It is people – not buildings, the equipment, or brand names that really make a company.

Today the world becomes increasingly interconnected, more interdependent and increasingly a globalized village. Thus, globalization along with the key driving forces of change such as fundamental change in the nature of customer, competition and change has created tough environment for organizations (Hammer and Champy, 1993: 11).

As Decenzo and Robbins, 2002: 4) stated these dynamic environment places new requirements on human resource managers. For an organization to survive in this rapidly changing environment, they must change with it. They

must adjust and adapt to new technologies and new methods of doing old things faster, with precision and high quality. Hence, the need for well qualified manager and employee becomes a reality.

Thus, creating an organization which facilitates conditions for effective and efficient performance of workers on one hand and staffing the organization with the appropriate people on the other becomes the most primary task of management of an organization (Haileselassie, 1999: 1).

Here, it is logical to raise the issue of employee training. Because, employees may become obsolete or rustic if they do not update themselves with new work methods, skills and knowledge about their work, the organization and the environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and renewing organizational capabilities. Therefore, it is a necessary condition for an organization to train and retrain its human resource to be competitive and achieve its objectives (Peretomode, 2001: 98).

According to Matthews and others (2004: 6) training is a relatively systematic attempt to bring someone to a desired standard of efficiency by instruction and practice. Moreover, Peretomode (2001: 98) on his part defined employee training as a planned organizational efforts or activities concerned with helping an employee acquire specific and immediately useable skills, knowledge, concepts, attitudes and behavior to enable him or her perform more efficiently and effectively on his present job.

This indicates that although well - thought -out strategies and efficient human resource planning, recruitment and selection initially provide an organization with the required employees, additional training is normally necessary to provide them with job -specific skills which enable them to survive over time (Swanepoel and others, 2003: 450)

From the current practice of employee training in Ethiopia in general, and Oromia in particular, it seems that the reality has been recognized. As stated in Oromia regional state public capacity building program document (RPSCAP, 2004: 4), few years ago, any slightest attempt of scanning on the regional states human resource profiles and institutional capacity would suggest daunting deficiencies in virtually all sectors. Human capital is disappointingly poor. Systems and practices are not designed in a manner that guarantees efficient public service delivery. Consequently, systems and practices are

Unacceptably prone to malpractices that often led to costly abuse of the meager public resources.

Regarding the workforce of the region, the regional civil service man power is estimated at 108410 (as per 1994 data in RPSCAP: 2004: 4). Of the total civil service of the region only 17% percent of the civil servants have college diploma and above in their education, while the lion's share 83 % percent goes to those with less than or equal to 12th grade and certificate holders (ÓMI, 2003: 2). This clearly indicates that the region suffers much due to lack of qualified human resource to realize its developmental objectives (RPSCAP, 2004: 4).

To tackle the performance problems of government institutions of the region, Oromia regional state has been given considerable attention to the development of human resources by strengthening training activities. The establishment of the office of capacity building at regional level with respect to zonal and woreda level to help all the bureaus of the region to realize their goals and objective by tremendously increasing their capacity by be it financing them or building their internal infrastructure and the establishment of Oromia management institute in 1992 E..C. ,etc to conduct training and to give consultancy services which could improve the performance capacity of officials and civil servants of government and non –

government organizations are among the efforts made by the regional state to bring change and improvement in the region.

The former Oromia management institute and the current Public Service College of Oromia (PSCO) is one of the training institutions established to build the performing capacity of civil servants and officials in the region by the proclamation No. 33/1992(OMI, 1996: 2). The institute has been offered training for about 63, 531 of civil servants and officials in the region since its establishment i.e. 1992 E.C to present (OMI, 1996: 4).

According to Swanepoel (2003: 454) the main aim of training is to contribute to an organization's over all objectives; however, in many instances such objectives have not been clearly formulated, training programs are never evaluated and it seems that behavior changes do not form part of human resource development effort.

Based on this fact, the theme of this study was therefore to assess the practice and problems of training program provided by Public Service College of Oromia to the public institutions of the region and to suggest some possible solutions for the problems based on the findings of the study.

1.2. Statement of the Problem

Public Service College of Oromia (PSCO) is one of the regional training institution established by the proclamation No.33/1992 E.C with the main objectives of conducting training based on the needs of the region, Conducting research activities, and providing management consultancy services which could improve the performance capacity of officials and civil servants of government and non – government organizations in order to solve the socio – economic problems in the region (MIO, 1996: 4).

Accordingly, PSCO, has tried to solve the training needs of the region by conducting short term training program for about 63, 531 of civil servants

and officials in the region who found at different levels (region, zone and district) since its establishment i.e. 1992 E.C to present (OMI, 1996: 4).

Despite the college has been conducting training for a number of civil servants in the region, and huge amount of money were invested, the college has its own short- coming regarding post -training evaluation or impact assessment. As the researcher's knowledge is concerned, there is no considerable experience in assessing the impact of the training under taken up to now. Since the establishment of the institute, there were various training program conducted, however, there is no any tangible organized information that reveals post-training performance of the trainees. Thus, it seems that the relationship between the college and trainees and its organization is restricted to the training campus of the college.

According to Federal Negarit Gazeta (2007: 3557) the main objectives of civil servant training is to improve his capability and attain better performance or to prepare him for higher responsibility based on career development. Rush and others (1988:17) on their part stated that, training is an investment in people. The major reason why organizations invest in training program is to help employee to perform better in the achievement of organizational objectives. This, objectives can be attained through effective training. Effective training programs are those based on needs established for the organization and for the individual, designed with principles from learning theory in mind, and evaluated against a set of objectives

This indicates that, for an organizations to achieve the objectives and gain the benefits they deserve from the training program, training and development needs should be assessed and identified; purposes and objectives should be set; and processes and procedures should be determined; and finally the training program should be evaluated (Swanepoel, 2003: 454)

Based on these facts, this study mainly projected to assess reactions of trainees, trainers and some concerned offices to the training program that has been conducted by PSCO. Moreover, the study undertakes the identification problem encountered during the implementation of the training programme. Finally, the study try to design and forward a mechanism used to alleviate the problem and to be used by the college officials, decision makers and other users.

In doing so, the researcher used the following basic questions as a frame of reference for the study.

1. How does PSCO design and conduct the training program?
2. To what extent does PSCO provide the training program as intended and designed?
3. To what extent does PSCO evaluate the training program before and after delivery?
4. To what extent does PSCO satisfied the training need of the region and achieved its objectives?
5. What are the major factors that hinder the achievement of PSCO'S objective?

1.3. Objectives of the Study

The overall objective of the study is to assess the practice and problems of the training program provided by the public service college of Oromia (PSCO) and to forward some alternative solutions that may reduce the problem or improve the proper practice of training program provision based on the findings.

The specific objectives of the study are:

- To know how does PSCO design and conduct the training program
- To know how PSCO provide the training program as intended and designed
- To know how does PSCO evaluate the training program before and after delivery
- To know to what extent does PSCO satisfied the training need of the region and achieved its training objectives as intended
- To know the major factors that hinder the achievement of PSCO's Objective and to suggest some possible solutions which are helpful to overcome the problems

1.4. Significance of the Study

The main objectives, of training of civil servant is to improve the capability of civil servants and attain better performance or to prepare him for higher responsibility based on career development (Negarit Gazeta No.15, 2007: 3557).

This objectives, can be achieved only through training need assessment, setting training objective, developing training program that can be transferred to jobs and will achieve those objectives, and finally through training evaluation (Swanepoel, 2003: 454)

This study is thus, supposed to be worthwhile in serving the regional capacity building bureau, civil service commission and the public service college administrators by providing first hand and valuable information regarding the practices and problems of the training programs provided by the college that could help in designing, delivering and evaluating the

training program and mechanism that help in providing effective and efficient training.

Moreover, the study will have significance for the regional public sector institutions human resource managers in indicating their role in the process of providing effective and efficient training program to their employees and creating opportunities for them to be aware of the prevailing problems of the college and enable them to collaborate on the issues to avoid the problem.

The researcher further hopes that based on this small scale stud, others will be initiated to conduct detail study on the issues

Finally the researcher believes that this study will add a piece of information to enrich the existing literature on the topic

1. 5. Delimitation of the Study

Public Service College of Oromia (PSCO) is a regional capacity building institution established with the intention of capacitating all civil servants in the region through short, medium and long term tailor – made training and education, research and consultancy (OMI, 1996: 4) .

This reality indicates that regarding the training program, public service college of Oromia has direct or indirect contact with all these regional government institutions, civil servants, zones and woredas.

Accordingly, Public Service College of Oromia (PSCO); since its establishment i.e. 1992 E.C to present the has been provided short term training program for 63, 531 employees and officials working at different levels in government organization found at different level (regional, zonal and woreda) . In addition to short term training, the college has been providing long term training at diploma and certificate level, with regular, distance and extension program in five different fields of the study since 1997 E.C (OMI, 1996: 14).

Therefore, conducting a research work in all these government institutions found at all levels (woreda, zone, and region) could not be manageable and also impossible for various reasons related to time and money constraints and wide geographical area of the region.

Hence, out of 38 government institutions found at the regional level, the study is delimited to 11 (eleven) selected government organizations found at the regional level. The size of sample organizations constitutes 30% of the government institutions found at the regional level.

This was done because of the physical proximity and the researcher assumed that government organizations found at the regional level can represent the constituent offices found at different level (i.e. zonal and woreda level).

Of all the training programs provided by Public Service College of Oromia(PSCO), the study focuses on the short- term training program provided by the public service college of Oromia in 2001 E.C budget year to the government institutions of Oromia regional state found at regional level only. This is because, in the history of the establishment of the college (1992 – 2001 E. C) the largest number of trainees are registered in these budget year next to 2000 E.C. More over the civil service reform program and other comprehensive reform program implementations were carried out in the region during this budget year. And also the researcher assume that the above mentioned budget year is the most recent and appropriate year for the study.

1.6. Limitations of the Study

One serious limitation of the study was finding the trainers to get the necessary information about the training program provided by PSCO. Most of the concerned employees and officials were occupied and too busy by BSC (Balanced Scored Card) project work at Adama town.

In addition to the previous problem, most of the trainees left their previous organizations. Because of this the researcher had to spend much of his time to find their recent addresses. Except for the very few, the task of finding all trainers who changed their addresses was in vein

The other limitation the researcher faced was lack of related research work on the topic. To the best knowledge of the researcher, much has not been done on the college regarding this topic. Therefore, searching related document and information was also another limitation of the study.

Finally, the researcher also faced time and financial constraints.

1.7. Definition of Terms

Employee Training – refers to planned organizational efforts or activities concerned with helping an employee acquire specific and immediately useable skills, knowledge, concepts, attitudes and behavior to enable him or her perform more efficiently and effectively on his present job (Peretomode, 2001: 98)

Training Policy – are general statements that guide thinking and action in decision making and that represent the commitment of its directors to training in the organization (Kenney 1979:54)

Systematic training – Identifying what training is needed, planning appropriate training programmes to meet this need, implementing the training and ensuring that employees are assisted to acquire the skills and knowledge they need in the most efficient manner and evaluating as far as possible the effectiveness of the particular training programme and satisfying any residual training requirements (Kenney,1979: 8)

Training Needs Assessment - to determine which employees need to be trained and what they need to be trained to do (Swanepoel, 2003: 454)

Training objectives – a specific outcome that the training or the development program is intended to achieve (Scarpello and Ledvinka, 1988)

Training Resources – refers to the input required to enable a training plan to be implemented (Kenney, 1979: 59)

On - the Job Training (OJT) – training method conducted at the work site and in the context of the actual job (Fisher and others, 1996: 373)

Off -the - Job Training – a training method conducted in a location specifically designated for training (Fisher and others, 1996: 374)..

Training Program Evaluation - is the determination of the extent to which the training activities have met their goals ((Fisher and others, 1996: 390)

Employees – refers to civil servants who worked in oromia regional state offices on the bases of permanent salary payment

Government Institution – In this study it refers to all government organizations of Oromia regional state established as an autonomous entity by a proclamation or regulations.

1. 8. Organization of the Study

This study is organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter deals with review of the related literature. The third chapter concentrates on research design and methodology. In chapter four the analysis and interpretation of data were discussed. The last chapter addresses the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Concepts and Definition of Employee Training

Organizations have a general set of goals and objectives that they try to accomplish. As DeCenzo and Robbins (1988: 240) every organization needs to have well –adjusted, trained, and experienced people to perform the activities that must be done. This is due to the fact that as technology advances and work structure changes, the demand for skilled man power increases from time to time. In organizations, this can be takes place through what we call employee training.

The term employee training is defined in different ways by different authors. However, almost all the definitions have similar connotations. For instance, Swanepoel and Others (2003: 452) defined employee training as “ job-related learning that is provided by employers for their employees. The main aim is the improvement of employees’ skills, knowledge and attitudes so that they can perform their duties according to set standards”.

Matthews and Others (2004: 6) also defined training as a relatively systematic attempt to bring someone to a desired standard of efficiency by instruction and practice. For Denis and Griffin (2005: 321) training is a planned attempt by an organization to facilitate employee learning of job-related knowledge, skills, and behaviors. Moreover, as cited by Hailesellasi (1999: 43) from the definition had given by Armstrong “ training is the systematic modification of behavior through which learning occurs as a result of education, instruction, development and planned experience.”

With regard to the focus area of training, Gomez and Others (1995: 293) stated that it focuses on providing employees with specific skills or helping them to correct deficiencies in their performance.

DeCenzo and Robbins (2002: 215) in his part stated employee training as "more present-day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs".

To this effect, training refers to a planned effort by organization to facilitate employees learning of job related competencies such as the knowledge, skills or behavior that are critical for successful job performance.

In line with this, Saiyadain (1988: 217) stated that employee training is increasingly recognized, now, as a most important organizational activity. This is because rapid technological changes require newer skills and knowledge in many areas.

Organizations provide training for many reasons: to orient new hires to the organization or teach them how to perform in their initial assignment, to improve the current performance of employees who may not be working as effectively as desired, or to prepare employees for future promotions or for upcoming changes in design, processes, or technology in their present jobs (Fisher and others, 2003: 352)

So as Saiyadain(1988: 217) stated training has to be continuously offered to keep employees updated and effective. This idea is supported by Swanepoel and others (2003: 450) as "Although well -thought-out strategies and efficient human resource planning, recruitment and selection initially provide an organization with the required employees, additional training is normally necessary to provide them with job- specific skills which enable them to survive over time".

In general, from the definitions of training given above; training is a systematic process of acquisition of knowledge and skill that modify attitudes of trainees and capacitating them for effective performance of

activities to satisfy present needs of organization at large and that of individuals in particular.

It is also a strategic tool for the organization to enhance individual work capability, efficiency and self confidence to improve operational weakness and to cope up with the challenges imposed by possible threats.

2.2. Benefits of Employee Training

Saiyadain (1988: 218) stated that, although the objectives of training differ according to the employees belonging to different levels of organizations, the basic objective of training is to establish a match between man and his job. This implies that training is designed to improve knowledge, skills, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. In this context he summarized the objective of training as: induction, updating, preparing for future assignment and competency development

According to Cowling and Mailer (1981: 50) the object of employee training is to produce a relatively permanent change in people so that they can perform present and future jobs more effectively. Employee training, if effective, can result in a number of benefits to the organization: Learning times can be reduced so that employees become fully operational more rapidly, with improved production both quantitatively and qualitatively. Morale can be improved as a result of the achievement of consistently high standards, with increased earnings levels and less effort. Accidents, scrap rates and energy use can also be reduced within organizations that provide systematic training, the quality of employee relations can be improved considerably. Finally, supervisors and managers are able to devote more of their time to planning for the future rather than to 'fire - fighting' activities and in particular to the detection and correction of faults and errors that occur here and now.

The idea of the above mentioned author states that carefully planned and effective training program has a significant contribution in improving employees' performance and in ensuring the overall achievement of organizational objectives.

Generally, the objective of employee training is to contribute to the organizations over all goals and objectives. To this end the training programs should be developed systematically and with the organization's true needs in mind. A systematically planned and implemented employee training can benefit both the employee and organization by filling the present knowledge gap. Therefore, managers should carefully prepare and implement the training program for the benefit of both their organization and employee.

2.3. Historical Development of Training

The beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. According to Saiyadain (1988: 217) the history of training is related to Vocational training.

To this end Gallinelli (in Mohammed, 2005: 11) stated historical development of Vocational training refers back to the primitive society in which children learnt from their parents important skills that required for survival; such as hunting and gathering bands of primitive people. Children were used to learn by imitating their parents until they could be able to perform the exact duplication of the activities. This way of conscious imitation continued as a method of teaching learning various types of crafts until the Industrial Revolution, when many factories came in to existence and apprentices were provided direct instructions in the operation of machines, and now, training is increasingly recognized as the most important employee and organizational activity (Saiyadain, 1988: 217).

2.4. The Systematic Process of Employee Training

Like many other human resource activities, employee training is best thought of as a process consisting of several interrelated phases or steps. Systematic training cycle is one of the approaches used to design and implement a training program. Such systematic approach to training generally follows a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by assessment of training needs, for which appropriate training is provide and ending with some form of evaluation and feedback (Fisher and others,1996: 356).

According to Heneman and Others (1987: 422) the process of employee training begins with a series of ongoing analyses of training need to determine the extent and nature of an organization's employee training needs. With these needs clarified, it is then possible to put together an employee training plan that shows overall objectives, program priorities, and resource allocations, and indicates who will be trained in what, by whom, and when.

In line with this Swanepoel and others (2003: 454) stated that a systematic approach to the development of employee training program can be done at three phases, namely: the needs assessment phase, the training phase and the training evaluation phase.

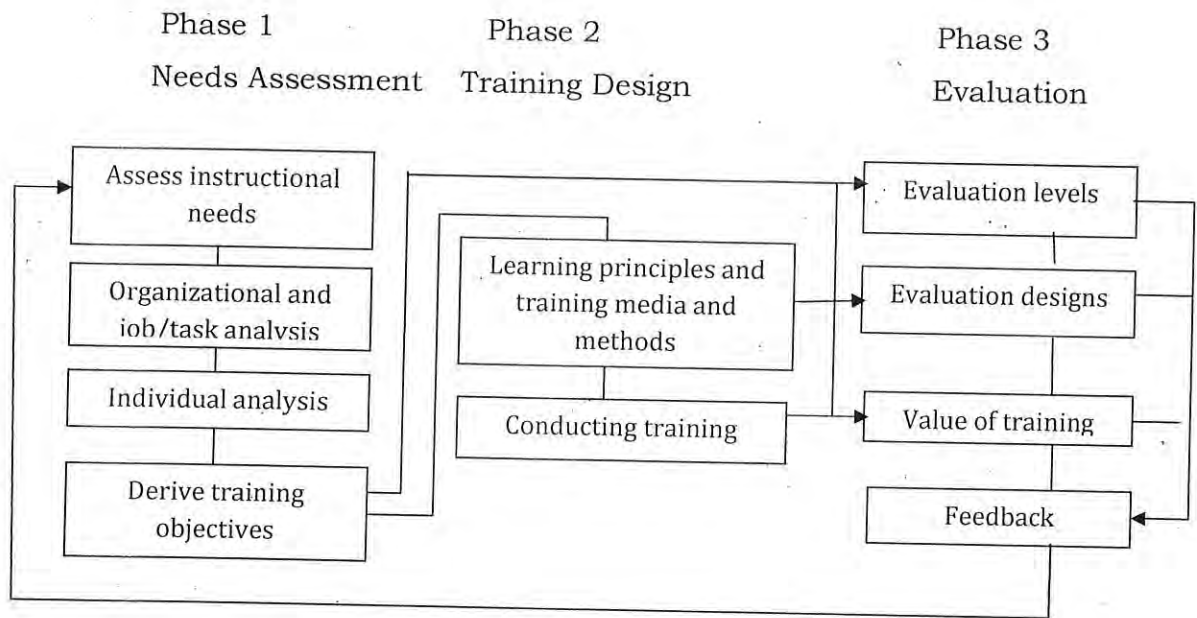


Figure 1: General systems model for training

Source: Adapted from Cascio in Swanepoel and others (2003: 454)

2.4.1. The Practice of Training Policy

Policies are general statements that guide thinking and action in decision making. An organization's philosophy towards the training and development of employees is reflected in its policy. This policy governs the priorities, standard and scope of its training activities. An organization's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. (Kenney 1979:55)

In general, training policies are necessary: to provide guide lines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to priority requirements, to provide for equality of opportunity for training throughout the company and to inform employees of training and development opportunities

According to Kenney (1979:54) companies have very different policies for training. A growing number have policies designed to gain the maximum benefit from training, while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility for training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited in scope, and to a greater or lesser extent lacking in direction. Training priorities are determined on an ad hoc rather than a planned basis.

2.4.2. Training Needs Assessment

Training is largely designed to help the organization to accomplish its objectives. Successful training begins with a thorough needs assessment to determine which employees need to be trained and what they need to be trained to do (Fisher and others, 1996: 356).

Training needs assessment is an investigation which is undertaken to determine the nature of performance problems in order to establish the underlying causes and how these can be addressed by training (Swanepoel and others, 2003: 455)

According to Thomson and Mabey (1994: 30) a training needs assessment (TNA) is basically a process of collecting data that allows an organization to identify and compare its actual level with its desired level of performance (Performance) here could be interpreted as meaning the skills, knowledge and attitudes necessary for staff to do the job effectively.

Saiyadain (1988:219) also stated training needs assessment as a process that involves establishing areas where individuals (employees) lack skill, knowledge and ability in effectively performing the job and also identifying organizational constraints that are creating roadblocks in the performance

Wills (1993:21) on his part stated training needs identification as the starting point for managing the training process and yet as often one of the

last steps to be considered seriously-probably because a proper needs analysis is both difficult and time consuming.

Regarding to the purpose of training needs assessment, Tyson and York (1996:143) stated that the purpose of training needs assessment is to determine whether there is a gap between what is required for effective performance and present levels of performance.

Successful training begins with a needs assessment to determine which employees need to be trained and what they need to be trained to do. The training needs analysis phase culminates in the formulation of a set of objectives which clearly state the purpose of the training and the competencies required of trainees once they have completed the programme.

Swanepoel and others (2003: 454) pointed out that, although the training need assessment has a significant importance for carrying out effective and efficient training programs, many organizations undertake training without making this essential preliminary investment. Often there is no systematic plan to predict future training needs or to determine whether perceived needs and problems can be addressed by training. More over Goldstein (1974:19) stated that many training programs are doomed to failure because trainers are more interested in conducting the training program than in assessing the needs of their organizations.

With regard to this, Fisher and others (1996: 356) noted that training program that is undertaken without a careful analysis of whether training is needed or not is likely to be ineffective and a waste of money. This emphasizes that the danger of beginning any training program without a complete assessment of training need. This is because the training program objectives, criteria and design of the program all stem from these analyses. This implies that the process of training need assessment is not just a matter of finding the need and then simply satisfying it. There are often conflicting requirements from different interests within the company.

Therefore, the process of need assessment has to balance corporate demands, policies and strategies, as well as individual and organizational requirements (Tyson and York, 1996: 143).

Based on this idea, Swanepoel and others (2003: 456) stated that any through needs assessment effort must address three key areas: the organization, the job/task, and the individual/person.

2.4.2.1. Organizational Analysis

Organizational analysis is the process of identifying job related knowledge and skills that are needed to support the organization's short range and long range goals (Scarpello and Ledvinla, 1988: 494).

Organizational analysis as stated by Harris and Desimone (1994: 95) is used to better understand the characteristics of the organization to determine where training and human resource development efforts are needed and the conditions within which they will be conducted. It involves a comprehensive analysis of organizational structure, objectives, culture, processes of decision making, future objectives, and so on (Saiyadain, 1988: 219).

According to Mejia and others (1995: 297) one of the major purposes of organizational analysis is to identify over all organizational needs and the level of support for training that exist in the organization. The organization analysis that reveals such information plays a major role in determining whether training will be offered and the type of training that would be most appropriate.

On the other hand, Goldstein (in Harris and Desimone, 1994: 95) stated that, an organizational analysis should identify: organizational goals, organizational resources, climate for training, and constraints in the environment. Each of these factors provides important information for planning and developing training programs and deserves further comment.

In general here it is necessary to consider whether or not the proposed training will be compatible with the organization's mission, strategy, goals, and culture.

In line with this Goldstein (1974: 27) pointed out that training programs that are in conflict with the goals of the organization are likely to produce confused and dissatisfied workers. Therefore, the training program and organizational goals should be consistent to achieve the expected result.

2.4.2.2. Task Analysis

According to Mejia and Others (1995: 297) task analysis is an examination of the job to be performed. It focuses on the duties and tasks of jobs throughout the organization to determine which jobs require training

Moore and Dutton in (Harris and Desimone, 1994: 99) also stated that task analysis (sometimes called operations analysis) is 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. In collecting job information as input in to training decisions the job analyses must include the following (Scarpello and Ledvinka, 1988: 494-495, and Mejia and Others, 1995: 297):

First, detailed examination of a job, its components, its various operations and the conditions under which it has to be performed: The main focus here is on the task itself rather than on the individual and the training required to perform it. These duties and tasks are then used to identify the knowledge, skills and abilities required to perform the job adequately and to determine the kinds of training needs for the job.

Second, every job has an expected standard of performance: Unless such standards are attained, not only will interrelated jobs suffer, but organizational sustainability will be affected. If the standards set for the

performance of the job are known, then it is possible to know whether the job is being performed at the desired level of output or not.

Third, if an employee is asked to perform a job, the exact components of the job and the standard of performance must be known. Task analyses simply a simple listing of the various job components such as job list, job descriptions, and task inventories. Therefore, task analysis is important in identifying and providing information for selecting, appraising, compensating, training and disciplining employees.

2.4.2.3. Individual Analysis

Personal/individual analysis is the third component in identifying training needs. Person/Individual analysis is directed at determining the training needs of the individual employee. The focus is on individual (employee), his skills, abilities, knowledge, and attitude (Harris and Desimone, 1994: 110)

According to Saiyadain (1988: 220) of the three training need assessment stage, personal/individual analyses is a more complex and difficult areas because of complexity of human nature and the inter linkages of human performance with other aspects of work

Tyson and York (1996: 141) on his part individual analysis attempts to determine which employees should receive training and what their current levels of skill and knowledge are.

Moreover (Tyson and York, 1996:142) stated that individual analysis attempts to answer the question of who needs training in the firm and the specific type of training needed. To do this, the performance of individuals, groups, or units on major job functions (taken from the performance appraisal data) is compared to the expected performance standards. Given these data, one should be able to determine which job incumbents (or groups of incumbents) are successful at completing the tasks required.

2.4.3. Designing the Training Program

According to Harris and Desimone (1994: 124), once the training needs have been identified by means of the training need analysis, the next stage in the systematic training process is to plan or design and implements the training program.

Scarpello and Ledvinka (1988: 496) viewed that training design refers to incorporating techniques to the training process that will help to assess whether the training met its objectives. Moreover, this process involves establishing conditions conducive to learning, choosing the content of training program, and choosing how training will be delivered and who will deliver it.

In line with this Warshauer (1988: 41) stated that like the analysis stage, a great deal of information gathering is required at the designing stage. It is also worth spending plenty of time on this phase. As he noted, at designing stage the importance of planning cannot be overemphasized because "Failing to plan is planning to fail".

According to Heneman and Others (1987: 428) the key activities involved in designing and implementing training programs are: setting training objectives, determining program content, selecting program methods and techniques, preparing materials, scheduling the program; and, implementing the program.

In general once the training needs have been determined and behavioral objectives stated, a training programme can be developed to achieve the stated objectives. In order to ensure the success of the training programme, appropriate training methods must be selected and suitable training materials developed to convey the required knowledge and skills identified in the training objectives (Swanepoel and others, 2003: 462)

2.4.3.1. Setting Training Objectives

Harris and Desimone (1994: 125) stated that as an important need for training has been identified, the manager or human resource training professionals must translate that need into a set of program objectives. Objectives define what participants will be expected to learn as a result of participating in the training program.

In line with this, Heneman (1987: 428) described that training objectives are statements of what trainees should know, believe, be able to do, or accomplish when a program is over. Moreover, training objectives guide the selection of program content, and to some extent guide selection of methods and techniques. They also serve as the criteria against which a program can be evaluated when it is over.

According to Mejia and others (1995: 294) for a training program to be successful, it must have clearly stated and realistic objectives that will both guide the program's content and determine the criteria by which its effectiveness will be judged. Moreover the author added that, unless the training objectives are clearly articulated before training programs are set up, the organization is liable to find itself training employees for the wrong reasons and toward the wrong end.

2.4.3.2. Developing Training Programmes

Training program can be developed after a needs analysis has been conducted and the staff is confident that training is needed to address the performance problem or to advance the organization's mission. This can be done by an in house training staff or by outside consultants (Saiyadain, 1988: 227). Chatterjee cited in Saiyadain(1988: 227) four types of standard training programmes.

A. Induction Training - is conducted where in a new recruit is introduced to the organization, condition of services, rules of behavior, etc. in addition, it is also given to familiarize a new entrant with the job.

B. Supervisory Training - Supervisors are trained for technical skills, leadership qualities, for handling machines and men.

C. Technical Training - This type of training program helps in inducting new entrants to the operational requirements of the unit and in improving the skills of existing employees for promotional, etc

D. Management Development - This type of training is for managers. These training programs emphasize attitudes and values, conceptual knowledge, analytical abilities and decision- making skills. The purpose is to equip managerial personnel for management roles.

Generally, while Chatterjee (in Saiyadain, 1988: 227) listed four types of standard training programmes, the choice depends on the training needs and the contents of training.

2.4.3.3. Developing Training Program Content

The content of the training program is designed on the basis of the needs of assessment results and the training objectives determined.

According to Heneman (1987 429) program content refers to the material to be covered and to the general sequence in which it will be presented. Contents of training are very much influenced by the purpose and need for training. That is why it is suggested that irrespective of the focus the most appropriate contents would be those that are closest approximation to actual job performed by the employee. Contents would also vary according to the level of participants in a training program. Sequencing of contents is also very important. If topics of discussion do not seem to follow some logic and just come in random succession the learning may be piecemeal and

participants may not be able to relate one session to the other. Similarly, the contents should follow simple to complex or from general to specific logic.

In addition, the pace of training should neither be too fast or too slow. In both extreme cases there might be a loss of interest. Both sequencing and pace are very important for sustaining the interest and motivation of participants.

2.4.3.4. Establishing Learning Principles

Fisher and others (1996: 365) pointed out that once the training needs were identified and behavioral objectives were prepared, a training program that will achieve those objectives will be developed. In order to design an effective training program, it is important to understand how people learn – that is, to understanding learning principles. Learning principles are guide lines to the ways in which people learn most effectively. As he stated, the more the trainees are included in training, the more effective training is likely to be.

In line with this idea Peretomode (2001: 101-102) stated that, for any training program to be successful, the trainees must learn. Employee training effort must therefore be guided by learning principles that have been developed principally by psychologists.

Moreover, Decenzo and Robbins (2002: 216), Peretomode (2001: 101-102) and Fisher and others (1996: 356) stated some of the principles of learning as follows:

Learning is enhanced when the learner is motivated - An individual must want to learn. When that desire exists, the learner will exert a high level of effort. There appears to be valid evidence to support the adage, Here the authors used the proverb like this, "you can lead a horse to water, but you can't make him drink." Learning requires feedback, or knowledge of results, is necessary so that learners can correct their mistakes. Feedback is best when it is immediate rather than delayed; the sooner individuals have some

knowledge of how well they are performing, the easier it is for them to compare performance to goals and correct their erroneous actions.

Reinforcement - reinforcement increases the likelihood that a learned behavior will be repeated. The principle of reinforcement tells us that behaviors that are positively reinforced (rewarded) are encouraged and sustained. When the behavior is punished, it is temporarily suppressed but is unlikely to be extinguished. What is desired is to convey feedback to the learners when they are doing what is right to encourage them to keep doing it.

Practice increases a learner's performance - When learners actually practice what they have read or seen, they gain confidence and are less likely to make errors or to forget what they have learned.

Learning begins rapidly, and then plateaus - learning rates can be expressed as a curve that usually begins with a sharp rise, and then increases at a decreasing rate until a plateau is reached. Learning is very fast at the beginning, but then plateaus as opportunities for improvement are reduced

Learning must be transferable to the job - It doesn't make much sense to perfect a skill in the classroom and then find that you can't successfully transfer it to the job. Therefore, training should be designed for transferability.

Trainability - Before the learner can benefit from any formal training, he or she must be trainable or ready to learn. This means the trainee must have both the ability and the motivation to learn. To have the ability, the trainee must possess the skills and knowledge prerequisite to master the material. One way to determine this is to give trainees a work sample (i.e., an example of the types of skills to be performed on the job) and measure how quickly

they are able to learn the material or how well they are able to perform the skills.

It is not enough that trainees have the ability to learn the skills; they must also have the desire or motivation to learn. One way to assess motivation to learn is to examine how involved they are in their own jobs and career planning. The assumption is that those individuals who are more highly involved will have higher motivation to learn. It is also important to assess the attitudes and expectations of trainees regarding training since their views will most likely affect their reactions to the program and the amount they learn.

Gaining the Support of Trainees and Others - if trainees do not see the value of training, they will be unlikely to learn new behaviors or use them on their jobs. Trainees should be informed in advance about the benefits that will result from training. If they see some incentives for training, it may strengthen their motivation to learn the behaviors, practice them, and remember them. To gain the support of trainees for the training program, the trainer must point out the intrinsic (e.g., personal growth) and extrinsic (e.g., promotion) benefits of attending training.

In addition to garnering the support of trainees for training, the support of their supervisors, coworkers, and subordinates should be sought. For example, if the trainees' supervisors are not supportive of training, then they may not facilitate the learning process (e.g., allow employees time off for training, reward them for using new skills). Likewise, if their peers or subordinates ridicule them for attending training, they may not be motivated to attend training programs or to learn. Trainers can improve the likelihood of acquiring others' support for training by getting their opinions on the content of training, the location, and the times.

Once the training specialist has identified training needs and prepared behavioral objectives, the next step is to develop a training program that will

achieve those objectives. This is accomplished by selecting training methods and developing training materials that convey the knowledge and skills identified in the behavioral objectives. It is important to understand how people learn –that is, to understand learning principles.

Knowledge of results – for effective learning to take place, trainees need to receive feedback, or knowledge of results, on how they are performing. Feedback is critical for both learning and motivation. If feedback is not provided, trainees may learn the technique incorrectly or lose the motivation to learn. Feedback, because it makes the learning process more interesting for trainees, maximizes trainees' willingness to learn. Feedback is also necessary if goals for maintaining or improving performance have been set. This increases the likelihood that trainees will be able to continue to perform correctly when back on the job.

Overcoming interference – interference occurs when habits and/ or learning acquired prior to training make it difficult for the trainee to absorb new material. Interference is most severe when the trainee has learned a strong stimulus – response connection in the past and now has to learn a totally different response to the same or similar stimulus.

Interference can be a special problem when the new correct response must be performed reliably under stress. Under stress, individuals have a tendency to revert to their old habitual responses. The trainee should try to anticipate any inappropriate habits that trainees might bring with them to the learning situation and explicitly address them in the training program. To overcome interference, the trainer should clearly teach the principles underlying the new correct response and provide a great deal of practice to increase the strength and automaticity of the new stimulus – response connection.

In conclusion, all of the above mentioned learning principles must be considered in the design of training programs. If these principles are ignored, an effective training program is much less likely to result.

2.4.3.5. Selecting Training Methods and Techniques

According to Saiyadain(1988: 223), Harris and Desimone (1994: 133) a variety of training methods are available and used by training agencies and organizations. The choice of a method or a mix of method is a function of a number of considerations.

The purpose of training, the nature of contents, the level of trainees in the hierarchy of the organization and cost factors are some of the functions taken in to consideration for the choice of a method or a mix of methods.

In line with this idea Cowling and Mailer (1981: 66) stated that the choice of training method will depend not only on the knowledge, skills and attitudes to be acquired, but also on the abilities of the trainer and team of instructors.

Fisher and others (1996: 380) on their part stated that the most important criterion in selecting a training method is that it must be consistent with the training content. Moreover, the method must convey needed information and prompt trainees to engage in the appropriate type and amount of practice for the skills they are trying to learn.

Moreover, Heneman (1987: 431) noted that, the decision to choose training methods and techniques often constrained by the number of people who must be trained, budgetary considerations, the availability of facilities and technologies (e.g., audiovisual aids, computers, and so on), and the experience and flexibility of the trainers. Therefore, with instructional objectives and program content firmly in mind, consideration can be given to the techniques that will be used for the actual training. Deciding on the best approaches is more art than science

Based on this idea, Saiyadain (1988: 223), Decenzo and Robbins (2002: 217) and others, grouped training methods in to two broad categories: On - the - Job Training Methods , which typically occur in the employee's normal work setting, and off- the- job training or classroom methods, which typically take place away from the job (such as a conference room or lecture hall). This categorization is not definitive; however some training methods have multiple uses, such as computer -based training that can be implemented using a computer at the employee's desk or work station, in a company classroom, or even at the employee's home.

A. On - the - Job Training Methods

Although theory, concepts and principles are important, the employees must learn how to apply their knowledge to practical aspects of the job. This process involves learning the methods and techniques of actually performing the work and increasing their skill level. On-the- job- training methods are often concerned with training employees in their present job

On-the- Job training involves conducting training at the trainee's regular work station desk, machine, and so on. This is the most common and widely used form of training methods; most employees receive at least some training and caching on the job. The popularity of these methods can be attributed to their simplicity and the impression that they are less costly to operate. On -the - job training places the employees in actual work situations and makes them appear to be immediately productive. It is learning by doing. For the jobs that either are difficult to simulate or can be learned quickly by watching and doing, on-the- job training makes sense. However, much of this training is conducted informally, without advance planning or careful thought (Harris and Desimone, 1994: 133).

The primary advantage of OJT is that it results in low out-of -pocket costs and production by the trainee is uninterrupted during the time of his training. Conversely, OJT has its own disadvantages. One of the drawbacks

of on – the – job training can be low productivity while the employees develop their skills. Another drawback can be the errors made by the trainees while they learn. However, when the potential problems trainees can create are minimal, where training facilities and staffs are limited and costly, or where it is desirable for the workers to learn the job under normal working conditions, the benefits of on– the– job training frequently offset the drawbacks.

Advantages of OJT are: The transfer of training to the job is maximized, a full –time trainer and separate training facilities are avoided, trainee motivation remains high because what employees are learning is relevant to the job and provides a sense of satisfaction; and the employee is assimilated more quickly in to the organization (Swanepoel, 2003: 465)

B. Off – the – Job Training

Off the job training methods require trainees to devote their entire working time to the employee training objectives of their organization. Such a method may be conducted within the organization or they may be offered externally by other educational institutions or agencies. Off – the – job training covers a number of techniques – class room lectures, films, demonstrations, case studies and other simulation exercise, and programmed instruction. The facilities needed for each technique vary from a small, makeshift class room to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated instructional technology equipment (Warshauer, 1988: 66)

2.4.3.6. Allocating Training Budget and Resources

According to Cowling and Mailer (1981: 58) the training budget will determine the amount of training carried out internally and externally, and the mix of on- and off-the-job training.

Despite limitations placed on training by tight budgets, long-term training plans should be prepared reflecting the organization's corporate and manpower plans.

2.4.4. Implementing Training Program

After training needs and objectives have been identified, a program designed, and trainees and trainers have been selected, the trainer is now faced with the real task of implementing the training plans (Saiyadain, 1988 228)

The ability to deliver training is an attribute not possessed by all. It is extraordinarily difficult to transform an ordinary manager or training specialist into a spellbinding lecturer, discussion leader, or coach. But a few general principles have emerged from research and practice that trainers can use to good advantage in the classroom or on the job. These principles, if consistently and carefully applied, help trainers facilitate learning by building on whatever ability and motivation trainees bring to the task.

Delivering any training program generally presents numerous challenges, such as executing the program as planned, creating an environment that enhances learning, and resolving problems that may arise (missing equipment, conflicts between participants, etc (Saiyadan, 1988: 228)

As cited by Cowling and Mailer (in Furo, 2007: 26) to conduct training program, unless agreement is reached between the manager, trainees and trainers, it is unlikely that the learner will not be sufficiently motivated to undertake the training, nor will the person doing the training be clear about what needs to be achieved.

As Scarpello and Ledvink (1988: 504) thus , all parties need to sit down and agree on time scale under which the training is to take place as well as how the training will be monitored, evaluated, where and when the training is to take place, and who is dealing with the participants administrative matters. Moreover, considerations with regard to the timing of the training should be

made. It is also important to find a venue away from the normal place of work so as to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it.

2.4.5. Evaluating Training Programs

Training program evaluation is the final phase in the training process. This is where the effectiveness of the training intervention is measured. The purpose of this phase is to determine the extent to which the training activities have met the stated objectives.

In line with this Bramley (1996: 5.) stated that training program evaluation is a process of gathering information with which to make decisions about training activities. Moreover, Desimone (2002: 26) stated that evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material, and where able to apply the skills back on the job.

According to Fisher and others (1996:356) the objective of training is to contribute to the organizations over all goals. Training programs should be developed systematically with the organization's true needs in mind. However, often they are not. Instead, training objectives may be undetermined or hazy, and the programs themselves may not be evaluated rigorously or at all. In fact, it sometimes seems that what is important is that the training program is "attention getting, dramatic, contemporary, or fun. Whether or not (the program) changes behavior becomes secondary.

In line with this Desimone (2002: 26) stated that training program evaluation phase is an important stage in the training program process. Even though the reality seems this, it is often ignored activity

Similarly, Fisher and others (1996: 390) stated that even though evaluation is the determination of the extent to which the training activities have met their goals, unfortunately, the evaluation is often done poorly or ignored altogether because of two reasons: " One reason for this is that managers simply tend to assume that training will work. Another is that a manager who champions a training program may feel threatened by the prospect of an objective evaluation of the program's effectiveness".

In general the goal of evaluation is to examine whether the training program has been effective in meeting the stated objectives. The evaluation phase requires the identification and development of criteria, which should include participants' reactions to the training, assessments of what they learned in the training program, measures of their behavior after the training, indicators of organizational results (e.g., changes in productivity data, sales figures, employee turnover, accident rates), and return on investments or utility analysis.

It is understood that evaluation of any activity is important, since in evaluating one tries to judge the value or worth of the activity, using the information available.

The basic approach to evaluation should be to determine the extent to which the training program has met the objectives identified prior to the training. Planning for the evaluation should start at the same time that planning for the training program begins. If the goals of the program are clearly stated as specific objectives, the appropriate evaluation method can be implemented at the same time as the program (Fisher and others, 1996: 392)

Kirkpatrick in Fisher and others (1996: 392) identified four levels of evaluation. According to him each level answers a very important but different question about the effectiveness of the program. If possible, a good evaluation should include measurements at all four of these levels

A. Reaction

Is the first level, or the participants' feelings about the program. It is trainees' attitudes toward the training program, instructor, facilities, and so forth. Reaction measures are designed to assess trainees' opinions regarding the training program. Reaction information is usually gathered by questionnaire during or immediately after the program.

Here training program is evaluated on the bases of trainees' reaction to the usefulness of coverage of the matter, depth of the course content, method of presentation, teaching methods etc (Swanepoel and Others, 2003: 473).

B. Learning

Learning measures the degree to which trainees have mastered the concepts, information, and skills that the training intended to impart. According to Fisher and Others (1996: 392) learning is assessed during and/or at the end of the training program with paper- and- pencil tests, performance tests, and graded simulation exercises.

C. Behaviors /Performance/

According to Kirkpatrick (Fisher and Others, 1996: 392) on -the- job behavior is the third level of evaluation. Here behavior measures ask whether employees are doing things differently on the job after training, whether they are visibly using what they have been taught. In behavior measures trainees before and after training should be compared to assess the degree to which training has changed their performance:

D. Results

The final level of evaluation is results. At this level, the impact of the training program on the work group or organization as a whole is assessed objectively. The appropriate objective measures to use depend on the content and objectives of the training. The purpose of collecting organizational

results is to examine the impact of training on the work group or entire company.

From those authors idea, training evaluation is the necessary and sufficient condition for establishing the worth of the training program. In support to this idea Saiyadain (1988: 230) stated that training evaluation is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. Therefore, organization has to evaluate the training program that they offer to check or assure whether the training program has achieved the intended objectives or not and to make the necessary adjustment beforehand.

2. 5. History and Current Practices of Training Program in the Public Service College of Oromia

According to OMI(1996: 1-2) Oromia Management Institute is located in the town of Ziway 160 kms to the south of Addis near lake Dembel.

The purpose of the foundation of the institute is to conduct training and to give consultancy services which could improve the performance capacity of officials and civil servants of government and non- government organizations in order to solve the socio – economic problems in the region.

Originally, the training center was established in South West Shewa Zone in Weliso town on the 10th November, 1988 E.C.

By the year that follows, the regional state needed the training centre to be changed from Weliso to Tatek. So, on the 15th September 1989 E.C., it was transferred to Tatek training centre. In the same year after realizing the inconvenience of Tatek area for further expansion works the regional state moved the training centre to town of Zeway. The regional state named the

training centre Oromia Management Institute (OMI) owing to Proclamation No.33/92 on 4th of March 1992E.C.

The institute was mainly devoted to conducting short term training and providing consultancy services which are aimed at improving the performance capacity of public officials and servants. The institute was operating with a board vision of resolving socio- economic problems in the region and beyond.

Finally, the Oromia regional state council held on 3rd November 1996 E.C up graded the institute to a college level and named it Public Service College of Oromia (PSCO). Consequently the college is established with legal status as per article 54(6) of the constitution of Oromia Regional State. In the same year the college is set up as an autonomous higher education institution having its own legitimate power by regulation number 47/1997. The college is accountable to the board of governors that is appointed by the Oromia Regional State executive Committee and it has its own vision, mission, values, objectives and power.

Public Service College of Oromia is a regional capacity building institution established with the intention of capacitating civil servants in Oromia through short, medium and long term tailor – made training and education, research and consultancy services.

In line with the mandate given to the college, the college provides different services primarily aim at building the capacities of institutions, teams and individual workers there in. These services include providing short term training, conducting research and consultancy service that enhance the capacity building programs of the region and after upgraded in to the college level, it provides reform led education at diploma level in five departments namely: Agricultural Business Management, Accounting, Human Resource Management, Law and Information Technology through distance, extension and regular mode of deliver specific to civil servants in the regions.

The college has played a significant role in capacitating the region with qualified man power through need-based short term training besides the diploma program underway.

The college provides training on two bases. First, it offers the training requested by any organization be it government or non – government which is called Demand Driven training. Second, the college together with the regional government plans training by visualizing the skill and knowledge gap prevailing in the region through need assessment which is called supply driven training on different training topics to have well skilled ,confident, reform oriented and development agent civil servant in multifaceted. On account of this the Public Service College of Oromia has been offered short term training program for about 63,531 of civil servants and officials in the region since its establishment to present (OMI, 1996: 13)

CHAPTER THREE

RESEARCH DESIGN AND METHDODOLOGY

3.1. Research Methodology

Basically, the research method employed is determined by the nature of the research topic. Based on this fact, the main objective of this study is to assess the practice and problems of the training program provided by the Public Service College of Oromia (PSCO) and to forward some alternative solutions that may reduce the problem or improve the practice of training provision based on the findings.

Hence, a descriptive survey method was used to obtain pertinent and precise information concerning the topic of study. This is because, Best (2005: 114) described descriptive research as a scientific investigation that tries to give a pictorial account of an event, behavior or situation. According to him descriptive research attempts to present the state of educational issues as they exist at the present. Moreover, different classifications are observed in different literatures about descriptive research. For instance, Seyoum and Ayalew (1989: 17) stated that descriptive studies in education can be classified into surveys, case studies and comparative studies.

The case study method is a method of study that involves a careful and complete observation of institution, a cultural group or even the entire community. Thus, case study is essentially an intensive investigation of the particular unit under consideration. It need detail analysis and observation. This cannot be possible for the researcher because of some factors. The researcher is the student. Lack of research knowledge and pertinent experience may be considered as one factor. More over time and financial constraints can also be considered as other factor. Because of this and other related factors, the researcher chose to use descriptive survey research method.

3.2. Sources of Data

To obtain data concerning the practices of training program provided by PSCO, the student researcher used both primary and secondary data sources for the study.

3.2.1. Primary Data Sources

Primary data were collected from 215 trainees (employees, managers and training coordinators) found in 11 offices of Oromia regional state and 30 trainers of PSCO through closed ended questionnaires. Moreover, Oromia Capacity Building Bureau and Oromia Civil Service Commission senior experts and Oromia Public Service College training coordinators were interviewed in order to get important information that may not be fully secured through questionnaire.

3.2.2. Secondary Data Sources

Secondary data were obtained from various documents, directives, proclamations and various written books on related issues were used to obtain additional information.

3.3. Sample Population and Sampling Techniques

The total populations of the study were 816 trainees who participated on the training program conducted by Public Service College of Oromia in 2001 Ethiopian budget year. All these trainees were found in 38 government organizations of the region which were clients of PSCO. As it was clearly shown in the delimitation part of this study, it is difficult to conduct research in all these trainees. This required the researcher to carry out the study on restricted number of trainees and government organizations of the region. In doing so, 245(30%) of trainees were selected as a sample of the study by simple random sampling technique. This technique is used because to give equal chance of selection for all trainees. Moreover, 11 (30%)

government organizations were selected as a sample of the study based on simple random and purposive sampling techniques. Accordingly, two government organizations, offices like Capacity Building Bureau and Civil Service Commission dealing with general human resource issues of the region were selected purposively to obtain both qualitative and quantitative results. This is because the two institutions are more sensitive and responsible for the effective and efficient provision of the training program of the region.

Whereas, other government organizations of the region, i.e. Agriculture and Rural Development Bureau, Pastoralist Area Development Commission, Finance and Economic Development Bureau, Revenue Bureau, Mines and Energy Bureau, Education Bureau, Technical Vocational Education and Training Agency, Supreme Court, Youth and Sport Bureau, were selected by simple random sampling technique. This was because; simple random sample technique allows every possible sample an equal chance to be selected (Spatz, 2001: 136).

Furthermore, the subjects of the study, i.e 245 individual respondents were selected from the sampled organizations (11 organizations) by the quota sampling technique. This is done because, the number of trainees varies from organization to organization depending on the nature of the organization and the kind of training program provided in 2001 E.C budget year.

Similarly, out of 75 trainers of PSCO, 30(40%) of them were selected by simple random sampling technique as a sample of the study. This was done to give the trainer's equal chance to be selected. In addition to this, senior experts of Oromia Capacity Building Bureau and Oromia Civil Service Commission and Public Service College of Oromia training coordinators were selected by purposive sampling technique to get the necessary information.

So the sample size of the study was 245 trainees which were selected from the total population of 816, 30 trainers which were drawn from 75 trainers of PSCO and 4 senior experts and training coordinators selected from Oromia Capacity Building Bureau, Oromia Civil Service Commission and Public Service College of Oromia.

3. 4. Data Gathering Instruments

To obtain the necessary data, mainly close ended questionnaires, structured interviews and document analysis were used. Questionnaires mainly used because it is useful to collect data from many people. Therefore it was used to collect information from trainees and trainers. The questionnaires were also prepared in English. To increase the clarity of the questions for respondents understanding it was translated in to Afan Oromo which is a working language of the region. Moreover the researcher used structured interview, because, for descriptive research method, structured interview is used and it is more economical, providing a safe basis for generalization and requiring relatively lesser skill (Knowledge) on the part of the interview.

In general, category of respondents, total population of the study, sample population of the study, sampling techniques and data gathering instruments used to make the study a reality is summarized as follows

Table 1. Sample population

No	Respondents Category	No of Population	Sample population	Sampling technique used	Data gathering instruments used
1	Trainees/employees	816	245	-Random sample -Purposive and random sample -Availability sampling -Quota sample	-Closed ended and few open ended questionnaire - Document analysis
2	Trainer	75	30	-Random sample	-Closed ended and few open ended questionnaire -Document analysis
3	Senior experts and training coordinators	4	4	-Purposive sampling	Structured Interview
	Total		279	4	3

3.5. Procedure of Data Collection

To assess the practices and problems of training programme provided by Oromia Public Service College (PSCO) the following procedures were applied

- The data gathering instruments were constructed on the bases of the reviewed literature and the required data to be collected.
- Before distributing them to sample respondents, pilot study test was carried out at Oromia Trade, Industry and Transport Bureau which is not part of the real sample population. This was done twice a week to test the consistency and whether or not the questionnaire measures

what it is supposed to measure and (validity and reliability) of the item.

- As soon as the necessary adjustments were made questionnaires were distributed to the sample respondents and to avoid confusion objectives of the study were made clear to the respondents
- Continuous follow up was conducted to facilitate the feedback and to correct the problem confronted on the process of filing questionnaires

3. 6. Method of Data Analysis

Based on the nature of the data collected through questionnaires and interview, data collected through questionnaires were tabulated and analyzed using, percentage, t-test, chi-square test and ranking order. The researcher used t-test because the data were ordinal, and also t-test gives fairly accurate probabilities even when the populations do not have the assumed characteristics. In similar way, chi square test was used in nominal data. This is because; chi square is a sampling distribution that gives probabilities about frequencies. Moreover it allows concluding that two variables are related. Furthermore, descriptions were made based on the results of the tables. The results obtained from the interview were used for the purpose of strengthening the analysis made.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data collected from two groups- the trainees and trainers through questionnaire. In addition to questionnaire, structured interview was conducted with Oromia Capacity Building Bureau, Oromia Civil Service Commission and Oromia Public Service College senior experts to secure additional qualitative information and to find out their perception towards the practice and problems of training program provided by public service college of Oromia. Besides, information was gathered through document analysis. All the data gathered from questionnaires were organized in tabular form and are interpreted using percentage, t - test, chi -square test and rank order. The information gathered through interview and document analysis were also qualitatively described in words in order to give answer for the basic research questions set in this study.

Based on this fact, the first part of this study discusses about the characteristics of the respondents, while, the second part deals with the analysis of the findings of the study corresponding to the basic research questions.

4.1. Characteristics of Respondents

Based on the sampling technique and procedure described in chapter three, totally 275 (two hundred and seventy five) copies of questionnaire were distributed to the respondents of the study.

Accordingly, the first part of the questionnaires were distributed to 245 (two hundred and forty five) trainees those sampled from 11 Oromia regional state bureau/ agency/ and offices. Out of these questionnaires, only 215 (87.7%) were filled in and returned.

The second questionnaire was distributed to 32 trainers that are working in Public Service College of Oromia (PSCO). Out of these questionnaires, 30 (93.7%) were filled in and returned.

The items in questionnaires were grouped in to two parts. The first part contains items related to respondents' characteristics and the second part comprises of variables related to the study. Furthermore, unstructured interview was held with 4 senior experts of Oromia Capacity Building Bureau, Oromia Civil Service Commission and Oromia Public Service College training coordinator. This is important to obtain information with regard to issues that required clarification such as directives, policies and records of various training programs.

In doing so, the characteristics of the two groups of respondents (trainee and trainers) were examined in terms of sex, age, academic qualification and years of service based on the responses to the request for personal data in the first section of the questionnaires obtained from 215 trainees and 30 trainers. Moreover, the analysis and interpretation of data also made. Accordingly, the results of the study were presented as follows

Table 2: Characteristics of the Respondents

Variables	Characteristics Categories	Respondents				Total	
		Trainees (N =215)		Trainers (N= 30)		F	%
		F	%	F	%		
Sex	Male	177	82.3	30	100	207	84.5
	Female	38	17.7	—	—	38	15.5
	Total	215	100	30	100	245	100
Age	Below 25 years	17	7.9	—	—	17	6.9
	25- 35 years	58	27.0	8	26.7	66	26.9
	36 -45 years	99	46.0	22	73.3	121	49.4
	46 -55 years	41	19.1	—	—	41	16.7
	55 and above years	—	—	—	—	—	—
	Total	215	100	30	100	245	100
Qualification /Education al background/	Certificate/TTI/ Development Agent	—	—	—	—	—	—
	Diploma	12	5.6	8	26.7	20	8.2
	BA/BSC	145	67.4	18	60.0	163	66.5
	MA/MSC	58	27.0	4	13.3	62	25.3
	PhD	—	—	—	—	—	—
	Total	215	100	30	100	245	100
Work experience	Below 5 years	23	10.7	—	—	23	9.4
	5 -10 years	29	13.5	7	23.3	36	14.7
	11 -15 years	52	24.2	14	46.7	66	26.9
	16 -20 years	64	29.8	9	30.0	73	29.8
	21 -25 years	35	16.3	—	—	35	14.3
	25 and above years	12	5.6	—	—	12	4.9
	Total	215	100	30	100	245	100

As it can be seen from Table 2, out of the total respondents (both trainee and trainer) 207(84.5%) of the respondents were male and 38 (15.5%) were females. This shows that the number of male respondents far exceeds that of females and the gender gap is observed. The reasons for small number of

female respondents can be many but the main one is that their number is small in the civil service system with compared to male. In observing the statistical report of the Oromia civil service commission out of the total number of civil servants of the region, females accounted only 28 percent (OCSC, 2001: 2)

Regarding the respondents' characteristics in terms of age, 7.9%, 27%, 46% and 19.1% of trainees were in the range of below 25, 25-35, 36-45 and 46-55 years respectively. In case of trainers respondents characteristics, 26.7% and 73.3% of them were in the age range of 25-35 and 36-45 years.

Regarding the qualification of the respondents about 5.6% and 26.7% of trainees and trainers were diploma holders respectively. Whereas, 67.4% and 60% of trainees and trainers were BA/BSC holders respectively. The remaining respondents, i. e 27% and 13.3% were MA/MSc holders. Thus, the data indicated that regarding qualification there was no considerable differences among trainees and trainers. Although the education level of trainees and trainers seems similar, considering current situation of trainers under qualification remains one of the major factors that adversely affect the quality of training in the college, i.e the data reveal that 26.7% of the respondents were diploma and 60% of them were either BA or BSC level, which requires trainers one step ahead from the trainees in qualification.

With regard to work experience, 24.2% and 29.8% of employees had 11-15 and 16-20 years of work experience. Similarly, 14% and 9% of the trainers had 11-15 and 16-20 years of service. Therefore, from the analysis of the findings it is possible to infer that work experience of most trainees and trainers was average.

This indicates that most of the trainees and trainers are more experienced and were familiar not only with the problems of training but also other civil service issues.

4.2. Analysis and Interpretation of the Data

4.2.1. The Practice of Training Policy

Based on the literature, trainees and trainers were asked to identify whether the training policy was formulated and implemented with their respective organization. Both trainees and trainers were asked one relevant question. The frequencies of responses received presented as follows.

Table 3a: Training Policy Formulation and Implementation Practices

No	Items		Respondents				Total		X ²	df	Sig (2 sided)
			Trainees		Trainers		No	%			
			No	%	No	%					
1	Does your organizat ion have a training policy?	Yes	93	43.3	30	100	123	50.2	33.90 8	1	0.000
		No	122	56.7	-	-	122	49.7			
Total			215	100	30	100	245	100			

The data in Table 3 revealed that, 93 (43.3%) of trainees and all of trainers asserted that their respective organizations have either formulated or practiced training policy. On the other hand, 122 (56.7%) of trainees responded that their respective organization neither formulated nor practiced a training policy. Thus, the result of the study reveals that training policy were not fully formulated or practiced in sampled government organization of Oromia regional state. Conversely, most of the trainer respondents replied that the existence and practice of formulating and implementing training police in public service college of Oromia (PSCO).

At significance level of 0.05 the computed x^2 -value 33.908 is greater than the critical p - value 0.000 showing that there were statistically significant difference between the opinion of trainees and trainers on the trend and practices of training policy in Oromia Public Service College (PSCO).

From the table it is possible to infer that, the trend and practices of formulating and implementing training policy in Oromia regional government organizations in general and that of public service college of Oromia in particular varies from organization to organization. Generally, the result of the study shows that most of the regional government organizations do not have their own training policy. Conversely, public service college of Oromia(PSCO) were on the process of formulating and implementing the training policy.

The result of the interview made with senior experts of Oromia Capacity Building Bureau and Oromia Civil Service Commission revealed that, even though, at regional level for the past few years some promising activities have been made, the trend of formulating and implementing the training policy at organizational level were not fully operational.

As it has been described in table 3A above, 93 (43.3%) trainees and 30(100%) trainers those who agreed that training policy had been formulated by their respective organizations were asked to rate the practices of employees in the process of training policy formulation. Regarding respondents response to various questions the student researcher measured items in to five rating scales in which the mean values range from 0.05-1.50, 1.51-2.50, 2.51-3.50, 3.51-4.50, 4.51-5.00 as strongly disagree(SD), disagree(DA), undecided(UD), agree(AG) and strongly agree(SA) respectively. These rating values and intervals works for tables 3b, 5a, 5b, 6a, 7b, 8a, 10a, 10b, 10c, 10d.

Table 3b: Practices of Employees in the Process of Training Policy Formulation and Implementation

No	Items	Respondents		t-value	Sig.(2-tailed)
		Trainee	Trainer		
		MeanValue	MeanValue		
1	Employees were given the chance to participate in the formulation process of training policy.	4.61	4.00	1.797	0.074
2	The training policy of my organization is well communicated to all employees	4.56	3.23	3.736	0.000
3	The Organization use the training policy as a guide line when designing and conducting training programs	4.64	4.47	0.528	0.598

With regard to trainee participation in formulating training policy, at 95 percent confidence interval, the mean values of 4.61 and 4.00 for trainees and trainers respectively agreed that employees were given a chance to participate actively in training policy formulation. Moreover, at significance level of 0.05 the computed t-value 1.797 is greater than the critical P-value 0.074 showing that there were no statistically significant difference between the opinion of trainees and trainers. The interview held with OCBB and OSCC officials also revealed that as a region there is a beginning to participate employees in the process of training policy formulation. Moreover, PSCO officials also reflected similar idea during the interview made with them.

Therefore, in view of the data analyzed and the interview made with senior experts the student researcher deduced that, in some government organizations of the region, there is a trend of participating employees in the process of training formulation. But the degree of participation varies from organization to organization.

Concerning item 2 of table 3b, most of the trainers replied that even though organizations formulate their own training policy they did not communicate well to all employees.

With regard to the application of training policy, most of the trainees and all trainers replied with the mean value of 4.64 and 4.47 respectively replied that governmental organizations of the region use the training policy as a guide line when they design and conduct training programs. Other trainees, i.e 25.8% of the trainees commented nothing on the issue.

Table 3c: Reasons for not Formulating Training Policy

No	Items	Respondents	
		Trainee (N = 122)	
		Mean Value	Rank
1	Lack of experts/specialist	4.31	6
2	Lack of adequate budget	4.67	2
3	Lack of awareness about the importance of training policy	4.44	5
4	Lack of time	4.47	4
5	Training policy is not accustomed	4.67	2
6	Attention is not given from the top level management	4.68	1

As indicated in table 3c, trainee respondents who replied that training policy formulation was not carried out in their respective organization were also asked to give their reasons. As a result, the trainee respondents ranked with mean value of 4.68, lack of attention from top level management as the highest priority and main reason for the absence of training policy in the sampled government organization of the region. Inadequate budget and lack of experience to formulate training policy were also found to be the second and third important reasons ranked with mean value of 4.67 and 4.67 respectively. Finally, the trainee respondents replied that lack of experts/specialists as the least factor that inhibited the organization to formulate training policy.

According to (Kenney, 1979: 54) an organization's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. However, in sampled government organization of the region the practice of formulating and implementing training policy quite seems different, so that this can affect the training system of the organization in general and that of Public service college of Oromia (PSCO) in particular in one way or another.

4.2.2. The Practices of Conducting Training Need Assessment

Table 4a: Responses on Practices of Training Need Assessment

No	Items		Respondents				X ²	df	Sig.(2-tailed)
			Trainee (N =215)		Trainers (N=30)				
			F	%	F	%			
1	Did your organization conduct training needs assessment?	Yes	116	54	30	100	23.2	1	0.000
		No	99	46	-	-			
2	How often do your Organization conducts training need assessment?	Always	23	19.8	-	-	33.9	1	0.000
		Some times	41	35.3	13	43.3			
		Rarely	52	44.8	17	56.7			
3	To what extent does your organization use the result of training need assessment?	a. Completely	6	5.17	-	-	30.6	1	0.000
		b. Partially	69	59.4	24	80			
		c. Not used at all	41	35.3	6	20			

The intent in item 1 of table 4a was to identify whether the training program carried out in government organizations of the region in general and Public Service College of Oromia (PSCO) were based on the results of adequate need assessment or not right from the beginning.

Accordingly, the data revealed that, 116 (54%) of trainees and the majority of the trainers agreed that both government organization of the region and public service college of Oromia (PSCO) conducts training need assessment. However, 99 (46%) of trainees reflected their disagreement on the same issue.

Thus, the result of the study revealed that the majority of the respondents pointed out, training needs assessment has been conducted in most sample organizations of the region including Public Service College of Oromia. However, the trend of conducting training need assessment is not fully practiced in all respective organizations.

At significant level of 0.05 and degree of freedom 1, the computed χ^2 - value 23.2 is greater than the critical p - value 0.000 showing that there were statistically significant difference between the opinion of the trainees and trainers on the trend and practices of conducting training need assessment.

Therefore, from the data it is possible to infer that even though some organizations did not conduct training needs assessment, most sample organizations of the region were doing it well.

The aim of item 2 in the same table was to know how often the training needs assessment was conducted. Consequently, the result compiled from both respondents implied that 44.8% of trainees and 56.7% of trainers replied that organizations conduct training needs assessment rarely. Moreover, 35.3% of trainees and 43.3% trainers replied that organizations conduct training need assessment sometimes.

Concerning the third item, 59.4% the trainee and 80% of the trainer respondents asserted that the results of training need assessment were used partially in their respective organization to plan the training program. While 35.3% of the trainees and 20% of the trainer respondents replied that the result of training need assessment was not used at all in their respective organization.

With regard to the fourth item 26.7% of the respondents asserted that their respective organization conduct training needs assessment by analyzing over all organizational performance. Other respondents, 25.3%, 22%, 20.5% and 5.55% replied that their respective organization conduct training need assessment by analyzing how individuals perform their jobs, customer's comments, and feedback of higher authorities and by analyzing how organizational tasks are performed respectively.

Generally, one can deduce from the above discussed results that in most sample government organizations of the region there was a trend of conducting training need assessment. The data also shows that most organizations conduct training needs assessment by analyzing over all organizational performance. However, the practice of conducting training needs assessment was not continuous. Moreover, even though the practice of conducting training need assessment was observed, the trend to use the result of training need assessment was found to be minimal in most sampled organization.

Table 4 B: Reasons for not Conducting Training Needs Assessment

No	Items	Respondents	
		Trainee (N = 99)	
		Mean Value	Rank
1	Lack of experts/specialist to conduct training needs assessment	4.54	5
2	Lack of adequate budget	4.66	2
3	Lack of awareness about the importance of conducting training needs assessment	4.60	4
4	Lack of time	4.65	3
5	Training needs assessment is not accustomed	4.71	1

As indicated in table 4b, trainee respondents who replied that training need assessment was not conducted in their respective organization were also asked to give their reasons. As a result, the trainee respondents ranked with mean value of 4.71, lack of understanding on the importance of training need assessment as the highest priority and main reason for the absence of training need assessment in the sampled government organization of the region.

Lack of budget and time to conduct training needs assessment was found to be the second and third important reasons ranked with the mean value of 4.66 and 4.65 respectively by trainee respondents.

From the data of the study the student researcher deduced that there was no major variation in the ranking of items. This indicates that even though the respondents put lack of understanding on the importance of training needs assessment and time as the main reason for not conducting training need assessment.

4.2.3. Planning and Implementation of Training Programs

This part deals with the efforts made by regional government organizations of Oromia in general and that of PSCO (public service college of Oromia) in

particular, in planning and implementing training programs. Hence, trainee and trainers views on these issues are discussed in table 5a and 5b below.

Table 5a: Practices of planning training program

No	Items	Respondents		<i>t-value</i>	<i>Sig.</i> (2tailed)	<i>Df</i>
		Trainee (N = 215)	Trainer (N =30)			
		Mean	Mean			
1	My organization/College/ has a clearly defined training plan	2.90	4.13	-4.705	0.000	243
2	Training plan is formulated by participatory approach	2.53	3.57	-4.451	0.000	243
3	Training plan is well communicated to all employees	2.40	2.63	-0.937	0.350	243
4	Training plan is prepared based on the results of training need assessment	2.59	3.73	-4.732	0.000	243

As indicated in table 5a, questions were forwarded to trainee and trainer of PSCO to give their responses on the trend and practices of training program plan.

Accordingly, at 95 percent confidence interval, the mean value of 2.90 for employees agreed that their respective organizations did not clearly plan a training program. Conversely, at 95 percent confidence interval, the mean value of 4.13 for trainers agreed that their respective organizations clearly plan a training program. This implies that, there is a trend and practice of planning training program in Public Service College of Oromia than other government organization of the region.

With regard to the process of training plan preparation and implementation, most of the trainee and trainer respondents replied that, the training plan preparation process was not participatory and it was done without

considering the result of training need assessment. Moreover, the respondents replied that, even though, some organizations have prepared a clearly defined training plan, it was not communicated to all employees well.

Table 5b: Response on practices of training program implementation

No	Items	Respondents		t-value	Sig.(2-tailed)
		Trainee	Trainers		
		Mean value	Mean value		
1	The training program is designed and implemented as per the training plan	2.69	2.83	0.494	0.622

As discussed in review of the related literature, after training needs have been identified, training program should be designed and implemented. Based on this reality respondents were requested to forward their opinions. As a result at 95 percent confidence interval, the test statistic's probability p-value (0.622) is greater than alpha value (0.05) which shows that there is no significance difference between the opinions of the respondents. Moreover, the calculated t - value (0.494) is less than the test statistic's probability p-value (0.625) which indicates the existence of no significance difference between the respondents opinion.

The result indicates that even though the trend of designing and implementing the training program as per the training plan is observed in few organizations, in most cases the practice was not encouraging.

From the study it is possible to infer that in most government organization of the region in general and that of public service college (PSCO) in particular training program is not designed and implemented as per the training plan in some organizations of the region.

4.2.4. Practices of Training Opportunities

Table 6a: Responses on Training Opportunities

No	Items		Respondents			
			Trainee		Trainers	
			No	%	No	%
1	Training opportunities were provided based on clear and transparent criteria	SDA	70	32.6	3	10
		DA	52	24.2	7	23.3
		UD	35	16.3	7	23.3
		AG	29	13.5	9	30
		SA	29	13.5	4	13.3
	Total		215	100	30	100
2	Training opportunities are provided as incentives for competent employees	SDA	87	40.5	6	20
		DA	64	29.8	14	46.7
		UD	35	16.3	4	13.3
		AG	2	0.9	6	20
		SA	-	-	-	-
	Total		215	100	30	100
3	Training opportunities are provided based on good personal relationship with supervisors or managers	SDA	29	13.5	-	-
		DA	23	10.7	7	23.3
		UD	47	21.9	7	23.3
		AG	52	24.2	16	53.3
		SA	64	29.8	-	-
	Total		215	100	30	100
4	The criteria is not known	SDA	35	16.3	3	10
		DA	23	10.7	7	23.7
		UD	29	13.5	7	23.3
		AG	52	24.2	13	43.3
		SA	76	35.3	13	-
	Total		215	100	30	100

According to item 1 of table 6a, 56.8% of trainees and 33.3% of trainer replied that training opportunities were not provided based on clear and transparent criteria. However 27% of trainee 43.3% of the trainer respondents replied that training opportunities were provided based on clear and transparent criteria. Others, 16.3% of trainees and 23.3% of trainers commented nothing on the criteria of training opportunities.

As most of the respondents, i.e 54% of trainees and 53.3% trainers replied and agreed; training opportunities were mostly provided based on good personal relationship with supervisors or managers other than any other criteria.

4.2.5. Setting Objectives

Table 7a: Response on the Practices of PSCO's Training Objective

No	Items	Trainee		Trainers		X ²	df	Sig (2 sided)	
		No	%	No	%				
1	Is the training program that PSCO provide for the employees/managers / of the region has its own objective that it intends to achieve?	Yes	174	80.9	30	100	6.871	1	0.090
		No	41	19.1					
	Total		215	100	30	100			

Here, the trainee and the trainer respondents were requested about their opinion about the relevance of the training program objectives of PSCO. Consequently, 80.9% of trainee and all of the trainer respondents replied that the training program that PSCO provide for the employees/ managers/ of the region has its own objectives that it intends to achieve.

Conversely, 19.1% of trainee respondents replied that the training program that PSCO provide for the employees/managers/ of the region has no its own objective that it intends to achieve.

At 95 percent confidence interval, the mean values of 3.98 and 4.30 for trainee and trainer respondents respectively show that there is an agreement of both groups on the existence of general objectives of the training programs. The associated p -value of the same test (0.090) is greater than the value of significance level (0.05), which indicates that there is no statistical significant difference between the opinions of the respondents.

Table 7b: Relevance of PSCO's Training Objective with the Regional Training Need and Program

NO	Items	Respondents				
		Trainee		Trainers		
		No	%	No	%	
1	The training objectives of PSCO is derived from the broad organizational goals	SDA	6	2.8	1	3.3
		DA	12	5.6	3	10
		UD	58	27	4	13.3
		AG	46	21.4	14	46.7
		SA	52	24.2	8	26.7
	Total		215	100	30	100
2	The training objectives of PSCO is relevant with the training needs and objectives of regional organization	SDA	6	2.8	-	-
		DA	6	2.8	-	-
		UD	75	43.9	9	30
		AG	58	27	17	56.7
		SA	29	13.5	4	13.3
	Total		215	100	30	100
3	Training objectives of PSCO are sound enough to solve organizational problems	SDA	-	-	-	-
		DA	12	5.6	-	-
		UD	12	5.6	8	26.7
		AG	87	40.5	11	36.7
		SA	46	21.4	11	36.7
	Total		215	100	30	100

The trainee and trainer respondents were requested about their opinion whether the training objectives of PSCO is derived from the broad organizational goals or not. Consequently, 45.6% of trainees and 73.4% of the trainers agreed that the training objectives of PSCO are derived from the broad organizational goals. Conversely, 8.4% of the trainee and 13.3% of the trainers replied that the training objectives of PSCO are not derived from the broad organizational goals. About 27% of the trainee and 13.3% the trainers commented nothing on the issue. More over at 95% confidence interval, the mean values of 4.16 and 3.83 for the trainee and trainer respondents respectively show that there is an agreement of both groups on **training** objectives of PSCO is derived from the broad organizational goals.

It was also found out from the interview with the senior experts of PSCO that even if the training objectives of PSCO are derived from the broad organizational goals, the process of setting objectives does not include stakeholders. Most of the training objectives are set by the college.

With regard to the relevance of training objectives of PSCO with the training needs and objectives of regional organization, 49.9 % of the trainees and 30% of the trainers commented nothing on the issue. Moreover, 40.5% of the trainee and 70% of the trainer respondents replied their agreement on the relevance of training objectives of PSCO with the training needs and objectives of regional organization. About 5.6% of the trainees responded their disagreement on the issue.

From the study it is possible to infer that, most of the respondents agreed that the training objectives of PSCO are derived from the broad organizational goals, the relevance of training objectives of PSCO with the training needs and objectives of regional organization, the soundness and ability of training objectives of PSCO to solve organizational problems, and as the training objectives of PSCO SMART (specific, measurable, attainable, realistic and time bound)

4.2.6. Training Content

Table 8a: Relevance/Effectiveness of Training Content of PSCO

No	Items	Respondents				
		Trainee		Trainers		
		No	%	No	%	
1	The training contents were well planned	SDA	29	13.5	-	-
		DA	17	7.9	7	23.3
		UD	46	21.4	6	20
		AG	55	25.6	14	46.7
		SA	68	31.6	3	10
	Total		215	100	30	100
2	Training content of PSCO is relevant with the training needs and objectives of regional organization	SDA	17	7.9	-	-
		DA	12	5.6	5	16.7
		UD	64	29.8	10	30.3
		AG	70	32.6	10	30.3
		SA	52	24.2	5	16.7
	Total		215	100	30	100
3	The training content is arranged based on the competence and understanding level of the trainees (arranged in logical order)	SDA	12	5.6	-	-
		DA	46	21.4	7	23.3
		UD	52	24.2	11	36.7
		AG	70	32.6	12	40
		SA	35	16.3	-	-
	Total		215	100	30	100
4	Training content of PSCO were clear, simple and easily understood	SDA	23	10.7	3	10
		DA	23	10.7	11	36.7
		UD	46	21.4	9	30
		AG	81	37.7	7	23.3
		SA	42	19.5	-	-
	Total		215	100	30	100
5	Training contents are related with the training program objectives	SDA	12	5.6	-	-
		DA	23	10.7	7	23.3
		UD	41	19.1	7	23.3
		AG	76	35.3	16	53.3
		SA	63	29.3	-	-
	Total		215	100	30	100

As can be seen in Table 8a, considerable proportion (about 57.2% of trainee and 56.7% of the trainers) agreed that the training contents of PSCO were well planned. Conversely, 21.4 % of the trainees and 23.3% of the trainers replied their disagreement on the plan of PSCO objectives.

Concerning the relevance of PSCO's training content with the training needs and objectives of regional organization, 56.8% of trainees and 47% of trainers replied their agreement. Conversely, 13.5% of the trainees and 16.7% of the trainers replied their disagreement on the issues.

With regard to the sequencing of the contents of the courses, 48.9 % of the trainee and 40% of the trainer respondents believed that the sequencing of the contents of the course was good. It was also found from the interview with the training experts that usually the sequencing follows the format general - specific style, which, according to them, is appropriate for the trainees.

In general, concerning the Relevance/Effectiveness of Training Content of PSCO most of the respondents replied that, the training contents were well planned; training content of PSCO is relevant with the training needs and objectives of regional organization, the training content is arranged based on the competence and understanding level of the trainees (arranged in logical order), the training content were clear, simple and easily understood and the training contents are related with the training program objectives

4.2.7. Training Method

Table 9a: Response on the training Method of PSCO

No	Items		Trainee		Trainers		X ²	Sig
			No	%	No	%		
1	Training method that PSCO uses	a. <i>On-the-job training</i>	87	40.5	11	36.7	0.510	0.775
		b. <i>Off-the-job training</i>	35	16.3	4	13.3		
		c. <i>Both on-the-job and off-the-job training</i>	93	43.3	15	50		
2	The extent of trainee satisfaction with PSCO the training method	a. <i>High</i>	64	29.8	11	36.7	4.654	0.098
		b. <i>Medium</i>	12	56.7	19	63.3		
		c. <i>Low</i>	29	13.5	-	-		

In this section, an effort was made to know whether the training methods that PSCO uses appropriate to the training program or not. As revealed in table 9a , item 1 deals with the training method that PSCO uses to conduct training program. As a result, (40.5%) of the trainees and (36.7%) of the trainers replied that, PSCO uses on- the- job training. Similarly, (43.3%) of the trainees and (50%) of the trainers responded that PSCO uses both on-the-job and off-the-job training. Others (16.3%) of the trainees and (13.3%) of the trainers confirmed that PSCO uses Off-the-job training.

The data indicates that, even though PSCO uses either on- the- job or off-the-job training methods, most of the time it uses both on-the-job and off-the-job training method when conducting its training program.

The respondents were also asked to express their level of satisfaction on the training methods that PSCO uses. As a result, (29.8%) of trainees and (36.7%) of trainers responded that they were highly satisfied with the training method that PSCO uses to conduct training program. Others,

(56.7%) of trainees and (63.3%) of trainers replied that the training method that PSCO use to conduct its training program was adequate. The rest (13.5%) of the trainees replied their dissatisfaction on the training method that PSCO uses.

From the results of the study it is possible to infer that most of the time PSCO uses both on-the-job and off-the-job training method when conducting its training program. In addition to this, Even though, a few respondents expresses their dissatisfaction with the training methods that PSCO uses when conducting its training program, most of the respondents agreed that the training method that PSCO use to conduct its training program was adequate.

At 95 percent confidence interval, the p -value 0.098 is greater than the value of significance level 0.05 which indicates that, there is no significance difference between the opinions of the respondents. The value of calculated $\chi^2 = 4.654$ is greater than p -value = 0.098, which indicates that there is no statistical significant difference between the opinions of the respondents. This supports the response of the respondents.

4.2.8. Response on Training Resource

Table 10 a: Trainee selection and competency

No	Items	Trainees (N = 215)		Trainers (N = 30)		t-test	Sig	
		F	%	F	%			
1	The selection of trainees takes place based on the identification of the training needs and some qualification	SDA	29	13.5	4	13.3	2.739	0.007
		DA	29	13.5	11	36.7		
		UD	46	21.4	8	26.7		
		AG	81	37.7	7	23.3		
		SA	30	14	-	-		
	Mean		3.25		2.60			
	St.d		1.246		1.003			
2	Trainees have similar educational background, experience and positions	SDA	41	19.1	6	20	0.064 2	0.521
		DA	70	32.6	10	33.3		
		UD	52	24.2	8	26.7		
		AG	35	16.3	6	20		
		SA	17	7.9	-	-		
	Mean		2.61		2.47			
	St.dev		1.194		1.003			
3	Trainees have some back ground knowledge about the content of the training	SDA	17	7.9	-	-	-0.680	0.497
		DA	52	24.2	8	26.7		
		UD	71	33	9	30		
		AG	58	27	13	43.3		
		SA	17	7.9	-	-		
	Mean	3.03		3.17				
	St.dev	1.07 2		0.83 4				

One of the important issues for the success of the training program is the selection of the right trainees and trainers. Among the criteria of trainee selection, their educational qualification is crucial. As can be seen in item 1 of Table 10a, 51.7% of the trainee and 23.3% of the trainers agreed that the selection of trainees takes place based on the identification of the training needs and some qualification. While other 27% of the trainee and 50% of the trainer respondents replied their disagreement the selection of trainees takes

place based on the identification of the training needs and some qualification. Moreover 21.4% of the trainee and 26.7% of the trainers commented nothing on the topic.

From the data the researcher deduced that, most of the trainee agreed on the selection criteria. While the majority of the trainers disagree on the topic. This shows that there is a deviation of idea between the trainee and trainers on the selection process and criteria of trainee.

At 95 percent confidence interval, the p-value 0.007 is less than the value of significance level 0.05 which indicates that, there is significance difference between the opinions of the respondents.

With regard to the experience of the trainees, the majority (51.7%) of the trainees and 53.3% of the trainers believed that trainees had no direct experience to understand the content (subject-matter) of the courses. While (34.2%) of the trainee and 20% of the trainers agree and the rest commented nothing on the topic. From the interview with the training experts of PSCO, Capacity Building Bureau and Civil service commission of Oromia, it was discovered that even if some of the trainees' educational background is below the expected standard; their responsibilities, levels within their organizations and work experience was acceptable

Concerning the trainee's background knowledge about the content of the training, 34.9% of the trainee and 43.3% of the trainers replied their agreement on the issue. Conversely, 33.1% of the trainee and 26.7% of the trainer respondents replied their disagreement on the topic of trainees background knowledge about the content of the training.

It was discovered from the interview with the training experts of PSCO, Capacity Building Bureau and Civil Service Commission of Oromia that the lion share of selection of trainees was done by the respective organizations. The PSCO and respective organization (the customer organization) first set


the necessary criteria as to who should meet the training program then send the letter to the respective regional organizations. While the major criteria for selecting a trainee being his/her level within the organization, others like working experience and educational qualifications are also included. Based on this criteria, organizations select and send sometimes the right people and sometimes not

Table 10b: Trainers Ability and Competency

No	Items	Respondents				t - test	Sig	
		Trainees (N = 215)		Trainers(N = 30)				
		No	%	No	%			
1	Trainers have the knowledge of subject matter	<i>SDA</i>	6	2.8	-	-	<i>0.106</i>	<i>0.916</i>
		<i>DA</i>	23	10.7	5	16.7		
		<i>UD</i>	52	24.2	4	13.3		
		<i>AG</i>	87	40.5	16	53.3		
	<i>SA</i>	47	21.9	5	16.7			
	Mean value		3.68		3.70			
2	Trainers have the ability to communicate	<i>SDA</i>	12	5.6	-	-	<i>0.498</i>	<i>0.619</i>
		<i>DA</i>	12	5.6	5	16.7		
		<i>UD</i>	46	21.4	5	16.7		
		<i>AG</i>	104	48.4	17	56.7		
	<i>SA</i>	41	19.1	3	10			
	Mean value		3.70		1.022			
3	Trainers have ability to relate the training program with the trainees' real life	<i>SDA</i>	17	7.9	-	-	<i>-2.065</i>	<i>0.040</i>
		<i>DA</i>	23	10.7	4	13.3		
		<i>UD</i>	81	37.7	4	13.3		
		<i>AG</i>	70	32.6	19	63.3		
	<i>SA</i>	24	11.2	3	10			
	Mean value		3.28		3.70			
4	Trainers entertain trainees' opinion	<i>SDA</i>	12	5.6	-	-	<i>2.800</i>	<i>0.006</i>
		<i>DA</i>	17	7.9	10	33.3		
		<i>UD</i>	64	29.8	11	36.4		
		<i>AG</i>	81	37.7	8	26.7		
	<i>SA</i>	41	19.1	1	3.3			
	Mean value		3.57		3.00			

Quality training requires adequate number and competent man power in general and trainers in particular. Hence, the items in table 10b are the major areas where competent man power is needed to promote quality trainings. Accordingly, the first item was to know the trainers' knowledge of the subject matter, which they taught. Regarding this, the majority of the trainee (62.4%) and trainer respondents (70%) agreed that the trainers had good knowledge of the subject matter they taught

Besides, the researcher tried to discuss the issue with senior trainers of PSCO. The responses of the interview assure that the trainers of PSCO have the knowledge of subject matter they taught. But they lack the experience of relating the subject matter with the real world of work. In support to this the student researcher referred table 2 which talk about personal characteristics of the respondents. Based on this, the work experience of the sample trainer indicates that 23.3%, 46.7% and 30% of the trainers have a work experience of 5 -10, 11-15 and 16 -20 respectively.

At 95 percent confidence interval, the p -value 0.916 is greater than the value of significance level 0.05 which indicates that, there is no significance difference between the opinions of the respondents. This supports consensus on the response of the respondents about the trainer's knowledge of the subject matter they taught. 

With regard to the skills and competencies that trainers have to conduct the training program, trainer's ability to communicate, trainer's ability to relate the training program with the trainees' real life, and trainer's ability to entertain trainees' opinion, the majority of the respondent replied positively. Conversely few respondents replied negatively and others commented nothing on the topic.

From the above discussed issues one can infer that trainer's of PSCO have adequate knowledge of subject matter they taught, skills and competencies, ability to communicate, ability to relate the training program with the trainees' real life, and ability to entertain trainees' opinion. Conversely it was also observed that the trainers of PSCO lack the experience of relating the subject matter with the real world of work.

Table 10c: Physical Facility and Availability of Training Materials

No	Items		Trainees (N =215)		Trainers(N = 30)	
			No	%	No	%
1	Access and size of training room is convincing	SDA	17	7.9	6	20
		DA	35	16.3	11	36.7
		UD	52	24.2	7	23.3
		AG	81	37.7	6	20
		SA	30	14	-	-
2	Location of the training institution is accessible (available) to transportation	SDA	41	19.1	4	13.3
		DA	58	27	17	56.7
		UD	52	24.2	3	10
		AG	52	24.2	6	20
		SA	12	5.6	-	-
3	Facilities (coffee service, recreational facility, access to telephone, toilet etc) are comfortable	SDA	35	16.3	5	16.7
		DA	52	24.2	14	46.7
		UD	58	27	6	20
		AG	41	19.1	5	16.7
		SA	29	13.5	-	-
4	Availability of training materials and training aids are reasonable	SDA	6	2.8	-	-
		DA	17	7.9	5	16.7
		UD	64	29.8	9	30
		AG	93	43.3	14	46.7
		SA	35	16.3	2	6.7
5	The Environment (climatic condition) in which the training program conducted were reasonable	SDA	41	19.1	3	10
		DA	46	21.4	5	16.7
		UD	35	16.3	8	26.7
		AG	70	32.6	14	46.7
		SA	23	10.7	-	-

The availability of training materials and training environments are some major factors that contribute to the quality of training. Hence, the first item in table 10c was to know whether the training room is accessible and convenient or not. Accordingly, (24.2%) of the trainees and (56.7%) of the trainers responded that the training room is not accessible and convenient with compared to the number of trainees. On the other hand, 51.7% of the trainees and 20% of the trainers replied that training room is accessible and the size is convenient. Others, (24.2%) of trainees and (23.3%) of trainers commented nothing on the issue.

With regard to item 2, table 10c, 29.8% of the trainee and 20% of the trainer respondents agreed that the location of the training institution is accessible (available) to transportation. On the other hand, 46.1% of the trainees and 70% of the trainer respondents disagree on the accessibility (availability) of the location of the training institution to transportation. Other respondents, 24.2% of trainees and (10%) of the trainer respondents commented nothing on the issue.

From the result of the study, one can deduce that most of the respondents disagree on the accessibility (availability) of the location of the training institution to transportation.

A question was posed to the trainee and trainer respondents to indicate whether they were satisfied with the catering services and facilities (coffee service, recreational facility, access to telephone, toilet etc) during the training programs. Based on the question, about 40.5% and 63.4% of the trainee and trainer respondents respectively confirmed that the catering service and facilities during the training program was not good. Conversely, 32.6% of the trainee and 16.7% of the trainer respondent replied that the catering service and facilities during the training program was good. Other respondents, 27% of the trainee and 20% of the trainers commented nothing on the topic.

With regard to the availability of training material most of the trainees (59.6%) and trainers (53.4%) responded that training materials and training aids was available.

Generally, from the results of the data it is possible to deduce that, in PSCO, training room was not accessible and convenient with compared to the size of the trainee, the location of the training institution is not accessible (available) to transportation, catering services and facilities (coffee service, recreational facility, access to telephone, toilet etc) are not comfortable, the environment (climatic condition) in which the training program conducted were not reasonable (too hot)

Table 10d: Training Budget Allocation

No	Items		Trainees (N = 215)		Trainers (N = 30)	
			No	%	No	%
1	allocation of budget for training is good	SDA	12	5.6	-	-
		DA	41	19.1	14	46.7
		UD	70	32.6	-	-
		AG	80	37.2	16	53.3
		SA	12	5.6	-	-
	Total		215	100	30	100

Item 1 of table 10d shows that, 37.2 of the trainee responded that the allocation of training budget is good. About 46.7% of the trainers on the other hand, replied that the allocation of training budget was not good. This indicates that the existence of opinion d difference between the trainee and trainer on the issue of training budget allocation. As the researcher understood, such deviation may come from the point of their stand. That means trainees may reflect the situation they face during their training program. Trainers may reflect the whole situation that they face and observe through their activity. From this point of view the researcher may infer that, it is impossible to deny the presence of training budget allocation problem in PSCO. But the degree is at minimal position.

4.2.9. Training Program Evaluation

This part of the study deals with the practices of PSCO has in evaluating the outcomes of the training program both at individual and institutional level.

Table 11: Training Program Evaluation Practice of PSCO

NO	Items		Respondents			
			Trainee (N=215)		Trainers (N =30)	
			No	%	No	%
1	Do PSCO evaluate its training program?	<i>Yes</i>	70	32.6	12	40
		<i>No</i>	35	16.3	18	60
		<i>I do not Know</i>	110	51.2	-	-
2	If PSCO evaluates its training program, what is the extent of its frequency?	<i>Always</i>	16	22.8	-	-
		<i>Some time</i>	25	35.7	4	33.3
		<i>Rarely</i>	29	41.4	8	66.6
3	When does the college evaluate its training program more?	<i>Before the training program</i>	15	21.4	-	-
		<i>At the end of the training program</i>	28	40	7	58.3
		<i>The college evaluates its training program continuously</i>	4	5.7	-	-
		<i>The college evaluates the training program when the problem arises</i>	23	32.8	5	41.6
4	Does the evaluation results well organized and used in PSCO?	<i>Yes at all</i>	18	25.7	1	8.3
		<i>Yes partially</i>	38	54.2	5	41.6
		<i>Not at all</i>	14	20	6	50

Evaluation is the assessment of the total value of a training system, training course or programme in social as well as financial terms ... it attempts to measure the overall cost benefit of the course or programme and not just the achievement of its laid down objectives (Department of Employment in Kenney, 1979: 100). Evaluation is therefore, concerned with measurement and embraces the total training situation.

In view of this fact, respondents were requested to respond on PSCO's training evaluation practices. Based on this, 32.6% and 40% of the trainees and trainers respectively agreed that the college evaluates its training program. Conversely, 16.3% of the trainee and 60% of the trainers responded that as PSCO did not evaluate its training program. Other respondents, 51.2% of the trainee respondents replied as they do not know PSCO's training program evaluation practices.

From the results of the data one can infer that, most of the trainee respondents agreed that PSCO evaluates its training program. Conversely, most of the trainers responded disagreed that as PSCO evaluates its training program. This implies that there is a difference between the opinion of the trainee and trainer respondents on PSCO training evaluation practices.

Furthermore, from the interview made with the training officers of PSCO, until the present day, the trend of PSCO in evaluating its training program was not significant. But currently, the college has planned to evaluate its training program strongly and continuously.

Item 2 of Table 11, reveals the extent of frequency of training program evaluation. Based on this, the majority (41.4%) of the trainee and about (66.6%) of the trainer respondents confirmed that PSCO's training program evaluation was done rarely. Similarly, 35.7% of the trainee and 33.3% of the trainer respondents replied that PSCO's training program evaluation was done some times.

With regard to the availability of a training program evaluation during the program (while the program is going on), about 21.4 % the trainee and 5.7 % of the trainer respondents confirmed that there was an evaluation done before the training program and continuous evaluation respectively. However, the majority of the respondents, i.e, 40% the trainee and 58.3% of the trainers confirmed that PSCO's training evaluation was done at the end of the training program. Similarly, 32.8 % of the trainees and 41.6% the trainer respondents indicated that there was an evaluation done when the problem arises only.

The χ^2 test was applied to test whether both groups equally agreed or disagreed on the period PSCO evaluate its training program.

The overall effectiveness of the training program can not only be evaluated by assessing while the program is on progress or at the end of the program but also by evaluating the behavior and result of trainees on their job places. To this effect the results of the training program evaluation should be compiled and used for future plan. Regarding this, the majority of the respondents, i.e about 54.2 % the trainees and 41.6% of the trainers replied that, in PSCO there is a trend of organizing and using the evaluation results partially. On the other hand, 20% of the trainee and 50% of the trainer respondents replied that PSCO did not organize and use the results of training program evaluation at all.

From the result of the study one can deduce that, there is a deviation of opinion between the trainee and the trainer respondents. Most of the trainee respondents 54.2% agree that, PSCO organize and uses the result of training program evaluation partially. Or the other hand, the majority of the trainer respondents 50% replied that PSCO did not organize and use the results of training program evaluation at all.

4.2.10. Training Program Objective Achievement and Constraints

Table 12a: Understanding of PSCO Objectives and Its Achievements

No	Items	Respondents				x ²	P-value	df	
		Trainee		Trainers					
		No	%	No	%				
1	How often PSCO provide the training program as intended and designed?	<i>Completely</i>	81	37.7	-	-	25.64 0	0.000	2
		<i>Partially</i>	11	51.2	30	100			
		<i>Not provide at all</i>	24	11.2	-	-			
2	Can we say that PSCO achieved its training objectives?	<i>Yes at all</i>	93	43.3	5	16.7	8.862	0.012	2
		<i>Yes partially</i>	11	54.9	25	83.3			
		<i>Not at all</i>	4	1.9	-	-			
3	In general, to what extent does PSCO satisfied the employees training needs of the regional organization?	<i>Completely</i>	89	41.4	-	-	20.20 1	0.000	2
		<i>Partially</i>	12	57.7	30	100			
		<i>Not provide at all</i>	2	0.9	-	-			

The first item of table 12 deals with, the trend of PSCO's training program provision. In this regard, 51.2% of the trainee and all of the trainers confirmed as PSCO provide the training program as intended and designed partially. Moreover, 37.7% of the trainee replied that PSCO provide the training program as intended and designed completely. On the other hand, 11.2% of the trainee replied that PSCO did not provide the training program as intended and designed at all.

From the results of the study it is possible to infer that, even though the respondents view on the topic varies, most of the trainee and the trainer partially agree that PSCO provide the training program as intended and designed.

With regard to PSCO'S training objectives achievement, 54.9% of the trainee and 83.3% of the trainers responded that provision of PSCO's training

program was adequate and satisfactory. For this and other reason it is possible to say PSCO partially achieved its training objectives.

At 95 percent confidence interval, the p-value 0.012 is ^{less than} greater than the significance level value (0.05) which indicates the existence of significance difference between the opinions of the respondents. This indicates that the result of inferential statistics also supports the result of the study.

With regard to the satisfaction of training needs of the region, the majority of the respondents (both trainee and the trainers) agreed that PSCO training program satisfied the employees training needs of government organization of the region partially. This indicates that even though, the achievement (present record) of the college was encouraging, there would be a long journey a head to be successful and bring dramatic change and improvement in all aspect.

Table 12b: Constraints that Hinder the Achievement of PSCO Objectives

No	Items	Respondents					
		Trainees		Trainers		Total	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Lack of training policy	3.08	7	2.53	9	3.02	5
2	Lack of training plan	2.65	13	2.53	9	2.64	10
3	lack of training need assessment	2.84	9	3.80	5	2.96	6
4	Lack of providing the training program based on the training policy, training plan and training needs assessment	2.73	11	3.83	4	2.87	7
5	Training objectives, contents and programs are not relevant with the actual needs of the organization or trainee	2.83	10	2.53	9	2.79	9
6	Trainers are not competent	2.92	8	2.13	13	2.82	8
8	Lack of adequate training budget, training materials and training aids	3.19	6	3.23	8	3.20	4
9	The location in which the training program conducted is not comfortable	3.56	2	3.93	1	3.61	1
10	Catering services, training class rooms and other services are not appropriately allocated and initiate the trainees to attend the training program attentively	3.59	1	3.60	6	3.59	2
11	Training programs are not evaluated and problems are not solved continuously	3.33	4	3.90	3	3.40	3

Table 12b, deals with factors that hinder the provision of training program in public service college of Oromia(PSCO). Based on this respondents were asked to put factors that hinder the provision of training program either in descending order or ascending order as they perceived. Based on this

understanding the majority of the respondents (both trainee and trainers) highly ranked the location and environment in which the training program was conducted as the urgent problem.

Next to this, in appropriate allocation and in availability of Catering services, absence of training program evaluation, lack of adequate training budget, lack of training policy and lack of training need assessment were some of PSCO's problems ranked in their descending order.

From results of the study it is possible to say that the location in which PSCO provide its training program was either not appropriately allocated or the environment was not comfortable for conducting training program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the thesis deals with the summary of the major findings of the study, conclusions and recommendations.

5.1. MAJOR FINDINGS OF THE STUDY

The purpose of the study was to assess the practice and problems of the training program provided by Public Service College of Oromia (PSCO) to the civil servants of the region and to forward some alternative solutions or recommendations that may reduce the problem or improve the proper practice of training provision based on the findings. To this effect, the following basic questions were used as a frame of reference for the study.

- How does PSCO design and conduct the training program?
- To what extent does PSCO provide the training program as intended and designed?
- To what extent does PSCO evaluate the training program before and after delivery?
- To what extent does PSCO satisfied the training needs of the region and achieved its objectives?
- What are the major factors that hinder the achievement of PSCO's objective?

Based on these basic questions the research was conducted and the major findings of the study are presented below.

5.1.1. It was found that the majority 122 (56.7%) of trainees replied that there was no practice of formulating training policy in their respective organization. This was because of lack of attention - from top level management. Those respondents (both trainees and trainers) who confirmed the presence of the practices of training policy replied that the training

policy formulation process was not participatory, and not communicated to all employees very well.

5.1.2. Although training need assessment was conducted in government organization of the region and public service college of Oromia (PSCO), the practice of conducting training need assessment was not continuous and the results of training need assessment was not used in planning for the training program.

5.1.3. Most of the organizations of the region including PSCO plan for the training program. However the practice of planning for training program was not participatory and it was done without considering the results of training need assessment.

5.1.4. It was reported that beyond participating on the training program provided by PSCO, almost all respondents attended various short term training programs that had been provided by Capacity Building Bureau, Civil Service Commission, NGO's and their respective organization. But the respondents replied that training opportunities were mostly provided based on good personal relationship with supervisors or managers rather than clear and transparent criteria.

5.1.5. It was found out from the respondents and interview made with training coordinator of PSCO that, even though, PSCO set a training objectives that were derived from broad organizational goals of the college and government organization of the region, the process of setting training objectives were mostly carried out by the college. i.e there is no participation/ involvement/of stakeholders.

5.1.6. With regard to the identification and selection of trainees, it was discovered from the response of the respondents and the interview made with the training coordinator of PSCO, Capacity Building Bureau and Civil service commission of Oromia that, although PSCO and the respective

organization (the customer organization) first set the selection criteria that identifies as to who should meet the training program together, the lion share of selecting and sending the trainees to PSCO who meet the criteria set was done by the respective organizations. In this process organizations select and send sometimes the right people and sometimes not.

5.1.7. Regarding the competence of the trainers of PSCO, most of the trainers had good knowledge of the subject matter they taught. But it was reported that they lack the experience of relating the subject matter with the real world of work.

5.1.8. Most of the respondents especially the trainers replied that there was no practice or trend of evaluating the results or outcomes of training program in government organization of the region in general and public service college of Oromia (PSCO) in particular. Moreover, PSCO training coordinator confirmed the absence of training program evaluation in PSCO during the interview made with him. But he stated that, currently, the college has planned to carry out the training program evaluation strongly and continuously

5.1.9. Most of the respondents replied the inconvenience of the location and environment in which the training program was conducted, problem of Catering and other services, absence of training program evaluation, lack of adequate training budget, lack of training policy and lack of training need assessment in their descending order as the major factors that hinders the provision of PSCO's training program

5.1.10. With regard to PSCO's training program achievement, most of the respondents confirmed that although some of the problems were observed in the provision of training program and the provision of training program was not based on systematic training Cycle the practice of training program provision of PSCO's was adequate and satisfactory

5.2. CONCLUSIONS

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

5.2.1. Public service college of Oromia (PSCO) is one of the regional training institution established by the proclamation No.33/1992 E.C with the main objectives of conducting training based on the needs of the region, Conducting research activities, and providing management consultancy services which could improve the performance capacity of officials and civil servants of government organization of the region in order to solve the socio economic problems in the region (MIO, 1996: 4).

Accordingly, PSCO, has tried to solve the training needs of the region by conducting short term training program for about 63, 531 of civil servants and officials in the region who found at different levels (region, zone and district) since its establishment i.e. 1992 E.C to present (OMI, 1996: 4).

Despite the college has been conducting training for a number of civil servants in the region, and huge amount of money were invested, the college has its own short- coming regarding post -training evaluation or impact assessment. There was no trend of evaluating the training program in most government organization of the region in general and that of Public Service College of Oromia (PSCO) in particular. Moreover the training program provided by PSCO was not carried out based on systematic training cycle. i.e training policy was not formulated as the way to guide the training program of the region in general and PSCO in particular, training need assessment was not conducted continuously.

Although the provision of the training program was carried out beyond the principle of systematic training approach and training program evaluation, the college contributed much in building the capacity of the civil servant of the region. Regarding the workforce of the region, the regional civil service

man power is estimated at 108410 (as per 1994 data in RPSCAP: 2004: 4). Of the total civil service of the region only 17% percent of the

civil servants have college diploma and above in their education, while the lion's share 83 % percent goes to those with less than or equal to 12th grade and certificate holders(OMI, 2003: 2). Moreover, the current regional civil service man power is estimated to 204129. Out of these, 118096 (57.8 %) of them still less than or equal to 12th grade and certificate holders (OCSC, 2001:5).

This indicates that the backlog expected and the burden that the college carried out to achieve its objectives need more focus and attention of government organization of the region (stakeholder), officials of the regional government , PSCO's officials and community as a whole.

5.3. RECOMMENDATIONS

On the basis of the findings and conclusions of the study the following recommendations are suggested as to tackle the problem and improve the practices of training program provision of public service college of Oromia (PSCO).

5.3.1. The practice of training program provision in Oromia government organizations in general and that of Public Service College of Oromia (PSCO) in particular were not relied itself on systematic training approaches. i.e, most government organizations of Oromia regional state including PSCO provides the training program without training policy. This implies that the training program conducted in most government organization of the region and Public Service of College of Oromia was non directional. Therefore, to make the training program directional, effective and enhance the competencies of the employees, it is recommended that, Oromia Capacity Building Bureau and Civil Service Commission should develop the regional training policy by which the whole training system of the region would be governed through participatory approach. Based on this

regional training policy, both government organization of the region and public service college of ought to prepare and implement their own training program guide line.

5.3.2. Although most government organization of the region and Public Service College of Oromia (PSCO), conduct training need assessment, the practice of conducting training need assessment was not continuous and the results of training need assessment was not used in planning for the training program.

In line with this, Swanepoel and others (2003: 454 -455) stated that, successful training begins with a needs assessment to determine which employees need to be trained and what they need to be trained to do. He added that, training which is undertaken without a careful analysis of training need assessment is likely to be ineffective and to reduce the motivation of employees to attend future programmes.

Therefore, for the effective planning and implementation of employees training program of the region in general and that of PSCO in particular, it is recommended that, all regional government organizations including PSCO should conduct training needs assessment continuously and plan and provides the training program based on the result of training need assessment.

5.3.3. Most of the time the training objectives of PSCO were set by the college only. The concerned bodies (stake holders) did not participate in the process of setting training objectives of PSCO. Training objectives set in such manner should not take in to consideration the objective realities of the respective organizations

Therefore, to set appropriate training program objective and to make the training objective implementation a reality, PSCO should set the training

program objective in collaboration with government organization of the region in general and the concerned body in particular.

5.3.4. Although most of the employees of the region has got the chance of short term training programs that had been provided by Capacity Building Bureau, Civil Service Commission, NGO's and their respective organization, it was reported that organizations provide training opportunities for their employees based on good personal relationship with supervisors or managers rather than relying on clear and transparent criteria.

Therefore, to make the selection process transparent, PSCO and governmental organizations of the region were advised to set objective criteria that serve employees of the region equally and favor merits rather than personal relationship or any other. Officials of the region and PSCO should strictly follow the implementation process of the selection criteria set appropriately.

Moreover, it is better to aware managers and supervisors of government organization of the region to be loyal to them and their organization.

5.3.5. Trainers of PSCO had good knowledge of the subject matter they taught. But they lack the experience of relating the subject matter with the real world of work. Concerning the role of trainer, Kenney (1979: 91) stated that, the trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. This reality shows that the trainer should be competent both in the knowledge of the subject matter he/she taught and the experience.

To make the trainers in all aspect competent PSCO should therefore let them to take part on different experience sharing training programs and work on different issues or subjects. Moreover, the college should go through and

revise its recruitment and compensation system that can make it to attract and recruit well experienced and knowledgeable trainers.

3.6. According to Swanepoel (2003: 454) for an organizations to achieve the objectives and gain the benefits they deserve from the training program, training and development needs should be assessed and identified; purposes and objectives should be set; and processes and procedures should be determined; and finally the training program should be evaluated . However, in most government organization of the region in general and that of public service college of Oromia (PSCO) in particular there was no trend of evaluating the training program. This indicates that there is no any mechanism of checking and balance whether the intended objectives of training program was achieved or not

Therefore, it is recommended that both government organization of the region and public service college of Oromia(PSCO) should give due attention to the training program evaluation and assess whether the training program achieved the intended objectives or not parallel to conducting training program.

5.3.7. In general, the result of the finding indicates that, PSCO provided adequate training program and contributed a lot to the government organization of the region in capacitating the performance of employees of the region. Moreover the study reveals that, although, PSCO's achievement in provision of training program was adequate and satisfactory, the training program of the college was not fully satisfied the training needs of government organization of the region. This indicates that even though, the achievement (present record) of the college was encouraging, there would be a long journey ahead that need to be addressed.

Therefore, both officials and employees of the region should take the issue of the college as their own agenda and work together for the successful achievements of PSCO's objectives.

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APPENDICIES

Annex – 1

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

(Human Resource and Organizational Development)

Questionnaires to be filled by employees of Oromia Regional State Bureau/ Commissions and Agencies/ Trainers of PSCO

The main purpose of this questionnaire is to gather relevant data that will help to assess the training program provided by the public service college of Oromia (PSCO).

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 and problems of public service college of Oromia (PSCO) in the process of providing training program.

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.

Thank you in advance for your cooperation!

General Directions

1. You are not required to write your names on this questionnaire.
2. Respond to all close -ended question items by putting a " x" mark in the boxes and to all open ended ones by writing your comments on the spaces provided by Afan Oromo, Amharic or English.

8. If your organization does not have a training policy indicate your level of agreement on the reasons why your organization did not conduct the training policy. Use the following rating scales (5= strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree)

No	Question Items	Rating Scales				
		1	2	3	4	5
8.1	Lack of experts/specialist to prepare training policy					
8.2	Lack of adequate budget					
8.3	Lack of awareness about the importance of preparing training policy					
8.4	Lack of time					
8.5	Attention is not given from the top level of management					

B. Training Needs Assessment

9. Does your organization conduct training-need assessment?

a. Yes

b. No

10. If your organization conducts training need assessment which technique does use to conduct training need assessment? (More than one alternative can be chosen)

a. Analyzing over all organizational performance

b. Analyzing how individuals perform their jobs

c. Analyzing how organizational tasks are performed

d. Analyzing customer's comments

e. Analyzing feedback of higher authorities

11. What criteria does your organization use for prioritizing identified training needs? Indicate your level of agreement using the following scales (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1=Strongly Disagree)

No	Question Items	Rating Scales				
		1	2	3	4	5
11.1	Training need identified is prioritized based on availability of budget					
11.2	Training need identified is prioritized based on urgency of the training need					
11.4	Training need identified is prioritized based on long term organizational needs					
11.5	Training need identified is prioritized based on the interest of top level management					

12. How often does your organization conduct training need assessment?

- a. Always b. Some times c. Rarely

13. To what extent does your organization use the results of training need assessment?

- a. Completely b. Partially c. Not used at all

14. If your organization does not conduct training need assessment indicate your level of agreement for the reason why your organization did not conduct the training needs assessment using the following scales: 5= Strongly Agree, 4=Agree, 3= Neutral, 2=Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
14.1	Lack of experts/specialist to conduct training needs assessment					
14.2	Lack of adequate budget					
14.3	Lack of awareness about the importance of conducting training needs assessment					
14.4	Lack of time					
14.5	Training needs assessment is not accustomed					

C. Training Plan

15. Indicate your level of agreement on the training plan of your organization using the following rating Scales, i.e. use 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1 = Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
15.1	The organization has a clearly defined training plan					
15.2	The training plan is formulated by participatory approach					
15.3	The training plan is well communicated to all employees					
15.4	The training plan is prepared based on the results of training need assessment					
15.5	The training program is designed and implemented as per the training plan					

D. Training Opportunities

16. How did your organization provide training opportunity for the employees? Indicate the method that your organization use to provide training opportunities for the employees by using the following scales: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
16.1	Training opportunities are provided based on clear and transparent Criteria					
16.2	Training opportunities are provided based on training needs assessment					
16.3	Training opportunities are provided as incentives for competent employees					
16.4	Training opportunities are provided based on good personal relationship with supervisors or managers					
16.5	The criteria is not known					

PART THREE: SPECIFIC INFORMATION ON THE TREND OF PUBLIC SERVICE COLLEGE OF OROMIA(PSCO) IN CONDUCTING TRAINING PROGRAM

E. Training Objectives

17. Do you think that the training program that PSCO provide for the employees/managers have its own objective that it intends to achieve? Yes b. No
18. If your response for question No. 19 is "yes" (i.e the training program has its own objective that it intends to achieve), how do you evaluate the training objectives of PSCO? Indicate your level of agreement about the training objectives of the college using the following scales: 5= Strongly Agree, 4=Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
18.1	Training objectives of PSCO are derived from the broad organizational goals					
18.2	The training objectives of PSCO is relevant with the training needs and objectives of regional organization					
18.3	Training objectives of PSCO are sound enough to solve organizational problems					

F. Training Content

19. Indicate your level of consensus with regards to PSCO's training program Content by using the rating scales provided below. i.e., 5=Strongly Agree, 4= Agree 3= Neutral, 2= Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
19.1	The training contents were well planned					
19.2	Training content of PSCO is relevant with the training needs and objectives of regional organization					
19.3	Training contents are clear, simple and easily understood					
19.4	Training contents are related to the training program objectives					

G. Training Method

20. What training method often PSCO use to provide the training program of employees ?

- a. On –the- job training
 b. Off –the- job training
 c. Both On –the- job training and Off –the- job training

21. What is the extent of your satisfaction with the training method that PSCO often Use ?

- a. High
 b. Medium
 c. Low

H. Training Resource

22. Rate the conditions of training resources of Public service college of Oromia (PSCO) using the following rating scales. i.e., 5= Strongly Agree, 4=Agree , 3= Neutral, 2= Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
	Trainees					
22.1	The selection of trainees takes place based on the identification of the training needs and some qualification					
22.2	Trainees have similar educational background, experience and positions					
22.3	The trainees actively participate on the training program					
	Trainers effectiveness and communication					
22.4	Trainers have the knowledge of subject matter					
22.5	Trainers have the basic skills and competencies needed to conduct the training program					
22.6	Trainers have the ability to communicate					
22.7	Trainers entertain trainees' opinion					
22.8	Trainers have good relation with the trainees					
	Training aids and physical facility					
22.9	Access and size of training room is convincing					
22.10	Location of the training institution is accessible (available) to transportation					

No	Question Items	Rating Scales				
		1	2	3	4	5
22.11	Facilities(coffee service, recreational facility, access to telephone, toilet etc) are comfortable					
22.12	Training materials and training aids are available					
22.13	The environment (climatic condition) in which the training program conducted were reasonable					
	Financial Resources					
22.14	Payment for trainees are good					
22.15	Budget allocation for refreshment and other accommodation services are good					
22.16	In general, PSCO allocate adequate budget for the training program					

I. Training Program Evaluation

23. Do PSCO evaluate its training program? a. Yes b. No
24. If your response is "yes" to what extent does PSCO evaluate the training program
 a. Always b. Sometime c. Rarely
25. When does the college evaluate its training program more?
 a. Before the training program
 b. At the end of the training program
 c. The college evaluates its training program continuously
 d. The college evaluates the training program when the problem arises
26. Does the evaluation results well organized and used in PSCO?
 a. Yes b. No
27. How often PSCO provide the training program as intended and designed?
 a. Completely
 b. Partially
 c. Not provide at all
28. Can we say that PSCO achieved its training objectives?
 a. Yes b. No

29. In general, to what extent does PSCO satisfied the training needs of the employees and organization found at regional level?

- a. Completely
 b. Partially
 c. Not at all

K. PSCO's Training Program Constraints

30. What are the training program constraints that you have observed in the Provision of PSCO's training program. Please indicate your level of agreement or disagreement by the rating scale provided below. i.e., 5= Strongly Agree , 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree

No	Question Items	Rating Scales				
		1	2	3	4	5
30.1	Lack of training policy					
30.2	Lack of training plan					
30.3	Lack of training needs assessment					
30.4	Lack of providing the training program based on the training policy, training plan and training needs assessment					
30.5	Training objectives, contents and programs are not relevant with the actual needs of the organization or trainee					
30.6	Trainers are not competent					
30.7	Lack of adequate training budget, training materials and training aids					
30.8	The location in which the training program conducted is not comfortable					
30.9	Catering services, training class rooms and other services are not appropriately allocated and initiate the trainees to attend the training program attentively					
30.10	Training programs are not evaluated and problems are not solved continuously					

31. What measures do you think have to be taken to overcome the problems?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

32. Finally, if you have anything to add regarding the training program provided by

PSCO

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Thank you

Annex -2

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
(Human Resource and Organizational Development)

**Interview Questions for Oromia Capacity Building Bureau and Oromia Civil Service
Commission**

The main purpose of this INTERVIEW QUESTION is to gather relevant data that will help to assess the training program provided by the public service college of Oromia (PSCO).

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 and problems of public service college of Oromia (PSCO) in the process of providing training program.

Therefore, I kindly request you to provide me with all possible information in view of the ideas in person in the question below

Thank you for your cooperation

Interview Guide

This interview questions are prepared to direct the interviews to be carried out to obtain relevant information from Oromia Capacity Building Bureau and Oromia Civil Service Commission office heads on the practices and problems of Public service college of Oromia in the process of conducting employee training program.

1. Is there a trend of developing training policy and plan in all regional organizations? If your response is yes, how do they develop it? Is the process of formulation participatory?
2. How much the regional organizations communicated their training policy and plan to all employees, customers and stake holders?
3. Is there a trend of conducting training need assessment in all regional organizations? How and when do organizations conduct training need assessment ?
4. If the organizations did not formulate the training policy and plan, conduct training need assessment what is the reason behind ? How they conduct the training program in the absence of training policy, plan and training need assessment?
5. What is the relationship between the regional organizations and public service College of Oromia (PSCO)
6. Do you have a piece of information on the method by which PSCO design and conduct the training program?
7. Who selects the employees that are participating on the training programs provided by PSCO ? Is there a clearly developed selection criteria ?
8. Who set the training objectives of PSCO? Do you think that the training objectives of PSCO is relevant to the actual training needs of the organization ? Is the training objectives of PSCO sound enough to solve Organizational problems and appropriately measure the progress of the training program?
9. How do you evaluate the training resources of PSCO? Do the selection of trainers and trainees done well? Do training budget and facilities are available? Do the training environment and locations are conducive?
10. In general, to what extent does PSCO provide the training program as intended and designed?
11. To what extent does regional organizations and PSCO evaluate the training program before and after training delivery?

12. To what extent does PSCO satisfied the training needs of the region and achieve its objectives

13. What benefits do the regional organization and trainees have got from the training program provided by PSCO?

a. _____

b. _____

c. _____

d. _____

e. _____

14. What are the major problems that you have encountered to conduct the training program as intended ? What measures do you think have to be taken to overcome the problems?

a. _____

b. _____

c. _____

d. _____

e. _____

15. Finally, if you have any additional comment or opinion on the process of the training program provided by PSCO to government employees

a. _____

b. _____

c. _____

d. _____

e. _____

Thank you

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
(Human Resource and Organizational Development)

Interview Questions for Oromia Public Service College (PSCO) Dean and Training Coordinator

The main purpose of this INTERVIEW QUESTION is to gather relevant data that will help to assess the training program provided by the public service college of Oromia (PSCO).

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 and problems of public service college of Oromia (PSCO) in the process of providing training program.

Therefore, I kindly request you to provide me with all possible information in view of the ideas in person in the question below

Thank you for your coopération

Interview Guide

This interview questions are prepared to direct the interviews to be carried out to obtain relevant information from Oromia Public Service College dean and training coordinator on the practices and problems of Public service college of Oromia in the process of conducting employee training program.

1. Is there a trend of developing training policy and plan in your College? If your response is yes, how do they develop it? Is the process of formulation participatory?
2. How much your College communicated its training policy and plan to all employees, customers and Stake holders?
3. Is there a trend of conducting training need assessment in your College? How and when do your College conducts training need assessment?
4. If your College did not formulate the training policy and plan, conduct training need assessment What is the reason behind? How your College conducts the training program in the absence of Training policy, plan and training needs assessment?
5. What is the relationship between your College (PSCO) and regional public sectors?
6. How do your College (PSCO) design and conduct the training program?
7. Who selects the employees that are participating on the training programs provided by your College (PSCO)? Is there a clearly developed selection criteria?
8. Do your College have set its own training objectives? If your response is "yes" who Set the training objectives of your College (PSCO)? Do you think that the training objectives of PSCO is relevant to the actual training needs of the regional public sector? Are the training objectives of PSCO sound enough to solve Organizational problems and appropriately measure the progress of the training program?
9. How do you evaluate the training resources of your College (PSCO)? Do the selection of trainers and trainees done well? Do training budget and facilities are available? Do the training environment and locations are conducive?
10. In general, to what extent does your College (PSCO) provide the training program as intended and designed?
11. To what extent do regional organizations and your College (PSCO) evaluate the training program before and after training delivery?

12. To what extent do your College (PSCO) satisfied the training needs of the region and achieved its intended objectives

13. What benefits do the regional organization and trainees have got from the training program provided by your College (PSCO)?

a. _____

b. _____

c. _____

d. _____

e. _____

14. What are the major problems that you have encountered in conducting the training program as intended ? What measures do you think have to be taken to overcome the problems?

a. _____

b. _____

c. _____

d. _____

e. _____

15. Finally, if you have any additional comment or opinion on the process of the training program provided by your College (PSCO) to the public sector of the region

a. _____

b. _____

c. _____

d. _____

e. _____

Thank you

This Theses has been submitted for examination with my approval as university advisor

Yekunoamlak Alemu (PhD)

Signature _____

Date of Submission _____

Declaration

I hereby declare that this study is my original work done under the guidance of Dr.Yekunoamlak Alemu, as advisor

All relevant materials used are duly acknowledged

Name: *Mitiku Workneh*

Signature _____

Date: _____

Hojjetoota Dhaabbata Waliigalaa

2.1. Mana Hojii fi Saalaan (Bara Bajajaa 2000)

ከሐምሌ 1 ቀን 1999 እስከ ሰኔ 30 /2000 ያሉት ደረጃ የመንግስት ሠራተኞች ቦመ/ቤት

Lakk. ቁጥር	Maqaa Mana Hojii የመሥሪያ ቤት ስም	Dhiira ወንድ	Dubartii ሴት	Ida'ama ደምር
1	Wajjira Precizaantii Bulchiinsaa Mootummaa Naannoo የኦሮሚያ ክልላዊ መንግሥት መስተዳድር ንግድና ጥሬ ጥቅም አ/ቤት	7996	2724	10720
2	Waj. Caffee Mootummaa Naannoo Oromiya የኦሮሚያ ክልላዊ ምክር ቤት አ/ቤት	1268	363	1631
3	Wajjira Eegumsa Nannoo የአካባቢ ጥበቃ አ/ቤት	39	24	63
4	Abbaa Taayitaa Daandii Baadiyyaa የገጠር መንግሥት ባለስልጣን	435	79	514
5	Abbaa Taayitaa Misooma Jallisii የመስኖ ልማት ባለስልጣን	357	87	444
6	Komishinii Babalinsa Waldoota Hojii Gamtaa የሀብረተ ሥራ ማኅበራት ማደራጃና ማስፋፊያ ቢሮ	1334	374	1708
7	Komishinii Misooma Naannoo Horsisee Bulaa የአርብቶ አደር አካባቢ ልማት ኮሚሽን	957	202	1159
8	Komishinii Bulchinsa Mannen Sirecessaa የማረማያ ቤቶች አስተዳደር ኮሚሽን	114	65	179
9	Komishinii Inveestimantiii የኢንቨስትመንት ኮሚሽን	134	52	186
10	Komishinii Poolisiii የፖሊስ ኮሚሽን	653	116	769
11	Komishinii Siviil Sarviisii ሲቪል ሰርቪስ ኮሚሽን	58	43	101
12	Komishinii Qophii, Ittisa Balaa Fi Wabii Nyaataa የምግብ ዋስትና አደጋ መከላከልና ገንዘብ ኮሚሽን	339	113	452
13	Inistiitiyuutii Leenjii fi Qor Seeraa Oromiyaa የሥነ ጥናትና ምርምር ኢንስቲትዩት	11	3	14
14	Institiyuutti Qorannoo Qonnaa የግብርና ምርምር ኢንስቲትዩት	1206	225	1431
15	Institiyuutii Pilaanii Magaaloota የከተማ ንግድ ኢንስቲትዩት	138	31	169
16	Ejensii Misooma Qabeenya Albuudaa fi Inarjii የማዕድንና ኢንጅነሪ ሀብት ልማት ኢ.ጀንሲ	95	22	117
17	Eejansii Too'annoo Dhaabbata Bosonaa የደን ቁጥጥር ኢ.ጀንሲ	42	7	49
18	Ejensii Barnoota fi Leenjii Teek. fi Ogummaa የቴክኒክና ሙያ ስልጠና ኢ.ጀንሲ	501	84	585
19	Ejensii Misooma Teek. Odeef. fi Qunnammtii የቴክኖሎጂ ሙሉ ግንኙነት ልማት ኢ.ጀንሲ	9	1	10
20	Biuroo Ijaarsa Dandeettii የአትም ግንባታ ቢሮ	6838	2533	9371
21	Biuroo Qonnaa Fi Misooma Baadiyaa የግብርናና ገጠር ልማት ቢሮ	17971	2741	20712

APPENDICES

Appendix 1

The Ten years (1992 -2001) E.C training performance of PSCO

No	Training year	No. of trainees	Remark
1	1992	518	
2	1993	431	
3	1994	669	
4	1995	2359	
5	1996	5300	
6	1997	3378	
7	1998	5622	
8	1999	10,115	
9	2000	18,139	
10	2001	17,000	
Total		63,531	

Sources: Yearly Brouchure Published by PSCO and annual report

Appendix 2

The five year (1997 – 2001) E.c training performance of PSCO at regional, Zonal and woreda level

No	Training year	Number of trainees			
		Total	Regional	Zonal	Woreda
1	1997	3378	162	223	2993
2	1998	5622	270	371	4981
3	1999	10,115	485	668	8962
4	2000	18,139	871	1198	16070
5	2001	17,000	816	1123	15061
Total		54,254	2604	3583	48,067


ለአሮሚያ ክልል ፕላንና ሲብተር የአቅም ግንባታ ንግግራም (PSCAP)
 ለ5 ዓመታት የተመደበ የበጀት ፍላጎት መግለጫ በጊዜ ሠሌዳ

ተ.ቁ	የገዕዝ ንግግራም ስም	ጠቅላላ ለ5 ዓመታት የተመደበ በጀት	የወጪ መጠን					ምርመራ
			2004/5	2005/6	2006/7	2007/8	2008/9	
1	ICP	300,000,000	39,564,380	72,997,940	86,155,140	66,747,420	34,535,120	
2	JOSP	222,867,471	27,268,548	73,072,085	58,880,731	37,232,459	26,413,648	
3	DLDP	202,151,425	26,187,030	45,977,688	45,723,278	42,689,929	41,576,500	
4	CSRP	52,051,359	20,065,512	14,831,612	9,595,012	4,173,612	3,385,612	
5	UMRP	71,707,600	7,718,500	23,177,100	18,288,900	10,700,200	11,822,900	
6	Tax RP	40,032,000	3,113,000	4,424,500	7,174,500	16,420,000	8,900,000	
7	OCBSO	4,037,145	2,055,804	355,364	656,204	297,804	671,969	
	Grand Total	892,850,000	125,972,774	234,836,289	226,473,765	178,261,424	127,305,748	



This Theses has been submitted for examination with my approval as university advisor

Yekunoamlak Alemu (PhD)

Signature 


Date of Submission July, 2010

Declaration

I hereby declare that this study is my original work done under the guidance of Dr.Yekunoamlak Alemu, as advisor

All relevant materials used are duly acknowledged

Name: Mitiku Workneh

Signature 

Date: July, 2010

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