

**THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT IN EDUCATION
SECTOR: THE CASE OF HADIYA ZONE**

BY

TEMESGEN DEBERO

SCHOOL OF GRADUATE STUDIES

ADDIS ABABA UNIVERSITY



June 2009

Addis Ababa

**THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT IN EDUCATION
SECTOR: THE CASE OF HADIYA ZONE**

**A Thesis Presented to the School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Human Resource and Organizational
Development in Education**

**By
Temesgen Debero**



June 2009

Addis Ababa

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT IN EDUCATION
SECTOR: THE CASE OF HADIYA ZONE**

By

Temesgen Debero

College of Education

Department of Educational Planning and Management

Approved by board examiners

Yekunoamlak Alemu (PhD)

Chair person, Department Graduation Committee

Jeilu Oumer (PhD)

Advisor

Yekunoamlak Alemu (PhD)

Examiner



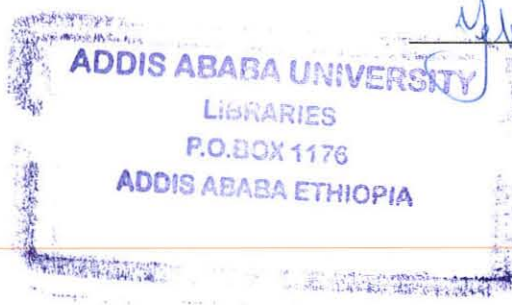
Signature



Signature



Signature



Acknowledgements

At the outset, I would like to express my deepest gratitude and appreciation to Dr. Jeilu Oumer, my thesis advisor, for his unfailing guidance, constructive comments and useful suggestions. For sure, this study would have not been a reality in such form had it not been for his valuable and critical comments.

My warmest gratitude is also extended to my Father, my brothers, and to my sisters for their moral encouragement.

Finally, my special thanks also go to those who helped me in collecting data including the research respondents.

Temesgen Debero

Table of Contents

Contents	Page
Acknowledgements.....	i
Table of contents.....	ii
List of Tables.....	vi
Acronyms and Abbreviations.....	vii
Abstract	viii
CHAPTER ONE	
THE PROBLEM AND ITS APPROACHES.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study	9
1.4 Significance of the Study	9
1.5 Delimitations of the Study	10
1.6 Limitations of the Study.....	11
1.7 Definition of Key Terms.....	11
1.8 Organization of the Study	12
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	13
2.1 The Overview of Human Resource Training and Development	13
2.1.1 Training, Development and Education.....	14
2.1.2 The Relationship between Training and Development	16
2.2 The Components and Benefits of Training and Development	17
2.2.1 Components of Human Resource Training and Development	17
2.2.1.1 Management Development	17
2.2.1.2 Employee Training and Development	18
2.2.2 Benefits of Human Resource Training and Development	19

2.2.2.1 The Benefits of Training and Development for Organizations	19
2.2.2.2 Benefits of Training and Development for Employees.....	20
2.3 Human Resource Training and Development Policy	20
2.4 Human Resource Training and Development Processes.....	21
2.4.1 Human Resource Training and Development Needs Assessment	22
2.4.1.1 Purposes of Needs Assessment	23
2.4.1.2 Levels of Need Analysis	24
2.4.1.3 Prioritizing Training Needs.....	26
2.4.1.4 Methods of Assessing Training Needs.....	27
2.4.1.5 Who Should Participate in Training and Development Needs Assessment?	27
2.4.1.6 The Advantages of Training and Development Needs Assessment	28
2.4.2 Designing Training and Development Programs	28
2.4.2.1 Setting Training and Development Objectives.....	29
2.4.2.2 Selecting and Developing the Content of the Program.....	30
2.4.2.3 Selecting Methods for Training and Development	31
2.4.3 Implementation of Training and Development Program	36
2.4.3.1 Who Participate in the Training and Development Program?	37
2.4.3.2 Who are the Trainers?	38
2.4.4 Evaluating Human Resource Training and Development Program.....	39
2.4.4.1 The Purpose of Training and Development Evaluation	39
2.4.4.2 Who Undertakes Training and Development Evaluation?	40
2.4.4.3 What should be evaluated?	41
2.5 Problems of Human Resource Training and Development	42
2.6 Human Resource Training and Development in the Context of Ethiopia.....	43

CHAPTER THREE

RESEARCH METHODOLOGY45

3.1 Research Method45

3.2 Sources of Data45

3.3 Sampling Techniques.....46

3.4 Data Gathering Tools.....47

3.5 Procedures of Data collection48

3.6 Methods of Data analysis.....49

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA.....50

4.1 General Characteristics of the Respondents50

4.2 Analysis of Variables Related to the Practices and Problems of
Training and Development53

4.2.1 Provision, Arrangement, Job Assignment, and Contents of Training
and Development Programs.....53

4.2.2 The Practice of Conducting Needs Assessment60

4.2.3 Selection Criteria67

4.2.4 Objectives of Training and Development Programs.....70

4.2.5 Selection of Contents for Training and Development Programs72

4.2.6 Issues Related to Methods of Training and Development
Programs Employed.....74

4.2.7 The Practice of Evaluating Training and Development Programs.....78

4.2.8 Problems of Training and Development Programs82

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary85

5.2 Conclusion.....92

5.3 Recommendations94

 Bibliography

 Appendices

List of Tables

	Page
Table 1: Respondents' Distributed by Sex, Age, and Educational Level	51
Table 2: Respondents' Current Position and Work Experience.....	52
Table 3: Provision of Training or Development Programs.....	54
Table 4: Arrangement of Training and Development Program.....	55
Table 5: Kinds of Training and Development Program	56
Table 6: Issues Related with Job Assignment and Relevance of Training and Development.....	57
Table 7: Contents Received from Training.....	59
Table 8: Training and Development Needs Assessment Practices	61
Table 9: Techniques of Training and Development Needs Analysis	63
Table 10: Reasons for Not Conducting Training and Development Needs Assessment...	65
Table 11: Prioritizing Training and Development Needs.....	66
Table 12: Methods of Gathering Information for Training and Development Needs.....	67
Table 13: Selection Criteria for selecting Trainees/Trainers	68
Table 14: Setting Training and Development Objectives	71
Table 15: Selection of Contents for Training and Development.....	73
Table 16: Issues Related to Induction Program	75
Table 17: Reasons for Not Arranging Induction Program	76
Table 18: Techniques of Training and Development.....	77
Table 19: Issues Related to Training and Development Evaluation	79
Table 20: Focuses of Training and Development Evaluation	81
Table 21: Problems of Training and Development Programs	83

Acronyms and Abbreviations

BPR	Business Process Re-engineering
FCSC	Federal Civil service Commission
FDRE	Federal Democratic Republic of Ethiopia
HRM	Human Resource Management
HRD	Human Resource Development
HRTD	Human Resource Training and Development
JIT	Job Instruction Training
KSA	Knowledge, Skills and Attitudes
MOE	Ministry of Education
NGOs	Non Governmental Organizations
OJT	On-the-Job Training
RCBB	Regional Capacity Building Bureau
REB	Regional Education Bureau
SNNPR	South Nations, Nationalities, and People Region
SNNPREB	South Nations, Nationalities, and People Regional Education Bureau
TGE	Transitional Government of Ethiopia
WCBO	Woreda Capacity Building Office
WEO	Woreda Education Office
ZCBD	Zone Capacity Building Department
ZED	Zone Education Department

Abstract

The main purpose of this study was to assess the current practices of human resource training and development programs in education offices of Hadiya Zone and there by single out the strengths and weakness of the programs. Methodology, a descriptive survey method was employed. Simple random, stratified and purposive sampling techniques were used. The data were collected through questionnaire, semi-structured interview, focused group discussion and document analysis. The samples for this purpose were taken from seven woreda education offices and Zone education department. The study comprises a total of 85(61.6%) officials and 53(38.4%) of supervisors as actual sources of information. Data analysis was made using both descriptive and inferential statistics such as cronbach's alpha coefficient, percentage, frequency count, rank, mean comparison, spearman's rank ordered correlation coefficient test and chi-square test, where appropriate. The major findings were the practice of conducting needs assessment prior to training were found very poor; on instances where it was done, individual employees were given little opportunities to determine their own needs. There were absence of criteria for selecting individuals for the programs; as a result opportunities were given based on personal relationships with immediate supervisors and top level managers. The involvement of employees in setting objectives and content selection had been neglected. Most of the training and development programs offered so far were short-term off-the-job and little emphasis has been given to on-the-job training and development methods. The practice of arranging orientation programs to new recruits was neglected; and there were no inbuilt system of evaluation by which the effectiveness of training programs was assessed. Besides, inadequate budget for training and development programs, absence of clearly stated training policy, low priority given to training and development programs, lack of managerial support, inadequate organizational facility, and lack of selection criteria for selecting individuals for the programs were seen as some of the major constraints in their training and development endeavors. It can then be concluded that the offices have lost money on training and development activities because it is poorly designed and not linked to performance problems. Offices effort to participate stakeholders in setting objectives and content selection; and to use on-the-job methods didn't meet the expectations. Thus, in light of the above problems, the following recommendations were forwarded. Needs assessment has to be carried out systematically in the offices. REB and ZED have to develop training and development directive which include guide for needs assessment, selection criteria and other related issues. Participation of stakeholders has to be encouraged in setting objectives and content selection for the programs. The offices have to design and endorse a system of evaluation for training and development endeavors. The offices have to design various projects and negotiate with donor agencies in order to obtain material, financial and technical support.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It generally deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Background of the Study

These days, organizations operate in a dynamic business environment. Market, technological, personnel, and other changes have far-reaching effects on organizations and unless they are prepared and able to move with the times their competitiveness is eroded and their opportunities for growth restricted. However, organizations often find it difficult to adjust to these changes, so one of the management's prime responsibilities is to develop organizations to meet the challenge of the future. This responsibility is exercised by assessing the resources and opportunities available, defining business objectives and efficiently managing the resources allocated to meet these goals (Kenney and others, 1983).

One of the most important resources available to an organization, and many would say the most important, is its employees or human resources (Kenney and others, 1983). This resource differ from other resources in that it has a will, free choice and intrinsic value that are treated differently from other resources. It is through this constituent that other resources (material and financial) would be acquired and used. Moreover, designing for the success of organizations in this competitive dynamic environment mainly lies on the competence and management of their human resources (Mathis and Jackson, 1997; Tayeb, 1997; Cowling and Mailer, 1998).

Inline with this, Tyson and York (1996) stress that helping employees to become effective in their job is one of the fundamentally important tasks in personnel management that any work organization has to undertake. Their competence and commitment largely determines the objective that an organization can set for itself

and its success in achieving them. That is why; most organizations all over the world pay much attention in selecting appropriate candidates in staffing their organizations (Mathis and Jackson, 1997).

The economic, technological and social changes have forced employers to pay particular attention to their manpower policies and practices. In line with this, organizations are required to design a highly dependable human resource management policy to take in and preserve qualified and experienced human resources in an effort towards the achievement of their organizational goals.

However, in today's competitive and rapidly changing environment, many organizations in the economy face environmental, organizational and individual challenges. These challenges exert pressure up on organizational operation and its human resource management. Therefore, it is necessary to cope up and meet the present and emerging strategies of human resource challenges (Noe, 2008). This demands strong capacity, realizing effective and efficient human resource planning, recruitment, selection, training and development, employee benefit and compensation, administration, as well as performance appraisal policy and programs.

It is believed that through training and development the organizations can combat the problem of employees' obsolescence and make them up-to-date, motivated and committed. The more emphasis an organization gives to man power training and development, the more successful it will be over its competitors. This is to say that training and development if it is conducted in the right way, is one of the tools for acquiring competitive advantage over other competing institutions (Cowling and Mailer, 1998).

The beginning of training could be traced to the Stone Age when people started transferring of knowledge through signs and deeds to others (Saiyadain, 1988). Starting from this Age, organizations have given training and development to their employees to reach their desired goals efficiently. Training and development enables an organization to build core capabilities of individuals and organizations, to arm employees with job related skills, knowledge and attitudes. It attempts to improve

employees' performance on the current job and prepare them for an intended job in the future. Besides, it covers those activities which help to improve job performance and bring about growth of personality. Further more, it helps individuals in the progress towards maturity and actualization of their potential capacities. It fosters greater satisfaction to employees and managers (Magginson , 1981; Mondy and Noe,1990).

However, any training and development programs can bring in fruit full outcomes and benefits to the organizations and service- seeking public if it is based on careful need assessment. Mondy and Noe (1990) stress that undertaking such programs simply because others are doing it is just asking for trouble. Inline with this, Kenney and others (1983) said that training may solve some problems but create others if it is not integrated in to the policies and operation of the organization. This in turn calls for proper, accurate, timely, and complete considerations of organizational, task and personnel variables for which either inadequate attention is given or their roles have been underestimated in the organizations when it provides training and development to its employees.

Moreover, training and development needs assessment enables organizations to conduct cost effective training and development programs that solves performance problems such as absenteeism, turnover, recurrent faults, wastage of resources, inabilities to meet deadlines, increased costs, etc., among others.

Evaluating the success is one of the most important elements in human resource training and development activities. Supporting this, Basarab and Root (1993) stated that to ensure training is effective and meets the needs of individual and the organization, a training evaluation process for all training is used to measure the effectiveness of training, identify areas for improvement, and satisfy all stakeholder requirements. However, as per Milkovich and Boudreau (1991), many training and development programs fail to achieve lasting results too often because of vague objectives and poor execution of evaluations.

Human resource training and development is necessary particularly for educational organizations due to knowledge exploitation, technology transfer, promotion of

workers, human morality and other socio- economic demands more critically (Glover and Law, 2000). It should be planned for an organization to be competent enough in the market. In practice, however, a number of organizations have been facing a discouraging challenge in arriving at dependable, quality of work force owing to human resource training and development.

In the Ethiopian context, HRM in the civil service has been concerned mainly with personnel policies and practices, with little attention to strategic management aspect. This failure to see the strategic role of human resource led to the deterioration of competence in the civil service. Since developed men and women are the bedrock of sustainable development of any country, the FDRE is focusing its attention on human resource training and development (FCSC, 1998).

In line with this, the recently introduced system of decentralization has increased the demand for skilled and experienced man power at various levels of the system in general and educational organizations in particular (Abduselam, 2006). Providing trained and experienced human resources to the woreda is one of the most important problems that the government at all levels is struggling with. Even if there is variation from woreda to woreda, almost all of the woreda in the country face critical shortage of qualified human resources (FDRE, 1996). The number of woredas and schools has increased in an attempt to run educational organizations effectively and efficiently. Consequently, the quantity of work force has mounting with peaking demand for human resource management than ever before (Abduselam, 2006).

Currently, emphasis is given to training and development of employees in education sector of SNNPRs. With this regard, Hadiya Zone, one of the largest zones in SNNPR, has taken a lion share of educational employees in the region. Therefore, the education sector of the zone has expected to have a strong base of its human resource management function in general and training and development in particular. Training and development activities should be planned and designed to help the education sector of the zone to accomplish its objectives. So, assessing the practices and problems of human resource training and development and suggesting some

possible solutions for the problems through research seems to be timely and valuable for dependable human resource management practices in the zone.

1.2 Statement of the Problem

To be successful and competitive enough, organizations should have skilled and committed employees. Trained workers contribute more to the organizations success or the desired level of work place productivity. Well-trained worker might be better motivated, require less supervision, be absent less often, have fewer accidents and be more in tune with the wider aims and objectives of the organization (Bolton, 2001).

Training and development can boost the productivity of an organization and reduces its inefficiencies to make itself competitive in this dynamic and globalize world. Besides, it helps to have higher skills and knowledge levels, lower labor turnover, reduced recruitment costs, and greater commitment to the organizations. Further more, training and development results in improved efficiency, improved quality, reduced wastage, improved delivery performance, more efficient scheduling of work, and improved responsiveness to specific customer requirements (Cowling and Mailer,1998).

Now days even though much is not communicated about the outcome of training, in our country many organizations are conducting training and development for their human resources. Starting from the formal establishment by proclamation in 1962, the civil service in Ethiopia has been playing crucial role in discharging services to the public (Negarit Gazeta, 1962). In other words, the civil service has great responsibilities in putting public policy in effect. However, irrespective of its crucial role, the civil service has been characterized by a lot of problems. As Getachew 1998 (Cited in Melaku,2004), the service rendered to the public by the civil service has generally been said inefficient as well as ineffective because of lack of able manpower, among other things, that can implement government directives.

Even though training and development of civil servants helps them effectively perform their duties and also prepare them for future responsibilities, the civil service

has been short of training programs. For instance, a survey conducted by the task force in the civil service reform indicated that 63 percent of the respondents replied that they had never got any training. Besides, the finding indicated that there were no training in key management areas like strategic planning, personnel management, performance appraisal, service delivery and financial management (FDRE, 1996). This shows that the efforts being made by the organizations in improving the capabilities and potential of their human resources in directing their organizations towards the realization of organizational goal has been very low.

Education is a means to sustain and accelerate overall development of a country and a tool in boosting individual performance. It is also a key instrument to produce skilled and healthy manpower. It is basically helps to bring a change and/or development and a means to eradicate poverty. Therefore, if real development is required education shall be given top priority and attention (SNNPR, 2004).

Ethiopia has given due attention to education due to the facts mentioned above. The country has introduced a new education and training policy, and consequently educational office and management that structure at various levels. Currently, the educational offices at various levels are expected to decide on their affairs of managing resources, such as planning, organizing, controlling, and improving the competence of employees in their respective offices. The deepening of decentralization to woreda level has contributed to strengthen woreda level educational institutions. It has also offered opportunities to strengthen local governance, encourage initiatives, increase accountability, broaden the participation of communities, and improve school management and transparency (MOE, 2005).

However, from observations at different regional education conferences, annual educational performance evaluations, and supervision reports the training and development of human resources remained at low level (MCB, 2005). In line with this, the training and development programs in the education sector of SNNPR faced different problems such as mismatch between job and employees, poor performance, employees' lack of initiatives, and lack of commitment to do their daily

tasks. Moreover, problems were created due to inadequate and ineffective training and development needs assessment, using out dated training methods, short duration and inconsistency of the training programs, lack of adequate knowledge and training among those who organize and provide the training programs (SNNPREB, 2006). Supporting this Noe explained that organizations have lost money on training because it is poorly designed, because it is not linked to a performance problem or business strategy, or because its outcomes are not properly evaluated. That is, organizations have been investing money into training simply because of beliefs that it is a good thing to do. The perspective that the training function exists to deliver programs to employees without a compelling business reason for doing so is being abandoned (Noe, 2008).

When we come to the Education sector of Hadiya zone, the situation remains the same. The absence of adequate training of educational managers and employees in terms of knowledge, skills, and attitude hampered the successful implementation of educational policy of the country in general and woredas educational activities in particular. Further more, due to lack of proper training and development programs, educational activities of various woredas in the zone face different problems such as problems in planning, organizing, directing, staffing, and evaluating the woredas educational activities. In most of the woreda education offices' in the zone under study, the educational management is guided by traditional way of management, which affected the quality of education.

More over, some times trainings were also organized with out adequate needs assessment and identification of the crucial areas of the woreda education offices problems of performance of individual employees. The selection of appropriate trainees for the training programs is given less emphasis. Training opportunities are given to individuals who had no proper relation with the job and training offered. There is no systematic and organized evaluation of training program after completion. So this inadequate and inefficient training and development of employees didn't improve the poor performance and low commitment of individuals in undertaking their daily tasks and meeting their organizational objectives.

The researcher of this study had opportunity of working in the zone under study for about three years. All the way through out this period, the researcher began to see the resultant effect of the above mentioned problems causes the woreda education officials and supervisors in problems of planning, organizing, directing, staffing, and evaluating the educational activities. Because of these problems the researcher of this study trusts, it is timely and priority issue to assess the practices and problems of human resource training and development in education sector of the zone. Further more; the course Training and Development the researcher had during first year of this graduate study motivated the researcher's interest in pursuing this topic in more detail.

Therefore, the study was intended to assess the practices and problems of human resource training and development in education offices of Hadiya Zone. It was particularly concerned with finding answers to the following basic questions.

1. To what extent training and development needs are assessed by woreda education offices in the zone?
2. On what basis the woreda education offices:
 - a. select individuals for training and development programs?
 - b. set objectives for training and development programs?, and
 - c. develop contents for training and development programs?
3. Which methods of training and development are most often used by the Woreda education offices?
4. How human resource training and development programs were evaluated in Woreda education offices of the Zone?
5. What problems do the Woreda education offices face in their human resource training and development endeavors?

1.3 Objectives of the study

The major objective of this study was to assess the practices and problems of human resource training and development in education sector of Hadiya Zone so as to forward some achievable recommendations regarding the problems. Besides, the study was guided by the following specific objectives:

1. To assess the practice of training needs assessment conducted by Woreda education offices in the Zone.
2. To identify the mechanisms Woreda education offices used in selecting individuals, setting objectives and developing contents for training and development programs.
3. To identify the human resource training and development methods mostly used by the Woreda education offices in the Zone.
4. To assess the mechanism of evaluating human resource training and development programs in Woreda education offices of the Zone.
5. To pinpoint the major problems the Woreda Education offices face in their human resource training and development endeavors.

1.4 Significance of the Study

Human resource training and development is critical to the success of the organizations. It can help employees develop skills needed to perform their jobs, which directly affect the organizations business strategy. Giving employees' opportunity to train and develop creates a positive work environment, which supports the business strategy of the organization by attracting talented employees as well as motivating and retaining current employees (Noe, 2008). Organizations must create opportunities for efficient utilization and development of the knowledge and skills of its employees to achieve its operational objectives. Workers who lack the needed capacities can create problems that undermine efficient operations. Hence, this study has paid attention to assess the practices and problems of human resource training and development in education sector of Hadiya Zone. The findings of this study may serve as follows:

1. The result of the study may enable to indicate direction to the education offices of the zone in designing, executing and evaluating human resource training and development programs in the future.
2. It may help to identify the major problems of human resource training and development endeavors at various levels of education sector in the zone and bring to the attention of all concerned to take corrective measures in due time.
3. It may help to forward some specific and practical recommendations for the future actions towards the issue for decision makers at zonal level.
4. The study may serve as a stepping stone for others who want to pursue further study in the area.

1.5 Delimitations of the Study

The research was conducted in Hadiya Zone of Southern Nations; Nationalities and People Regional State. There are ten Woredas and one Town administration in the zone. However, for the purpose of its manageability, the study was delimited to seven woredas education offices and the zonal education department with the intention that their practices provide good representation of the whole education sector in the zone. Besides, the study was focused on the practices of human resource training and development related to needs assessment, selection of individuals, setting objectives, developing contents, and evaluation. Further more; the study was also focused on major problems the education sector faced in human resource training and development endeavors.

More over, the study was also delimited to the practices and problems of human resource training and development in education sector of the zone since 1998 E.C. Furthermore, the study is delimited to education officials (heads, process owners, and performers) and educational supervisors of the sample education offices.

1.6 Limitations of the Study

In conducting this study, the student researcher encountered some constraints, which may serve as factors that contributed to the limitation of the study. These included poor cooperation from concerned people in some offices, unwillingness to fill and return questionnaires on time, unwillingness to take interview and some of the financial constraints were the major limitations of the study. As a result of these limitations, the outcome of the study was not as complete as it was initially anticipated.

1.7 Definition of Key Terms

Human Resources: the people who are involved directly or indirectly in the teaching learning activities in the sector.

Training: is the process used to improve knowledge, skills, and attitudes of individuals to be more effective in their present jobs or prepare them for future assignment (Saiyadain, 1994:217).

Development: knowledge, skills, attitudes and perceptions (the systematic process of education, training and growing by which a person learns and applies information) (Magginson, 1981:205).

Office Holders: refers respondents who are working in the offices (i.e heads, Process owners and performers).

Supervisors: refers to respondents who are working at cluster schools and link offices with the schools.

Zone: In Ethiopian context refers to administrative subdivision of the region (TGE, 1992:7).

Woreda: refers to administrative subdivision of a Zone, which is the basic administrative hierarchy of a national or regional government (TGE, 1992:8).

1.8 Organization of the Study

The study consists of five chapters. Chapter one deals with introducing the problem, where by, background and statement of the problem; objectives, basic questions and significances; delimitations and limitations of the study; definition of key terms; and organization of the study are included. Chapter two is committed to the review of related literature so as to lay the theoretical foundation of the study. Chapter three is concerned with the research design and methodology under which the method, data sources, sampling techniques, and the types of instruments used are discussed in detail. Chapter four treats the analysis and interpretation of the data gathered. Chapter five presents the summary of major findings, conclusions drawn upon the findings, and possible recommendations. Finally are attached lists of reference materials used in the study, questionnaires and interview guides.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature so as to lay the theoretical framework of the study. Areas the chapter treats include the general overview, components, benefits, policy, design, implementation and evaluation of human resource training and development programs. Moreover, it includes problems of human resource training and development and its practices in the context of Ethiopia.

2.1 The Overview of Human Resource Training and Development

Globalization of business, demographic changes, new technologies, and economic changes are several of the forces that influence all aspects of our lives: how we purchase products and services, how we learn, how we communicate with each other, and what we value in our lives and on the job (Noe, 2008). These forces are evident in educational policy around the world in driving their education systems to produce more skilled, flexible and adaptable employees (Barker and others, 2007). Thus, there is pressure for organizations to readapt the products and services produced, the manner in which products and services are produced and offered, the types of jobs required, and the types of skills necessary to complete these jobs (Decenzo and Robbins, 1988). With this regard training and development of employees playing an important role. Therefore, every organization needs to have well trained and experienced employees to perform the activities that have to be done.

Different authorities provide different definitions for human resource training and development (Foot and Hook, 2005; Harris and Desimone, 1994; Saiyadain, 1995; Mondy and Noe, 1990; Vohra, 2006). For instance, in a broader sense HRD has been defined by Harbinson and Myers (in Vohra 2006) as the process of increasing knowledge, skills and capacities of all the people in an organization or in a society. It is viewed in a wide perspective incorporating the political, social, and economic dimensions, which are closely linked together (Aregash, 2006). Specifically, Harris and

Desimone (1994) defined HRD as a set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands. Moreover, Mondy and Noe (1990) defined it as a planned, continuous effort by management to improve employee competency level and organizational performance through training, development, and education programs.

To sum up, even though human resource development has been defined in a number of ways by different authorities, the central idea remains more or less the same. That is human resource development activities mainly focused on improving employees' competence and organizational performance through training, development, and education. Hence, human resource development programs must respond to job changes and integrate the long-term plans and strategies of the educational organizations in order to ensure the efficient and effective use of resources.

2.1.1 Training, Development and Education

Training is defined as planned programs undertaken to improve knowledge, skills, attitudes, and social behavior so that the performance of the organization improves considerably (Cascio, 1986; Decenzo and Robbins, 1988, Vohra 2006, Noe, 2008, Foot and Hook, 2005; Cowling and Mailer, 1998). It includes all forms of planned learning experiences and activities whose purpose is to provide changes in current job performance and other behavior through the acquisition of new knowledge, skills, beliefs, values, and attitudes (Bolton, 2001). Moreover, it is defined as a systematic process of changing the behavior, knowledge, and motivation of present employees to improve the match between employee characteristics and employment characteristics (Milkovich and Boudreau, 1991).

Thus, training is aimed at achieving a change in the behavior of those trained and to enable them to do their job better. Its purpose is to achieve effective performance in an activity or range of activities. Training helps the organizational members to learn how to carry out satisfactorily the work required of them in their present job. It is

designed to maintain or improve employees' current job performance deficiencies by changing their attitude, improving knowledge, and developing their skills. That means training is mostly directed at helping organizational members (employees) perform better on their current jobs. As a result it enables the trainee to achieve the goals and objectives of his/her organization.

Development on the other hand is a process where by individuals learns through experience to be more effective. It aims to help people utilize the skills and knowledge that education and training have given them not only in their current jobs, but also in future jobs (Truelove, 2000). It refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and organization (Noe, 2008). Development is any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance (Cole, 2002). Development improves learning opportunities aimed at the individual's growth but not restricted to a specific present or future jobs (Bernardin, 2004; Mondy, 1990).

In conclusion, organizational members can enhance their development activities through both planned development programs and work experiences. Developmental activities have a long-term focus on preparing organizational members for future responsibilities while increasing the capacities of employees to perform their current jobs. Therefore, educational organizations need to give great emphasis on their employees' developmental activities in order to prepare them for future responsibilities as well as to increase their capabilities to perform their present jobs. This helps to satisfy future organizations manpower requirements and individuals' growth needs in the work place.

Moreover, education is any long-term learning activity aimed at preparing individuals for a variety of roles in society: as citizens, workers, and members of family groups (Cole, 2002). According to Hook and Foot (2005), education has been considered as activities which aimed to develop the knowledge, skills, moral values, and understanding required in all aspects of life rather than knowledge and skill relating

only to a limited field of study. As to Vohra the education and training have to be understood in a relative mix of knowledge and skills. Education has more of knowledge and understanding whereas that of training has more of understanding and skills (Vohra, 2006).

To wind up this part, training, development, and education are learning activities which are concerned with the acquisition of knowledge, understanding, skills, and attitudes. There is no such clear demarcation between training, development, and education. They are only different aspects of the same idea, which is to develop human resources within organizations.

2.1.2 The Relationship between Training and Development

Training and development is dependent upon each other. Training is one of the important methods of human resource development. Human resources are developed on the job through systematic informal training programs in adult education and through membership in various political, social, religious, and cultural groups (Vohra, 2006). Both training and development focus on current and future personal and company needs (Noe, 2008). Both focus on the improvement of the knowledge, skills, and abilities of individuals (Harris and Desimone, 1994). Training activities which are directed at addressing a short-term problem will also help the employee develop the range of skills necessary for long-term success (Bolton, 2001).

However, the two terms are not synonymous. Supporting this Mathis and Jackson have pointed out that there is the existence of distinction between training and development (Mathis and Jackson, 1997). Noe adds that although training and development are similar; there are important differences between them. Training is focused on helping improve employees' performance in their current jobs (Noe, 2008; Kenney and others, 1983). It is understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task (Cole, 2002).

On the other hand, development helps prepare them for other positions in the organization and increases their ability to move into jobs that may not yet exist (Noe, 2008). It will be seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance (Cole, 2002).

To sum up, training and development activities begin with in an organization when new employees enter an organization, usually in the form of employee orientation and skill training. Thus, both training and human resource development focuses on improving employees' competency level. Even though training is directed at improving employees' knowledge, skills, and attitudes in their current job, this will also help them develop for future performance. On the other hand, the future performance focus of human resource development also helps employees to perform their current jobs efficiently and effectively.

2.2 The Components and Benefits of Training and Development

2.2.1 Components of Human Resource Training and Development

Human resource training and development consists of two main components: management development and employee training and development. Each of them is discussed hereunder.

2.2.1.1 Management Development

Management development is any attempt to improve managerial performance by imparting knowledge, changing attitude, or increasing skills (Dessler, 2005). It refers to the training and development programs for supervisors and managers and often excludes programs for professionals, skilled operative employees, and semi-skilled and unskilled operatives (Anthony and others, 1993). Management development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge (Krishna and Aquinas, 2004). Moreover, it is an organization's conscious effort to provide its managers with opportunities to learn, grow, and change, in hopes of producing over

the long term a cadre of managers with the skills necessary to function effectively in that organization (Harris and Desimone, 1994). Organization wanted its managers to develop skills in communication, creating trust, coaching and other interpersonal actions that would help the organization retain good employees (Noe, 2008). Managers and team members should complete the accompanying self-assessment of team and interpersonal skills. This inventory will help direct efforts at self improvement (Hanlin and Johns, 1991).

In sum, management development focuses on improving the competency level of managers. Managers perform certain functions that are essential to the organizations survival and prosperity. Their talent is the most important asset of any organization. Management development, therefore, is of paramount importance to have effective and desired managerial talents to meet the organization's demand. Therefore, educational organizations need to develop the talented employees and maintain manager skills to meet future demands.

2.2.1.2 Employee Training and Development

Employee training and development is a process in which the employees of an organization are continuously helped to acquire or sharpen capabilities required to perform various tasks and functions associated with their present and future expected roles. It helps employees to develop their general enabling capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and/ or organizational development purposes (Saiyadain, 1995). It is a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands (Harris and Desimone, 1994). Furthermore, it refers to the total structure of on-the-job and off-the-job programs utilized by organizations in developing employee skills and knowledge necessary for proficient job performance and career advancement (Anthony and others, 1993).

Thus, employee training and development is aimed at developing the abilities of non-managerial employees to satisfy the current and future needs of the organization. It is

focused on continuous improvement in the quality of work performed by organizational members. Employee training and development also help to equip the organizational members with the necessary knowledge, skills, abilities and attitudes to perform their jobs that help for the better achievement of organizational goals. Therefore, organizations should consider its importance and give much attention to employee training and development.

2.2.2 Benefits of Human Resource Training and Development

Effective training and development helps to contribute significantly to the improvement of competitiveness, productivity, and quality of services to customers. Training and development provides several benefits to both organizations and employees (Cowling and Mailer, 1998).

2.2.2.1 The Benefits of Training and Development for organizations

The benefits that organizations might expect from an increased training and development effort are numerous. Training and development can help employees to increase their level of performance on their present assignment; increases the skill of an employee in the performance of a particular job; increase both quality and quantity of output; increases employees morale, less supervisory pressure, improves product quality, increases financial incentives, etc. that result in better organizational climate; and prevents manpower obsolescence by fostering the initiative and creativity of employees. Further more; training and development helps in building an efficient and loyal workforce. Trained personnel will reduce wastage in materials and damage to machinery and equipments (Krishna and Aquinas, 2004; Cole, 2002; Bolton, 2001).

In conclusion, training and development of human resources benefit organizations by improving productivity and profitability, reducing costs and wastage, enhanced quality, improving employee orientation, increasing customer satisfaction, and facilitating competitive advantage. Training and development can help the educational organizations to solve the problems of employees' obsolescence and

make them motivated and committed and hence a better chance of achieving organizational goals.

2.2.2.2 Benefits of Training and Development for Employees

Training and development provides a lot of benefits to employees within the organization. It helps organizational members to increase in personal repertoire of skills, increased job satisfaction, increased value of employee in the labor market, and increased prospectus of internal promotion (Cole, 2002). In addition, it helps employees to enhance their personal growth; to develop new skills; to have higher earning capacity; to adjust their capacity with changing technology; to increase their safety; and to develop a feeling of confidence in the minds of employees (Krishna and Aquinas, 2004). Moreover, it helps the new employees to adjust to the organization and prevent the obsolescence of the employees by updating their skills and knowledge (Saiyadain, 1995).

To generalize this part, training and development has so many benefits for an organization as well as the individual employee and is an important tool for effective human resource management. It is also believed that through training and development the educational organizations can solve the problems of employees' obsolescence and make them up-to-date, motivated and committed. At the present and future changing and competitive environment training and development of human resource makes organizations successful competitors. Therefore, educational organizations need to have due attention for continuous training and development of their employees.

2.3 Human Resource Training and Development Policy

Training and development program to be effective, organizations need to have a well defined and clearly stated policy. This helps to highlight the organization's approach to the training function, provides guidance for design and execution, and provides information regarding to the programs to all employees. Besides, its document helps to communicate the organization's interest regarding employees'

career development and also gives the employee the opportunity to better prospects through training (Monappa and Saiyadain, 1999; MCB, 2005).

According to Bolton in considering its training policy the organization is asking itself to make a commitment to training, and to ensure that it serves the purpose of developing the long-term interest of the organization. He further said that training policies need to be developed in line with the human resource planning activities of the organization; in such a way to gain the support of line managers; so that the current and future problems of managers and their staff can be identified and overcome (Bolton, 2001).

The training policy of an organization will usually be included in a range of policies dealing with human resources. The policy statements set out what the organization is prepared to do in terms of developing its employees (Cole, 2002). According to Truelove some of the elements that should be incorporated in a policy document includes: training for occupational competence, induction training, training for change, formal training schemes, training for people who become incapacitated, an equal opportunity statement, the aim and objectives of the training function, responsibilities for identifying training needs and formulating plans, and responsibility for deciding the training budget (Truelove, 2000).

In sum, human resource training and development policy serves as a source of guidelines for the provision of relevant training and development programs. It helps to communicate top management's intention, defines the organization's responsibility for the development of employee, helps those responsible for training, and states training opportunities available to employee. Hence, educational organizations need to have training and development policy that helps them in guiding decision-making process in relation to training and development.

2.4 Human Resource Training and Development Processes

According to Noe (2008), there is not one universally accepted instructional systems development model. However, as to him the training design process sometimes is referred to as the ADDIE model because it includes analysis, design, development, implementation and evaluation. The process discussed hereunder follows this model.

2.4.1 Human Resource Training and Development Needs Assessment

Training and development is largely designed to help the organization accomplish its objectives. The ability to identify areas in which training and development can make a real contribution to organization success is crucial (Cowling and Mailer, 1998). Decisions about whether or not to provide training for employees, and what type of training should be provided, have typically been based on the determination of training needs within an organization (Taylor and others, 1998). Therefore, in order to train and develop employees effectively it is necessary first to decide in some detail what specific knowledge and skills the jobs involve, what the individual already possess, and what gaps in such knowledge and skill training can fill (Bolton, 2001).

Needs assessment can be defined as the process of evaluating the organization, individual employees, and employees' tasks to determine what kind of training, if any, are necessary (Noe and others, 2007:210). It is a process by which an organization's HRD needs are identified and articulated. It is the starting point of HRD and training process (Harris and Desimone, 1994). Moreover, Saiyadain (1995:219) defined it 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.

Bolton identifies nine key areas where training will be needed in most organizations on an ongoing basis. These include: New recruits to the company; transferees within the company; promotions; new plant or equipment; new procedures; new standards, rules, and procedures; new relationships and authorities; the maintenance of standards; and the maintenance of flexibility (Bolton, 2001). However, there are many ways of overcoming deficiencies in human performance at work, and training is only one of them. Some of the ways of overcoming deficiencies other than training includes: improving pay, motivation, replacing machinery, simplifying procedures, commitment and practice of employees who should be carrying out the work for which they have received training (Cole, 2002; Noe and others, 2007; Rae, 2003).

Needs assessment is aimed at determining the difference between actual and required performance of employees. It identifies the gap between what the employees actually know that enables them to do their duties and what is required of them to perform their duties competently. We can also observe that there are training and non-training solutions for performance deficiencies of employees at work. Organizations should differentiate between the two before taking training and development program as a remedy to all performance deficiency problems.

2.4.1.1 Purposes of Needs Assessment

Training and development should be based on assessment of needs. This need exists in any work situation, when an actual condition of work behavior differs from the desired condition in any aspect of organizational performance. It also exists when there is a change in the objectives of the organization or in the introduction of new programmes, practices and techniques (Vohra, 2006; Noe, 2008).

The purpose of needs assessment is to determine whether there is a gap between what is required for effective performance and present level of performance (Tyson and York, 1996). Needs assessment helps to identify the organization's goals and its effectiveness in reaching these goals; and identify discrepancies between employees' knowledge and skills required for effective job performance. Besides, it helps to identify the discrepancies between current skills and the skills needed to perform the job successfully in the future, and identify the conditions under which the HRD activities will occur (Harris and Desimone, 1994). Further more, it assures effective direction for training and saves money by ensuring appropriate action (Rae, 2003).

Despite its importance, many organizations do not perform needs analysis. One of the reasons for their unwillingness is that needs assessment can be difficult and time consuming process. Managers often decide to use their limited resource to develop, acquire and deliver training and development programs rather than to conduct an activity they see as a preliminary study. Lack of support for needs assessment and the incorrect conclusion that it is unnecessary hinders most of the organizations from undertaking this activity (Harris and Desimone, 1994).

2.4.1.2 Levels of Need Analysis

Human resource training and development needs can be identified at three levels: at the organization level, job/task level, and person/ individual level (Milkovich and Boudreau, 1991; Saiyadain, 1995; Harris and Desimone, 1994; Cowling and Mailer, 1998; Noe and others, 2007; Belcourt, 1996; Noe, 2008). Each of these levels will be discussed hereunder.

I. Organizational Analysis

Organizational analysis is a process used to better understand the characteristics of the organization to determine where training and development efforts are needed and the conditions with in which they will be conducted (Harris and Desimone, 1994). It is the process for determining the appropriateness of training by evaluating the characteristics of the organization (Noe and others, 2007). Organizational analysis examines the organization's objectives and goals, resource needs and efficiency indices in order to determine where training is needed (Taylor and others, 1998). Besides, it can be described as the study of the system-wide components of an organization that may have impact on a training program including an examination of the organizational goals, resources of the organization, climate of training, and internal and external constraints present in the environment (Cowling and Mailer, 1998; Belcourt, 1996).

Organization analysis involves identifying whether training supports the organization's strategic direction; whether managers, peers and employees support training activity; and what training resources are available (Noe, 2008). It involves a comprehensive analysis of organizational structure, objectives, culture, processes of decision making, future objectives, and so on.

Organization analysis looks training and development needs in light of the organization's strategy, resources available for training and development, and management's support for training and development activities.

Organizational analysis can be undertaken using a variety of sources of information: human resource data can show training weaknesses; departments or areas with high turnover, high absenteeism, low performance or other deficiencies can be pinpointed, and their specific training needs investigated. Specific sources of information for organizational level needs analysis may include grievances, accident records, observations, exit interviews, customer complaints, waste or scrap quality control data, etc (Cowling and Mailer, 1998).

II. Task Analysis

Task analysis is the second area of training and development needs assessment. It can be defined as the process of identifying the tasks, knowledge, skills, and behaviors that training should emphasize (Noe and others, 2007; Noe, 2008). Task analysis determines the content of a training program based on a study of the tasks or duties involved in the job (Belcourt, 1996). It systematically collects data about a specific job or group of jobs to determine what an employee should be taught to achieve optimum performance (Harris and Desimone, 1994).

Task analysis focuses on the objectives or outcomes of the tasks that employees perform and provides an extremely flexible and useful method for analysis. This includes a detailed examination of each task component of a job, performance standards of a job, methods and knowledge the employee must use in the performance of job tasks, and the ways in which employees learn these methods and acquire the needed knowledge (Cowling and Mailer, 1998; Harris and Desimone, 1994; Taylor and others, 1998).

Job descriptions and job specifications provide information on the performances expected and details necessary for employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training and development needs can be identified (Cowling and Mailer, 1998).

III. Person Analysis

Person analysis is a process for determining individuals' needs and readiness for training (Noe and others, 2007; Noe, 2008). It is the determination of specific skills, knowledge, and attitudes required of people on the job (Belcourt, 1996; Cowling and Mailer, 1998). Person analysis involves determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design problem (Noe, 2008).

Person analysis is best performed by someone with the opportunity to observe the employee's performance regularly—typically the employee and the employee's immediate supervisor (Harris and Desimone, 1994). Generally, such indicators as production data, meeting dead lines, quality of performance, personal data such as work behavior, absenteeism, late coming provide input for man analysis (Saiyadain, 1995).

To conclude this part, organizational analysis is concerned with identifying whether training fits with the organizations strategic objectives and whether the organization has the budget, time and expertise for training. Task analysis is concerned with identifying the tasks, knowledge, skills, and behaviors that training should emphasis. Person analysis on the other hand focuses on employee, his skills, abilities, knowledge, and attitude. Therefore, organizations need to consider the information from all the three sources before the decision is made to devote time and money for training and development endeavors.

2.4.1.3 Prioritizing Training and Development Needs

Assuming that a needs analysis reveals multiple needs, management and the HRD staff will have to prioritize these needs. As in any organizational function, there are limited resources available for the HRD effort. Decisions must be made about what resources- including facilities, equipment, materials, skilled personnel, travel, and consultant fees-will be used in the HRD programs (Harris and Desimone, 1994). There

fore, after identifying training and development needs, those needs should be prioritized to implement them in the order of urgency and criticality.

2.4.1.4 Methods of Assessing Training Needs

A systematic assessment of training need is necessary to formulate a purposeful training program. It should not be made only on the basis of job description but the job perceived and job performed should also be taken in to consideration. The tool developed for training need assessment should cover all aspects of needs relevant to the job requirements of the extension personnel (Vohra, 2006).

Several methods are used to conduct needs assessment. But, the one you select should complement the organization's culture and structure (McCielland, 1992). As to Noe these include: observing employees performing the job, utilizing online technology, reading technical manuals and other documentation, interviewing, conducting focus groups, complete questionnaires designed to identify tasks and knowledge, skills, abilities, and other characteristics required for a job (Noe, 2008). According to Vohra, the methods of training need assessment such as knowledge test, interviews, observations, workshop, perception by self, perception by supervisor and combination of self and supervisors should be given more priority (Vohra, 2006).

2.4.1.5 Who Should Participate in Training and Development Needs Assessment?

Generally, the responsibility for training and development must lie with the senior management of the organization (Cowling and Mailer, 1981; Bolton, 2001; Tyson and York, 1996; Cole, 2002). However, in practice it is the direct responsibility of personnel managers, training managers, training officers, instructors, line managers, and supervisors. The nature and extent of involvement of each of these groups depends on the policy and culture of the organization concerned. There is no one best way of organizing training and development in organizations. What is important is that those who are concerned with carrying out the training and development are themselves prepared for, and committed to, achieving their tasks (Cole, 2002).

A number of activities in training and development are not performed because the responsibility for them is not fully accepted by any group (Rae, 2003). However, junior managers, line managers, the trainer, and individual workers have the responsibility for carrying out training and development needs assessment (Rae, 2003; Noe, 2008). They further underline that all of them should play their full parts in training and development needs identification and analysis. But, for some particular instances, where there is lack of expertise, external consultants could be recruited to conduct needs assessment.

2.4.1.6 The Advantages of Training and Development Needs Assessment

The advantages to training and development needs assessment are numerous. It pinpoints the problems. A training and development needs analysis will clarify a suspicion that some thing is wrong in a particular area of work and, will detail the exact nature of the problem and also suggest the best ways to solve it. Besides, it helps to identify the size of the problem and the scale of the need. Once the extent, size and nature of problem have been identified and analyzed, guidelines are suggested to the most appropriate solution. Further more, it helps to provide training objectives – a specific statement and outline of the content of the training program (Rae, 2003).

Therefore, before new training is embarked upon, or existing training continues, organizations should identify training and development needs. Failure to conduct any form of training and development needs assessment leave the organizations open to criticisms of over-use and waste of money spent on unnecessary training. So every attempt must be made to identify and analyze the training and development needs accurately.

2.4.2 Designing Training and Development Programs

Once a policy has been established and training needs have been determined, it becomes necessary to begin the process of meeting those needs by designing various training programs that will be offered or to rework (Truelove, 2000). In each

case this involves setting objectives, determining program contents and deciding on training methods and techniques. The designing work may be done by specially designed training and development professionals especially for programs to be offered several items, or left to individual instructors (Heneman , 2000) .

2.4.2.1 Setting Training and Development Objectives

An objective is a specific outcome that the training program is intended to achieve (Cowling and Mailer, 1998:69). Sound objectives should specify what learning trainees should be able to demonstrate by the end of training. It is typically set for trainee rather than the organization through the outcome that should ultimately lead to the achievement of organizational goals (Tyson and York, 1996; Cowling and Mailer, 1998).

According to Noe and others (2007) effective training objectives have three components:

1. A statement of what the employee is expected to perform
2. A statement of the quality or level of performance that is acceptable
3. A statement of the conditions under which the trainee is expected to apply what he or she learned

Sound training objectives should be expressed in learner-oriented terms; as specific as possible about terminal performance, standards required, and attendant conditions; as measurable as possible and capable of achievement in the time allowed for training; and expressed in language that clearly states what the trainees have to do (Tyson and York, 1996).

Setting objectives for training and development program have several advantages. These includes: the appropriate amount of training is given; irrelevant and unnecessary content is avoided, so that the time taken for the programme is not excessive as well as learning messages are clear to the learners; guidelines are provided for the design and planning of the programme as a whole and its more detailed constituent parts; provide the base by which the programme is validated for success; and written objectives provide quantitative material on which any

investigation for possible revision can be based (Rae, 2003). In addition, they assist in developing the criteria to be used in evaluating the training outcome; form the basis for selecting the program contents and methods; helps participants to focus their own attention and efforts during the program; and help trainers to communicate with employees participating in the program (Noe and others, 2007; Harris and Desimone, 1994; Cowling and Mailer, 1998).

Thus, objectives are guides for future actions in an organization. They are something towards which an effort is directed. Training objectives are determined based on identified needs. So, this helps to limit the contents and to draw criteria for evaluation after the completion of the program. Therefore, emphasis should be given to it to determine with care.

2.4.2.2 Selecting and Developing the Content of the Program

Contents of training are very much influenced by the purpose and need for training. 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 vary according to the level of participants in a training program. At higher levels, conceptual abilities probably are more important and hence one should focus on theories, frame works, and concepts, etc. while at lower levels the emphasis may be on techniques, methods and application, etc. However, this does not mean that at lower levels conceptual knowledge is not important (Saiyadain, 1995).

As to Cole (2002) in deciding what is required in terms of substantive content, trainers will need to ask a number of important questions: What essential facts, ideas, principles and procedures are needed for the job concerned? What necessary trainee knowledge, skills, or attitudes are implied in the objectives or goals set for this learning activity? How useful to the trainees (and to the organization) will this information be? What would be an appropriate level of content, given the nature of the learners? How transferable or durable is the knowledge, skills, or attitudes we

propose to include? And how feasible is the content in the light of the time and resources available?

Once the relevant boundaries of a training program have been agreed, there is a need to decide the sequence of events. This will depend on the needs and abilities of the learners, as well as on the skills and knowledge of those responsible for training (Cole, 2002). The contents should follow from simple to complex, from the known to unknown, from the concrete to abstract, or from general to specific logic. In addition, the pace of the training should neither too fast nor too slow. In both extreme cases there might be a loss of interest. Both the sequencing and pace are very important for sustaining the interest of participants (Saiyadain, 1995).

To wind up, contents set for training programs help to remove the skill obsolescence of jobholder in order to perform his/her tasks effectively. The information included in the content is useful for trainers to remove performance deficiencies and for organizations to achieve its business objectives. It needs care in designing and developing contents for training and development programs.

2.4.2.3 Selecting Methods for Training and Development

When we talk about training methods we are essentially discussing the means by which we intend to communicate information, ideas, skills, attitudes and feelings to learners (Cole, 2002). The chosen training and development method should: motivate trainees to improve his or her performance; clearly illustrate desired skills; provide for active participation by trainee; provide an opportunity to practice; provide timely feedback on the trainee's performance; provide some means for reinforcement while the trainee learns; be structural from simple to complex tasks; be adaptable to specific problems; and encourage positive transfer from the trainee to the job (Cascio, 1986).

Several authorities have identified a variety of training methods. In general, training methods can be grouped in to two broad categories: on-the-job methods and off-

the-job method (Harris and Desimone, 1994; Cole, 2002; Krishna and Aquinas, 2004; Noe and others, 2007; Bolton, 2001). Each of them is discussed hereunder.

A. On-the-Job Training and Development Methods

On-the-job training refers to a new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior (Noe, 2008). It refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the work place (Noe and others, 2007). It involves conducting training at the trainee's regular work station (Harris and Desimone, 1994). Under this method, the employee is given training at his work place by his immediate superior who knows exactly what the trainees should learn to do (Krishna and Aquinas, 2004).

On on-the-job training methods, the personnel department has the key role in the supervision and direction of career paths to enable employees to widen their horizons and to develop their capabilities to assume wider responsibilities for the future. Line managers also obviously have the main responsibility for training their own staff at the work place (Tyson and York, 1996). Some of the most common techniques of on-the-job training methods are discussed below.

I. Induction

Induction is a planned process where by new employees are introduced or adjusted to the job, co-workers, supervisors and the organization (Gomez-Mejia and others, 2000; Mathis and Jackson, 1997). It helps to establish desirable relationships with co-workers and supervisors, and to promote safe working habits which may reduce the likelihood of grievances, rule violation, discharge and resignations (Milkovich and Boudreau, 1988; Tracy, 1984).

Induction programs help to reduce the new employee's stress and anxiety; minimize start up costs and staff turnover; reduce the time it takes for the new employee to reach proficiency; assist the new employee in learning the organizations values and expectations and in acquiring appropriate role behaviors; help the new employee

adjusts to the workgroups and its norms rapidly and encourage the development of positive attitudes (Harris and Desimone, 1994).

ii. Job Rotation

Job rotation involves providing employees with a series of job assignments in various functional areas of the organization or movement among jobs in a single functional area (Noe, 2008). It involves a series of assignments to different positions or departments for a specified period of time. During this assignment, the trainee is supervised by a department employee, usually a supervisor, who is responsible for orienting, training and evaluating the trainee (Cole, 2002; Harris and DeSimone, 1994).

The purpose of position rotation is to broaden the background of the employee in various positions (Cole, 2002). It has the advantage of widening the skill base of individuals as well as ensuring that every one is familiar both with whole tasks and for covering when there is sickness and absence (Cowling and Mailer, 1998). Knowledge and skills learned in the new position should help the employee to perform their own job better, or prepare them for future career moves (Bolton, 2001). Job rotation helps employees gain an overall appreciation of the organization's goals; increase their understanding of different organization functions; develop a network of contacts; and improves their problem-solving and decision-making skills (Noe, 2008).

iii. Coaching

Fourines (in Harris and Desimone 1994:266) defined coaching as a face-to-face discussion between a manager and a subordinate to stop performing an undesirable behavior and begin performing desirable behavior. It is a mutual conversation between a manager and an employee that follows a predictable process and leads to superior performance, commitment to sustained improvement and positive relationships. Coaching occurs between the employee and their supervisor, and focus on examining employee performance and taking actions to maintain effective performance and correct performance problems (Noe, 2008; Harris and Desimone, 1994).

Merits and Demerits of On-the-Job Training Methods

On-the-job training methods have several advantages over class room training methods. It facilitates the transfer of learning to do the job because the trainee has an immediate opportunity to practice the work tasks on the job. It is a relatively cheaper and less time consuming as no additional personnel or facilities are required for training. As the trainee gets a feeling of actual production conditions, it increases the effectiveness of training (Harris and Desimone, 1994; Krishna and Aquinas, 2004; Vohra, 2006). Moreover, it can be customized to the experiences and abilities of trainees. It can be offered at any time, and trainers will be available because they are peers or managers. Both trainees and trainers are at the job site and continue to work while training occurs (Noe, 2008).

Despite of its advantages, OJT suffers from certain demerits as well. The job sites may have physical constraints, noise, and other distractions that could inhibit learning. Using expensive equipment for training can result in costly damage and disruption of the production schedule. Using on-the-job training while customers are present may lead to customer inconvenience and a temporary reduction in quality of service while the employee is being trained. On-the-job training involving heavy equipment or chemicals may threaten the safety of others who are working in close proximity. The experienced employee may lack expertise or inclination to train the juniors. The training programme itself is not systematically organized (Harris and Desimone, 1994; Vohra, 2006; Noe, 2008).

B. off-the-Job Training and Development Methods

Off-the-job training simply means that training is not a part of every job activities. It is useful when concepts, attitudes, theories and problem solving abilities are to be taught. It is associated more with knowledge than skill (Krishna and Aquinas, 2004). There are different techniques of off-the-job training and development methods. Some of the most common off-the-job techniques are discussed hereunder.

i. Lecture Method

Lecture method refers to a verbal presentation of ideas, concepts, theories, issues and information by trainer to audience (Vohra, 2006; Saiyadain, 1995). It involves having an instructor present material to a group of learners. Lecture method is relatively inexpensive to develop and deliver, and it can be effective in imparting factual knowledge quickly and efficiently. Further more, it is an efficient way of transmitting factual information to a large audience in a relatively short amount of time (Milkovich and Boudreau; 1991; Harris and Desimone, 1994; Noe, 2008).

ii. Case Studies

A case study is a description and explanation of a real life event from which the trainee can draw lessons, examples, and illustrations (Bolton, 2001). It is a written description of an actual situation in business which provokes, in the reader, the need to decide what is going on what the situation really is or what the problems are, and what can and should be done (Vohra, 2006). Under this method, the trainees may be given a problem to discuss which is more or less related to the principles already taught. It gives the trainee an opportunity to apply his knowledge to the solution of realistic problems (Krishna and Aquinas, 2004).

The case study is a training method that utilizes simulated business for trainees to solve. It helps to determine problems, analyze causes, and develop alternative solutions. Case study can provide stimulating discussions among participants, as well as, excellent opportunities for individuals to demand their abilities. The employee is expected to study the information given in the case and make decisions based on the situation.

Advantages and Disadvantages of off-the-Job Training Methods

Conducting training away from the work setting has several advantages over on-the-job training. Class room setting permits the use of a variety of training techniques, such as video, lecture, discussion, role playing and simulation. The environment can be designed and/or controlled to minimize distractions and create a climate conducive to training. Class room setting can also accommodate larger numbers of trainees that

follows for more efficient delivery of training. They are generally cost-effective in training a large number of people with common need. New concepts and techniques can be presented to a large number of people in the shortest possible time. Views, opinions, and information can be shared with the other people in the group who can bring a wide range of experience to the discussions (Harris and Desimone, 1994; Rae, 2003).

Every technique and approach, in addition to having advantages usually has disadvantages or problems; off-the-job training methods have no exception. It increases costs (such as travel and the rental or purchase and maintenance of rooms and equipment). Its dissimilarity to the job setting makes transfer of training more difficult. The different learning preferences of individuals or groups can not always be taken in account. Not all the learner will have similar motivation levels and, in fact, some may be resisting learning because they did not want to come. The different learning speeds of individuals who are usually forced to progress at a compromise rate (Harris and Desimone, 1994; Rae, 2003).

To conclude this part, some of the many options that human resource training and development professional has available when designing a training program are illustrated. Many HRD programs use several of these techniques in order to take the advantage of each technique's unique strengths. The objectives of the program, time and money available, availability of other resources, and trainees' characteristics and preferences are some of the factors that organizations need to consider in selecting appropriate training methods/techniques.

2.4.3 Implementation of the Training and Development Program

For employees to acquire knowledge and skills in the training and development program and apply what they have learned in their jobs, the training program must be implemented in a way that applies what we know about how people learn. Effective training communicates learning objectives clearly, present information in distinctive and memorable ways, and helps trainees link the subject matter to their job (Noe and others, 2007).

Training and development program implementation involves action on: deciding the location and organizing training and other facilities; scheduling the training program; conducting the program; and monitoring the progress of trainees (Vohra, 2006). It involves choice of participants, whether they should be sent to an external program or the organization offer an in-company program. The decision of sponsoring an external program or organizing an in-company should look at such issues as availability of relevant programs, number of people to be trained, duration for which they could be taken off the job, timing of training programs, and cost (Saiyadain,1995).

The primary responsibility for implementing the training program lies with the trainer. One of the first implementation decisions is arranging the physical environment. A motivating environment gives trainees a sense of satisfaction, responsibility, and achievement (Torrence, 1993). The environment is particularly important to on-the-job training, because the trainee must feel comfortable enough to concentrate and learn. In a class room setting, a number of factors should be considered when arranging physical environment. These include the seating arrangement, comfort, and physical distractions. Seating is important because it establishes a spatial relationship between the trainer and trainees. The physical comfort level like extremes in room temperature can inhibit learning. Physical distractions including noise, poor lighting, and physical barriers also affect learning activities (Harris and DeSimone, 1994).

Having all the elements needed to implement a training program-a viable lesson plan, materials and audiovisual equipments on hand, and physical environment ready-the final step is to do it. It is important for the trainer to get the program off to a good start and maintain it (Harris and Desimone, 1994).

2.4.3.1 Who Participate in the Training and Development program?

Selecting individual for training is very important decision for both the organization and the individuals chosen. From organization's perspective, providing the right training to the right people can help create and maintain a well-trained and stable

workforce. From individual's perspective, those selected for additional training are likely to receive higher pay, additional prestige, and greater opportunity for promotion. Those not selected can suffer a loss of prestige among fellow workers and can be effectively blocked from promotion (French, 1990).

According to Vohra trainees should be selected on the basis of self-nomination, recommendations of supervisors or HR department. Whatever is the basis it is advisable to have two or more target audiences (Vohra, 2006). As to French (1990), important considerations in selecting trainees include: federal regulations and other legal guidelines; employees needs and regulation; and skills obsolescence and retraining.

2.4.3.2 Who are the Trainers?

Once the organization has made a decision to design its own training program, a trainer must be selected. Selecting a trainer can be a fairly easy process when an organization has a large, multifaceted staff with the competencies a subject-matter expertise to train in high demand areas. Effective trainers must be able to communicate their knowledge clearly, use various instructional techniques, have good interpersonal skills, and have the ability to motivate others to learn (Harris and Desimone, 1994). The trainers must understand the organization's operations so that he or she can provide participants or internal customers with meaningful course material (Kirby and Ginzler, 1989).

Training and development activities are provided by trainers, managers, in-house consultants, and employee experts. They are also provided by outside vendors include colleges and universities, community and junior colleges, technical and vocational institutions, product suppliers, consultants and consulting firms, unions, trade and professional organizations, and government organizations. The selection of each depends up on the need of trainees. Large organizations generally maintain their own training departments whose staff conducts the programs (Vohra, 2006; Noe, 2008).

2.4.4 Evaluating Human Resource Training and Development Programs

After a training program ends, or at interval during an ongoing training program, organizations should ensure that the training and development is meeting its objectives (Noe and others, 2007). Training and development must be evaluated by systematically documenting the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of the trainees' behavior to the objectives of the organization (Cascio, 1986).

According to Basarab and Root (1993:2) evaluation is defined as:

A systematic process by which pertinent data are collected and converted in to information for measuring the effects of training, helping in decision making, documenting results to be used in program improvement, and providing a method for determining the quality of training.

Evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goals of the organization (Saiyadain, 1995). More over, it is an attempt at determining what changes takes place in skills, knowledge, and attitudes of employees as a result of training and how far these changes are beneficial to the organization's objectives (Cowling and Mailer, 1998).

As final point, evaluation is the only means by which the organizations ensure the appropriate delivery of training and development programs. In order to identify appropriate training outcomes, an organization needs to look at its business strategy, at its organizational analysis, at its personal analysis, at its task analysis, at the learning objectives of the training, and its plan for training transfer.

2.4.4.1 The Purpose of Training and Development Evaluation

According to Noe and others, the purpose of evaluating training and development is to help with future decisions about the organization's training and development programs. Using the evaluation, the organization may identify a need to modify the training and gain information about the kinds of changes needed. The organization

may decide to expand on successful areas of training and cutback on training that has not delivered significant benefits (Noe and others, 2007).

Evaluation of training and development can serve a number of purposes within the organization. It can help to: determine whether a program is accomplishing its objectives; identify the strengths and weaknesses of HRD programs; determine the cost/benefit ratio of an HRD program; decide who should participate in future HRD programs; identify which participants benefitted the most or least from the program; reinforce major points to be made to the participant; gather data to assist in marketing future programs; and determine if the program was appropriate. Moreover, it helps to establish a data base to assist management in making decisions; to assess whether the content, organization, and administration of the program contribute to learning and the use of training content on the job; and to compare the costs and benefits of different training programs to choose the best program (Noe, 2008; Harris and Desimone 1994; Basarab and Root, 1993; Vohra, 2006).

Thus, evaluation of training and development program is as important as any other part of the HRD process. It helps to assure whether the program should be run or not, and find out how it could be improved. It is the only way one can know whether an HRD program has fulfilled its objectives.

2.4.4.2 Who Undertakes Training and Development Evaluation?

The evaluation of training and development activities rests on those who are affected or participated in the process. Evaluation must be co-operative. A one-man evaluation is little better than no evaluation, regardless of who does it, how competently he does the job, or how valid his findings may be. All who are part of the process of appraisal, or who are affected by it, must participate in the process (Tracy, in Kenny and Reid 1986).

According to Rae the senior management, the training manager, the trainer, the line manager, and the learner could take part in the evaluation of training and development program (Rae, 2003).

2.4.4.3 What should be evaluated?

Training efforts can be evaluated according to any or all of the four criteria: reaction, learning, job behavior, and results (Bolton, 2001; Cascio, 1986; Harris and Desimone, 1994). Each of them is discussed below.

i. Reaction

At this level, the focus is on trainees perceptions about the program and its effectiveness (Harris and Desimone, 1994). It typically focus on participants' feelings about the subject and the speaker, suggested improvements in the program, and the extent to which the training will help them do their jobs better (Bolton, 2001; Cascio, 1986). Positive reactions to a training program may make it easier to encourage employees to attend future programs (Harris and Desimone, 1994).

ii. Learning

At this level evaluation requires that the trainees should be tested on what they have learned as a result of training. This might be an end-of-course test and would aim to assess the degree to which the trainee had acquired the knowledge, skills or abilities that the training aimed to deliver (Bolton, 2001). It is an important criterion; one may in the organization would expect an effective HRD program to satisfy. Measuring whether some one has learned something in training may involve quiz or test – clearly a different method from assessing their reaction to the program (Harris and Desimone, 1994).

iii. Job Behavior

Many training departments use pre- and post-tests to make up for the inadequacy trainings. But, this doesn't really tell you if trainees are applying on the job the information they have learned in the job (Erickson, 1990). This level of evaluation considers the degree to which knowledge and skills acquired in training are used back in the work place. The objective of all training must be to influence work place behavior in a desired way. However, any failure to transfer new skills to the work place may not be the fault of either the training or the trainee. It may be that of the culture of the work place, or the attitudes of the boss mitigate against the trainee displaying

his new skills to best effect, and the newly trained worker will continue to behave as though no training had taken place (Bolton, 2001; Cascio, 1986).

iv. Results

Evaluation at this level considers the effect of training on the functioning of the work place. The evaluator will be looking for improvements in output, quality, productivity, less waste or whatever is most appropriate for the type of training undertaken (Bolton, 2001). The impact of training on organizational results is the most significant but most difficult measure to make. Measures of results are the bottom line of training success (Cascio, 1986). It is also the most challenging level to assess, given that many things beyond employee performance can affect organizational performance (Harris and Desimone, 1994).

2.5 Problems of Human Resource Training and Development

According to Milkovich and Boudreau (1991), the most commonly cited reason for training failures include lack of managerial support and reward for the new behaviors, and a lack of employee motivation. They further identified several reasons for failure of training and development programs. Some of these includes: no on-the-job rewards for behaviors and skills learned in training; insufficient time to execute training programs; work environment does not support new behaviors learned in training; lack of motivation among employees; inaccurate training need analyses; training needs changed after program had been implemented; management does not support training program; and insufficient funding of training program.

Besides, most of the training and development problems are resulted from inadequate planning and lack of coordination of efforts. The common problem in HRTD are inadequate need analysis, trying out fad programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, using courses as the road to development, encapsulated development, attitude of managers, availability of resources and financial problems (Mathis and Jackson, 1997).

More over, the factors that hinder the effectiveness of training programs are related to the trainer, the training program, organizational constraints and rigidity, and the nature and psychology of training and development program (Sah, 1991). Besides, management commitment is lacking and uneven; educational institutions award degrees without practical knowledge; spending on training is inadequate; large-scale poaching of trained workers; no help to workers displaced because of downsizing; and organized labor (Vohra, 2006). Further more, the negative attitude of the line manager, peers, and subordinates to the introduction or implementation of new methods or techniques makes training and development program ineffective (Rae, 2003). However, there are several actions that will make training and development more effective area. These includes: resource allocation, competition strategy, systematic approach, proper link, and evaluation of training (Vohra, 2006).

2.6 Human Resource Training and Development in the Context of Ethiopia

The Ethiopian government has been increasingly concerned with developing a civil service with the capacity to achieve greater efficiency and responsiveness in delivering public service as well as providing enabling environment for other sectors of the economy. This becomes paramount in the face the need for prudent management of resources and global development of new managerial strategies, which promise better results with learner resources. The new civil service management system is aimed at providing services that meet the needs of the citizens and not the convenience of service providers (FDRE, 2001). The distinctive force in making all these realizable is the human resource.

In the Ethiopian context, HRM in the civil service has been concerned mainly with personnel policies and practices, with little attention to strategic management aspect (FDRE, 1997). This failure to see the strategic role of human resource leads to the deterioration of competence in the civil service. Since developed men and women are the bedrock of sustainable development of any country, the FDRE is focusing attention on HRD.

Human resource development is a term used for the training, education and development of employees. Education is usually distinguished from training in that the learnt knowledge, skills, attitudes and behavior may not be immediate application to the job. Training is a means to improve knowledge, capability, skill as well as attitudinal change. Training raises the confidence of employees in undertaking tasks that are more demanding as well as enabling them to achieve greater level of success in their work. Without a high-quality education and training system, the skills required to support economic, political and social development could not be developed and sustained. Development on the other hand could be specifically defined as an organized set of experiences designed to improve job performance of an individual in the current job and to prepare employees with potentials for advancement to higher positions. It involves work redesign, job assignments, job rotation, job enlargement, coaching, exposure and key activities that assist in equipping employees for effective job performance (FDRE, 1997).

The major factor for the inadequate training and development of civil servants is lack of HRD policy and failure to embrace strategic approach to HRM. Human resource development policy is a set of comprehensive contextual guide lines on training, education and development aimed at promoting optimal capacity for all civil servants (FDRE, 2001). Operational training and development plans of the various ministries must be derived from the overall national policy on HRD.

Addressing the gap in HRD for the civil services becomes very urgent, more so in the light of the on-going Civil Service Reform Programme. The infusion of efficiency and effectiveness into the Ethiopian Civil Service is required to consolidate the gains of the reforms. The overall objective of training and developing civil servants is to ensure that the service is continuously staffed with highly skilled and knowledgeable personnel to provide excellent service (FDRE, 2001). This entails the selection, deployment, training and development of human resources in accordance with identified needs to achieve governmental mission, tasks and jobs.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter of the paper deals with the description of procedural steps of the study which includes research method, sources of data, sampling technique, data collection instruments, procedures of data collection and methods of data analysis.

3.1 Research Method

As to Koul (2006) and Hopkins (1980) indicated, the research method employed is determined by the research topic. As mentioned earlier, the main purpose of this study was to assess the practices and problems of human resource training and development in education offices of Hadiya zone. Hence, descriptive survey method was conducted in this study with the assumption that it could help the researcher to reveal the practices of human resource training and development in education sector of the Zone. Besides, this method helps to identify major problems that have been influenced human resource training and development programs. The descriptive survey method was appropriate because it helped in obtaining information concerning the current status of the practices and problems of human resource training and development and it help the researcher to describe what he observes concerning the issue.

3.2 Sources of Data

The data for this study were obtained from both primary and secondary sources. Accordingly, primary data were collected from educational office holders (i.e. office/department heads, process owners, and performers) and educational supervisors of Woreda education offices. Besides, educational office holders of Hadiya zone education department were considered as a source of data. Heads and Process owners were included in the primary source of data because they have the responsibility to identify their own as well as their subordinates training and development needs. On the top of taking part in making decisions with regard to

training and development activities, they are expected to train and develop subordinates on their jobs. In addition to this, they have greater responsibility in identifying problems the education offices face in training and development activities. On the other hand, performers and educational supervisors involve in identification of their own training and development needs as well as in evaluating the relevance of programs in helping them to perform their duties successfully.

The secondary sources of data for the research were obtained from annual reports, educational abstracts, directives, and published and unpublished materials. This type of data collection reinforced data collected from the primary data and as well provides with additional information unrevealed in the primary data collection method.

3.3 Sampling Techniques

There are ten woredas and one town administration in the zone under study. In order to gather sufficient and relevant data for the study, simple random sampling technique was employed to select seven Woredas education offices. This helps to give equal chance to the woreda education offices to be included in the sample. The selected education offices account for 64% of the total offices included in the study. In addition to this, the zonal education department was included in the study. The respondent performers and supervisors from each respective sample education offices were also selected by stratified followed by simple random sampling.

As said by Koul (1996), if the number of sample selected from each stratum are proportional to the total number of units in the strata, the efficiency of simple random sampling increases. Hence, stratified sampling technique was used to group employees in each sample education offices in to two stratum based on their job titles (i.e. performers and supervisors). This helps to increase the representativeness of the sample by obtaining information from different occupational group. Furthermore, heads and process owners from each sample education offices were considered as a source of data for the study by using purposive sampling technique, as the information obtained from them was very essential.

Concerning respondent population, out of total of 130 officials including heads, process owners and performers about 85 (65%) were selected. Due to their small size the proportion of heads and process owners are greater than that of performers and supervisors. Out of 100 supervisors about 53 (53%) were included. Generally, out of 230 total populations, 138(60%) sample respondents were included. Therefore, the sample size of the respondent replied to the research study was assumed reasonable and representative.

3.4 Data Gathering Tools

In order to obtain information pertaining to the subject of the study, different instruments like questionnaires, semi-structured interview, focused group discussion and document analysis were employed.

The questionnaires contained both close ended and open ended items, based on the review of related literature. Questionnaires were used because it enables to secure data from relatively large number of people at a time and it allows the respondents to express their ideas and opinions freely. Some open ended item questionnaires were included to give the respondents the chance to include their opinions that are not mentioned by the researcher. The questionnaires prepared were translated in to Amharic language for the reason that some of the respondents working at zone education department and woreda education offices may not clearly understand English language. Thus, this may avoid language barrier while gathering appropriate data.

Semi-structured interview was favored to get additional information and top managements' view in relation to the problem understudy. Additional information regarding human resource training and development were also obtained through document analysis. Moreover, for issues that require more clarification, focused group and discussion were used as additional information gathering means.

The response formats for the items were multiple choices, five point likert scale (strongly disagree, disagree, undecided, agree and strongly agree), rating scales

(never true, rarely true, sometimes true/sometimes not, usually true and always true), and yes/no types, for close ended questions.

For the purpose of this study, instrument reliability test was established. In assessing the reliability of scales used for the questionnaires a coefficient of internal consistency was calculated for each part using Cronbach's Alpha methodology. As a result, the calculated reliability of the instruments using internal consistency method of Cronbach Alpha for part I, part II, part III, part IV, part V, part VI, part VII and part VIII were found to 0.783 (78.3%), 0.896 (89.6%), 0.844 (84.4%), 0.902(90.2%), 0.685 (68.5%), 0.803 (80.3%), 0.762 (76.2%) and 0.712 (71.2%) respectively, which were in an acceptable range.

3.5 Procedures of Data Collection

After sample woredas have been identified, first contact was made with heads of Hadiya zone education department and each sample woredas education offices. Then, after securing the necessary permission, the list of work processes and the corresponding number of employees in each work process of the zone education department as well as each sample wordas education offices were obtained. Following this, those heads, process owners, performers, and supervisors, who are expected to fill out the questionnaires in respective education office, were identified. Seven assistant data collectors were selected for each sample woredas. The selected assistant data collectors were oriented on the way of administering and collecting questionnaires. Before it was administered to respondents a pre-test was carried out at Hossana town administration and Duna Woreda education offices which were not included in the sample. This helped the researcher to check the appropriateness of the item contained in the questionnaire. Experts in the field were also consulted. For pilot test, 17 officials and 12 supervisors were involved and suitable change was made depending on comments collected. As a result, the necessary modification and improvement were made on part I and part VII. In addition, after establishing the reliability of instruments, some of the items that deal with needs assessment were rejected.

The questionnaires were distributed to heads, process owners, performers and educational supervisors of the sample education office by assistant data collectors. The questionnaires filled out by the respondents were collected by assistant data collectors. Then, the researcher collected the filled out questionnaires from assistant data collectors for analysis.

With regard to interview, the researcher administered semi-structured interview for heads and process owners of zone education department and each sample woreda education offices. The interviewees were interviewed and their responses recorded by the researcher. Finally, focused group discussion and different documents related with human resources training and development in education department and sample woredas education offices were critically analyzed.

3.6 Methods of Data Analysis

The data collected through questionnaires, semi-structured interviews, focused group discussion, and document analysis from the study's representative samples were processed and subjected to a variety of analysis techniques. Both descriptive and inferential statistics were employed to analyze the data gathered. In descriptive statistics frequency counts, percent, ranks and mean value comparisons were used.

Best and Kahn (2005) stated that when the restriction assumption of the tests are violated, the test may lead to an erroneous interpretation of data and will cast doubt on the result. Based on this fact and since the study were quantified as ordinal and nominal scale of measurement, an inferential statistics of non parametric chi-square test at 0.05 level of significance was used to verify whether there are significant differences in the distribution of responses between or among the respondents of the two groups under study (i.e officials and supervisors). Besides, spearman's rank ordered correlation coefficient test was employed to test whether there is correlation between the rankings of the responses of the two groups. Finally, all types of computations for the analysis of data were done by using statistical package for social science (SPSS) computer software.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the presentation and analysis of data. It consists of two sections. The first section treats the general characteristics of respondents in terms of sex, age, education level, field of specialization, work position, and work experience. The second section discusses the main part of the study, the analysis and interpretation of data that were collected through questionnaire, interview, focused group discussion and document analysis. The information collected through these data gathering techniques was presented, analyzed and interpreted with the help of SPSS computer software.

4.1 General Characteristics of the Respondents

Two groups of respondents, education office holders (office heads, process owners and performers) on one hand and educational supervisors on the other hand, were approached from zone education department and sample woredas education offices to fill one category of a questionnaire prepared for the study purpose. A total of 138 questionnaire copies were distributed to office holders and supervisors in respective sample offices. Only 111 (80.4%) were filled out and returned, of which 63(56.8%) were office holders and 48(43.2%) were educational supervisors. In addition to the questionnaires, to raise the quality of data semi-structured interviews were conducted with 16 individuals (i.e 8 office heads and 8 process owners), and also document analysis and focused group discussion were made. Based on the data collected, the general characteristics of the respondents of the study were analyzed as follows.

As shown in Table 1, the majority (97.3%) of respondents, 98.4% of office holders and 95.8% of supervisors, were males. The females constitute only 2.7% of the total number. This indicated that the participation of females in these positions in education sector of the zone was low. This is the reflection of the objective reality in the civil service of the country which shows that only a few numbers of females are present in these positions as the result of uneven educational opportunity during the previous regimes.

Therefore, it needs sufficient effort and commitment to improve the condition in increasing females' access to these positions.

Table 1: Respondents' Distributed by Sex, Age, and Educational level

	Items	Respondents category					
		Office Holders		Supervisors		Total	
		N(63)	%	N(48)	%	N(111)	%
1	Sex of respondents						
	A. Male	62	98.4	46	95.8	108	97.3
	B. Female	1	1.6	2	4.2	3	2.7
2	Age of respondents						
	A. below 20 years	-	-	1	2.1	1	0.9
	B. 21-30 years	5	7.9	4	8.3	9	8.1
	C. 31-40 years	30	47.6	21	43.8	51	46
	D. 41-50 years	26	41.3	18	37.5	44	39.6
	E. 51 years and above	2	3.2	4	8.3	6	5.4
3	Educational level						
	A. Below Grade 12	-	-	-	-	-	-
	B. 12 th complete	1	1.6	-	-	1	0.9
	C. TTI	-	-	1	2.1	1	0.9
	D. College diploma	38	60.3	37	77.1	75	67.6
	E. BA/BSC	24	38.1	10	20.8	34	30.6
	F. MA/MSC and above	-	-	-	-	-	-
4	Your area of specialization						
	A. Management	4	6.3	3	6.3	7	6.3
	B. Accounting	-	-	-	-	-	-
	C. Educational Planning and Mgt	13	20.6	10	20.8	23	20.7
	D. Economics	-	-	-	-	-	-
	E. Natural science	27	42.9	20	41.7	47	42.3
	F. Language	7	11.1	7	14.6	14	12.6
	G. Social science(others)	12	19.0	8	16.7	20	18.1

Note: N= Number of respondents; %= Percentage (other Tables follow the same explanation)

Concerning the age range, the majority 46% and 39.6% of the total respondents were in the age group of 31-40 and 41-50 years respectively. This shows that under normal circumstances, they can express ideas related to the study consistently and with good understanding. So their opinion can be taken as acceptable to the study.

A detailed look at item 3 of Table 1 reveals that most (67.6%) of respondents, 60.3% of office holders and 77.1% of supervisors, were Diploma holders. Graduates of TTI (0.9%) and 12th complete (0.9%) were very few in number. The remaining 30.6% of

respondents were first Degree holders. Thus, it is possible to say that the majority of respondents have awareness about the importance of training and development programs and can provide useful ideas.

With regard to the field of specialization, the majority (42.3%) of respondents, 42.9% of office holders and 41.7% of the supervisors, were specialized in natural science stream. About 20.7% of respondents were specialized in educational planning and management. The rest were specialized in different fields of study. This implied that insufficient effort was made by the offices to replace those employees specialized in natural science by educational planning and management. Hence, this has adverse effects on human resource training and development in the sector.

Table 2: Respondents' Current Position and Work Experiences

Q1 N	Items	Respondents category					
		Office Holders		Supervisors		Total	
		N(63)	%	N(48)	%	N(111)	%
1	Current Position						
	A. Office/department head	7	11.1	-	-	7	6.3
	B. Process owner	7	11.1	-	-	7	6.3
	C. Performer	49	77.8	-	-	49	44.2
	D. Supervisor	-	-	48	100	48	43.2
2	Service Year on the current position						
	A. below 5 years	57	90.5	46	95.8	103	91.9
	B. 6-10 years	5	7.9	2	4.2	7	6.3
	C. 11-16 years	1	1.6	-	-	1	1.8
	D. 16 years and above	-	-	-	-	-	-
3	Total work experience						
	A. below 5 years	2	3.2	-	-	2	1.8
	B. 6-10 years	5	7.9	6	12.5	11	9.9
	C. 11-16 years	13	20.6	10	20.8	23	20.7
	D. 16 years and above	43	68.3	32	66.7	75	67.6

As shown in Table 2, 6.3%, 6.3%, 44.2%, and 43.2% of the total respondents had current positions of office heads, process owners, performers, and supervisors respectively. Regarding service years in their current positions, the overwhelming majority (91.9%) of them grouped in the range of 1-5 years. This shows that due to currently introduced

BPR practices most of the experienced employees in the sector were shifted from their former jobs to newly structured positions within the office or the sector.

The total work experience of the majority of (67.6%) of respondents were 16 years and above, while the remaining 32.4% of them had an experience of below 16 years. This information suggested that most of the employees in the sector had well experienced. So they can provide vital information regarding the practices and problems of training and development in their respective offices.

4.2 Analysis of Variables Related to the Practices and Problems of Training and Development

Under this part the general information regarding training and development, needs assessment practices, selection criteria, setting objectives, selection of contents and methods, evaluation of training and development, and issues related with problems of training and development will be presented and analyzed.

For the purpose of discussion, employees who are working in the offices (office heads, process owners, and performers) were categorized as office holders and those employees who link offices with the schools are categorized as supervisors. This helps the researcher to compare and contrast the views from different respondents concerning the practices and problems of human resource training and development.

4.2.1 Provision, Arrangement, Job Assignment, and Contents of Training and Development Programs

Providing appropriate training and development for managers and employees is essential for organizations to achieve their goals and objectives. Assigning individuals based on their qualification and training helps them to accomplish their tasks effectively and efficiently. With this regard, issues related with provision, arrangement, job assignment and contents of training and development the trainers took so far are summarized in Tables 3-7 as follows.

Table 3: Provision of Training or Development Programs

NOI	Item	Respondents category						χ^2 Test	
		Office Holders		Supervisors		Total		value	P
		N	%	N	%	N	%		
1	Did your office provide any long/short-term training or development programs for its employees and managers since 1998 E.C.?							35.757	0.000
	A. Yes	54	85.7	33	68.8	87	78.4		
	B. No	9	14.3	15	31.3	24	21.6		
2	Did you attend any short/long-term training and development program offered since 1998 E.C.?							42.892	0.000
	A. Yes	55	87.3	35	72.9 2	90	81.1		
	B. No	8	12.7	13	27.1	21	18.9		

Note: Level of significance= 0.05 (other Tables follow the same explanation)

As illustrated in Table 3 in item 1, the majority (78.4%) of respondents confirmed that short/long-term training or development programs were provided for employees in the education sector of the zone. While the remaining 21.6% of them replied that their offices didn't provide any long/short-term training or development programs. A chi-square test was employed to check if there is a significant difference among the responses of the two groups of respondents. The critical value of chi-square with degree of freedom 1 and at a 0.05 level of significance is 3.841. The computed chi-square value equals 35.757, which is greater than critical value. Hence there is a statistically significant difference between the responses of the two groups. This implies that the proportion of those who replied Yes is greater than those who replied No. The information gathered with interview from office heads and process owners indicated that there was the practice of providing long or short term training or development programs for their employees and managers. Therefore, it is possible to infer that the

education offices of the sector provide long or short term training or development programs for their employees for the last three years.

As Table 3 indicated that the overwhelming majority (81.1%) of respondents attended the training or development programs provided while the remaining 18.9% of them didn't attend any program at all. The chi-square test also shows there is statistically significant difference between the two groups of responses indicating that most of the employees attended the programs.

Table 4: Arrangement of Training and Development Program

No	Item	Respondents category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	If your answer for item 2 in Table 3 is 'yes', who arranged the program?							
	Woreda education office	17	27.0	9	18.8	26	23.4	3
	Zone education department	16	25.4	13	27.1	29	26.1	2
	Regional education bureau	33	52.4	17	35.4	50	45.1	1
	Woreda capacity building office	14	22.2	2	4.2	16	14.4	6
	Zone capacity building department	8	12.7	4	8.3	12	10.8	7
	Regional capacity building bureau	14	22.2	7	14.6	21	18.9	4
	Non-governmental organizations	13	20.6	6	12.5	19	17.1	5
	Ministry of education	1	1.6	1	2.1	2	1.8	8

As Table 4 depicts, respondents who attended training and development programs were further asked in order to indicate who organized/designed the programs. Accordingly, the majority (45.1%) of those who attended the training and development programs participated in the programs organized by REB. The second, third, and fourth majority of respondents attended the programs organized by ZED, WEO, and RCBB respectively. The Table also indicated that WCBO, ZCBD, MOE, and other NGOs insignificantly organized training programs for the sector. This implies that

inadequate efforts have been made at various levels in the sector to organize training and development activities.

Table 5: Kinds of Training and Development Program

No	Item	Respondents category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	What were the kind(s) of program(s) you have attended?							
	Short term seminars, workshops conferences, etc	54	85.7	32	66.7	96	86.5	1
	Attending higher education institutions	28	44.4	15	31.3	43	38.7	2
	Visit tour to other organizations	1	1.6	-	-	1	0.9	6
	Distance education program	21	33.3	18	37.5	39	35.1	3
	Mentored with in the organization	8	12.7	10	20.8	18	16.2	5
	Coached by immediate supervisors	14	22.2	16	33.3	30	27.0	4
	Exposed to various jobs with in the organization through job rotation	-	-	-	-	-	-	-

According to Table 5, among those who attended training and development programs, 86.5% of them attended short-term seminars, workshops and conferences. About 38.7% of respondents joined higher education institutions, while 35.1% of them attended distance education through correspondence. The Table also shows that 27%, 16.2%, and 0.9% of them were coached by immediate supervisors, mentored, and visit tour to other organizations respectively. But no one exposed to various jobs with in the organization through job rotation. From the above information we can conclude that visiting tour to other organizations or exposing employees to various jobs with in the organization through job rotation found at a lower level. Relatively greater emphasis was given to short-term programs in the sector.

Table 6: Issues Related with Job Assignment and Relevance of Training and Development

O N	Item	Respondents category						χ^2 test	
		Office Holders		Supervisors		Total		value	P
		N	%	N	%	N	%		
1	Was the program you attended directly related to your job?							29.270	0.000
	A. Yes	50	79.4	34	70.8	84	75.7		
	B. No	13	20.6	14	29.2	27	24.3		
2	If you have attended either formal education or distance education, did you get the proper placement and benefits after completion?							18.243	0.000
	Yes	32	65.3	21	63.6	53	64.6		
	No	17	34.7	12	36.4	29	35.4		
3	If your answer for item 2 is "No", what is the reason for that?							Rank	
	A. Managerial problem	4	23.5	3	25	7	24.1	1	
	B. Shortage of budget	5	29.4	1	8.3	6	20.7	2	
	C. The program I attend had no relation with my regular job	3	17.7	2	16.7	5	17.2	4	
	D. priority was given for other employees	3	17.7	3	25	6	20.7	2	
	E. Unknown reasons	2	11.7	3	25	5	17.2	4	

As shown in Table 6, regarding the relationship of programs they attended towards their job, 75.7% of them replied that the program they attended had direct relationship with their job. Only few of them expressed their disagreement. The information obtained through interview and focused group discussion reveals that most of the programs they attended had direct relationship with their jobs. The chi-square test also shows that there was statistically significance difference between the

opinions of the two groups. Hence, it is safe to conclude that most of the programs they attended had direct relationship with their jobs.

Respondents were asked if they had attended either formal education or distance education and got proper placement or benefits after completion. Among those individuals who have attended their long-term training 64.6% of them responded that they had got the proper position and benefit. The rest 35.4% of them asserted that they didn't get the proper placement and benefits. The chi-square test shows the existence of significant difference between the responses of the respondents implying that the proportion of those who replied Yes is greater than those who replied No.

As shown in item 3 of Table 6, those respondents who didn't get proper position and benefits indicated their reasons. Among them 24.1% related the problem as managerial problem in assigning the educational upgraded individuals on the right position. While, 20.7%, 20.7%, 17.2%, and 17.2% of respondents asserted that the problem was related with the shortage of budget, priority was given to other employees, the program they attended had no relation with their regular jobs, and with unknown reasons respectively. From such information it is difficult to deduct the right view. However, some of the office heads and process owners confirmed that after completing long-term studies individuals were assigned by posting the vacant positions and each applicant compete based on the requirement identified.

As Table 7 depicts, the major contents that the participants took were ranked according to the number of participants' responses. The content of business process reengineering ranked the first, followed by result oriented performance appraisal. Supervision ranked a third followed by leadership as the fourth. While material management, financial management and information technology ranked the least. From the above information it is possible to deduct that main emphasis was given to business process reengineering. This is due the fact that currently the Ethiopian Government focus attention to the implementation of BPR to replace the traditional way of doing things adopted by many organizations in the country. It is also possible to deduce that the sector also paid attention to result oriented appraisal system. But

no emphasis was given to financial management, material management and information technology.

Table 7: Contents Received from Training

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	What was the topic of training you received since 1998 E.C?							
	Leadership	33	52.4	15	31.3	48	43.2	4
	Strategic planning	30	47.6	13	27.1	43	38.7	5
	Material management	6	9.5	4	8.3	10	9.0	7
	Result oriented performance appraisal	47	74.6	29	60.4	76	68.5	2
	BPR	55	87.3	38	79.2	93	83.8	1
	Gender and HIV/AIDS education	21	33.3	14	29.2	35	31.5	6
	Financial management	9	14.3	1	2.1	10	9.0	7
	Information technology	5	7.9	4	8.3	9	8.1	9
	Supervision	42	66.7	29	60.4	71	63.9	3

Respondents were asked whether or not the offices planning for training and development endeavors. The majority (63.9%) of respondents, 66.7% of officials and 60.4% of supervisors (see Appendix-F), replied that the offices plan for training and development. The information obtained through interviews with office heads and process owners reveals there were practice of planning for training and development. But, the information from document analysis indicated the absence of such practices in the sector.

4.2.2 The Practice of Conducting Needs Assessment

As it was discussed in the review of related literature, conducting training and development needs is the starting point of human resource development and training process. It involves establishing areas where employees lack skill, knowledge, and ability in effectively performing the job and also identifying organizational constraints that are creating roadblocks in the performance (Saiyadain, 1995). Therefore, conducting the training needs assessment in an organizational level, task level, and person level requires systematic analysis and specifies training. Concerning this, respondents were asked whether their organizations conduct training and development needs assessment or not. If conducted by whom it was done? If not, what were the reasons for not conducting? Which factors were considered in prioritizing needs? And what were the trends used to gather information for analyzing training and development needs? Table 8-12 summarizes the responses obtained from the questions raised regarding the issues related to training and development needs assessment.

According to Table 8 in item 1, it was responded with fair similarity by two respondent groups that the practice of conducting training and development needs assessment in their respective offices were very low (68.2% of office holders and 64.6% of supervisors). While 33.3% of respondents, 31.8% of officials and 35.4% of supervisors, confirmed that there was the existence of such practices. A chi-square test was conducted to study if there has been any significant difference among the perception given by the two groups of respondents. The critical value of chi-square with degree of freedom 1 and at a 0.05 level of significance is 3.841. The computed chi-square value equals 12.333, which is greater than critical value. Hence, there was significant difference among the opinion of the two groups of respondents. The information gathered through interview indicated that no formal needs assessment practices were taken place in their respective offices. Therefore, it is possible to infer that the practice of conducting needs assessment in sector were very low.

Table 8: Training and Development Needs Assessment Practices

No	Item	Respondents Category				χ^2 Test		
		Office Holders		Supervisors		value	p	
		N	%	N	%			
1	Does your office conducted human resource training and development needs assessment Since 1998 E.C?					12.333	0.000	
	Yes	20	31.8	17	35.4			
	No	43	68.2	31	64.6			
2	If "yes", by whom needs assessment was conducted in your office?	Respondents Category	Responses					
			True	Sometimes true/some times not	Not True			
2.1	Employees themselves	Office Holders	N	5	3	12	7.514	0.023
		Supervisors	N	5	4	8		
		Total	N	10	7	20		
			%	27	19	54		
2.2	Employees' immediate supervisors	Office Holders	N	7	4	9	3.297	0.192
		Supervisors	N	5	4	8		
		Total	N	12	8	17		
			%	32.4	21.6	45.9		
2.3	The training coordinator or officer	Office Holders	N	8	5	7	3.622	0.164
		Supervisors	N	8	2	7		
		Total	N	16	7	14		
			%	43.2	18.9	37.8		
2.4	Top-level manager of the office	Office Holders	N	5	7	8	0.865	0.649
		Supervisors	N	6	4	7		
		Total	N	11	11	15		
			%	29.7	29.7	40.6		

As it has been stressed in the review of the related literature, the responsibility for carrying out training and development needs assessment mainly falls on junior managers, line managers, the trainers and individual workers (Rae, 2003; Noe,2008). In line with this, as indicated in item 2 of Table 8 respondents who responded positively regarding the existence of needs assessment practices in their respective offices were further asked to indicate the involvement of different parties. For the sake of convenience and applicability of the chi-square test, the ratings were recorded as follows: never true and rarely true as not true; sometimes true/sometimes not remains as it is; and always true and usually true considered as true.

With regard to the role of each employees in identifying their training and development needs, Table 8 indicated the majority (54%) of the respondents viewed that each individual employees not identified his/her own training and development needs. The chi-square test with degree of freedom 2 and a significance level of 0.05 indicated that there is statistically significant difference between the responses of the two groups. The data gathered through interviews with office heads and process owners also revealed that individuals didn't identify their own training and development needs. The information obtained from focused group discussion reveals that some individuals identified their own training and development needs personally and attend various correspondence courses and other development programs by their own initiatives and expenses. Therefore, it is possible to generalize that in most of the offices of the education sector of the zone individuals didn't identify their own training and development needs.

With regard to the role of immediate supervisors in identifying training and development needs of each individual, the majority (45.9%) of respondents indicated that immediate supervisors not identified training and development needs of individuals. About 32.4% of them responded positively. The remaining 21.6 % of them viewed that there were not sure about the issue. But, the chi-square test shows that there was absence of statistically significant difference between the responses of the two groups implying agreement in the proportion of responses.

A detailed look at item 2.3 of Table 8 indicates the role of training coordinator/officer in identifying training and development needs of employees and the office. Accordingly, about 43% of respondents replied that the training coordinator/officer identified the training and development needs of individuals and the office. While, 37.8% of respondents responded that they were not identified. About 18.9% of them commented nothing. But, the chi-square test shows there was no statistically significant difference among the responses of the two groups of respondents.

Respondents were also asked if top-level managers involved in identifying training and development needs for individuals and the office. About 40.6% of the respondents replied that top-level managers were not identified training or

development needs of the individual and the office. While 29.7% of them indicated that top-level managers identified the needs and the rest 29.7% of them prefer to comment nothing. But, the chi-square test reveals that absence significant difference on the claim. However, the information obtained from interview indicated that there were no such practices in the offices. It would be, therefore, possible to infer that top-level managers made insufficient efforts to identify training and development needs of the individuals and the offices in contrast to the suggestion of Rae (2003) and Noe (2008).

Table 9: Techniques of Training and Development Needs Analysis

No	Item	Respondents Category		Responses					Mean
				Always True	Usually True	Sometimes True/Some times Not	Rarely True	Never True	
				5	4	3	2	1	
1	Training and development needs had been identified through:								
1.1	Analysis of the culture, structure, plan, objective, etc. of the office	Office Holders	N	8	8	-	1	3	3.85
		Supervisors	N	4	9	2	1	1	3.82
		Total	N	12	17	2	2	4	3.84
			%	32.4	46.0	5.4	5.4	10.8	
1.2	Analysis of the tasks performed by each jobholder	Office Holders	N	4	11	1	1	3	3.60
		Supervisors	N	3	10	3	-	1	3.82
		Total	N	7	21	4	1	4	3.71
			%	18.9	56.8	10.8	2.7	10.8	
1.3	Analysis of the knowledge, skills, and attitude of the individual	Office Holders	N	6	9	1	2	2	3.75
		Supervisors	N	2	4	3	5	3	2.82
		Total	N	8	13	4	7	5	3.29
			%	21.6	35.1	10.8	18.9	13.5	

As shown in Table 9, the respondents who responded positively regarding the existence of needs assessment were asked about the techniques used to identify training and development needs. As item 1.1 of Table 9 reveals, the overwhelming majority (78.4%) of respondents replied that training and development needs has been usually or always identified through analysis of the culture, structure, plan, and

objective of the organization. About 16.2% of them replied that training and development needs had been rarely or never identified by doing so. The remaining 5.4% of the respondents preferred to comment nothing. The average mean value (3.84) was greater than the expected mean (3.0) indicated that the number of agreed respondents is greater than the other. Therefore, it is possible to infer that on instances when needs assessment conducted a relatively sufficient effort had been given to identify it through analysis of culture, structure, plan, and objective of the organizations.

Item 1.2 of Table 9 noticed that training and development needs that had been identified through analysis of the tasks performed by each jobholder. Accordingly, majority (75.7%) of respondents replied that training and development needs usually or always identified through analysis of tasks performed by each jobholder. About 13.5% of them responded negatively while the rest 10.8% of the respondents preferred to say nothing about the issue. The average mean value (3.71) is greater than the expected mean (3.0) showing the number of agreed is greater than the number of disagreed. It would be, therefore, safe to infer that in most offices in the sector on instances when it is conducted training and development needs had been identified through analysis of tasks performed by each jobholder.

Respondents were also requested to indicate whether their offices identified training and development needs through analysis of knowledge, skills, and attitude, etc of the individual. The result of the respondents in Table 9 indicated that majority (56.7%) of the respondents replied "yes" while 32.4% of them responded "no". The rest 10.8% of the respondents remained without expressing their stand. The average mean value of 3.29 is greater than expected mean (3.0) indicating the number of agreed is greater than disagreed. Therefore, from this finding it can be possible to say that on instances when needs analysis were taken analysis of knowledge, skills, and attitudes of the individuals were considered in most offices of the education sector.

Table 10: Reasons for Not Conducting Training and Development Needs Assessment

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	If your answer for item 1 in Table-8 is 'No', what is (are) the reason(s) for not conducting training or development needs assessment?							
1.1	No experts to undertake	12	27.9	2	6.5	14	18.9	6
1.2	Shortage of budget	22	51.2	15	48.4	37	50.0	2
1.3	No responsible body	17	39.5	14	45.2	31	41.9	4
1.4	No directives	14	32.6	5	10.4	19	26.7	5
1.5	Failure to recognize its importance	9	44.2	11	35.5	30	40.5	3
1.6	Attention has not been given	29	67.4	18	58.1	47	63.5	1

Table 10 depicts the ranked major reasons that were mentioned for not conducting needs assessment. As can be observed from the Table, the principal reason adopted was not giving attention for needs assessment (63.5%). The second reason cited by 50% of respondents was the shortage of budget to training and development needs assessment. Failure to recognize the importance of needs assessment by all concerned body was the third reason for not conducting it. No responsible body, no directives, and no experts to undertake training and development needs assessment were ranked as the fourth, fifth, and sixth reasons respectively. Therefore, from this finding it can be concluded that the mentioned reasons were some of the reasons for not proper conducting of training and development needs assessment in the sector.

Table 11: Prioritizing Training and Development Needs

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	Once training and development needs are identified, they have to be prioritized. Which of the following factors does your office considered in prioritizing needs?							
	A. Availability of budget	47	74.6	30	62.5	77	69.4	1
	B. Importance and urgency of the need	30	47.6	18	37.5	58	52.3	2
	C. Trainees capability and level of motivation	16	25.4	9	18.8	25	25.5	6
	D. Availability of training institutions	19	30.2	14	29.2	33	29.7	5
	E. Cost effectiveness	27	42.9	16	33.3	43	38.7	3
	F. Availability of trainers	23	36.5	19	39.6	42	37.8	4

As it was discussed in chapter two, if a needs analysis reveals multiple needs, the management and HRD staff will have to prioritize these needs (Harris and DeSimone, 1994). In line with this, respondents were requested to indicate the factor that their organizations considered in prioritizing needs. As shown in Table 11, 69.4% of respondents cited availability of budget as the most considered factor in prioritizing needs. The second factor considered was the importance and urgency of the need itself. Following this, cost effectiveness and availability of trainers was considered as third and fourth factors. Further more, availability of the training institutions and trainees' capability and level of motivation was also considered as fifth and sixth factors. In this regard, it would be reasonable to presume that most of the offices in the sector considered the above mentioned factors in prioritizing training and development needs.

Table 12: Methods of Gathering Information for Training and Development Needs

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	How does your office gather information in analyzing training and development needs?							
	A. conducting survey	29	46.0	17	35.4	46	41.4	3
	B. Observing how individuals are performing their tasks	34	54.0	31	64.6	65	58.6	1
	C. performance reviewing	27	42.9	20	41.7	47	42.3	2
	D. Conducting group discussion	28	44.4	18	37.5	46	41.4	3

As it was discussed in the review of the related literature, several methods such as observing employees performing the job, performance reviewing, conducting focus groups, complete questionnaires, perception by supervisor, perception by self, etc are the methods used to conduct needs assessment (Vohra, 2006; Noe, 2008). In line with this, respondents were asked how their organizations gather information in analyzing training and development needs. As Table 12 shows majority (58.6%) of respondents agreed that observing how individuals are performing their tasks was mostly used by organizations. Performance reviewing ranked the second while conducting survey and group discussion ranked as a third group. From the above information, it is possible to infer that observing how individuals are performing their tasks, performance reviewing, conducting survey and group discussion were used as information gathering methods for analyzing training and development needs in most offices in the sector.

4.2.3 Selection Criteria

As it was discussed in the review of related literature, selecting the right individuals for training and development program is very important for both the organization and the individuals chosen. Some of the selection criteria for selecting trainees or trainers for training and development programs are summarized in Table 13 below.

Table 13: Selection Criteria for selecting Trainees/Trainers

No	Item	Respondents		Responses Category					Mean
				Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree	
1	clear and transparent criteria for selection	Office Holders	N	5	10	5	26	17	2.37
		Supervisors	N	1	10	1	22	14	2.21
		Total	N	6	20	6	48	31	2.29
			%	5.4	18.0	5.4	43.2	27.9	
2	Every member of the office is well aware of this selection criteria	Office Holders	N	3	12	2	29	17	2.29
		Supervisors	N	2	9	5	18	14	2.31
		Total	N	5	21	7	47	31	2.30
			%	4.5	18.9	6.3	42.3	27.9	
3	Training and development opportunities offered for individuals as incentives	Office Holders	N	1	8	3	32	19	2.05
		Supervisors	N	2	10	1	27	8	2.40
		Total	N	3	18	4	59	27	2.23
			%	2.7	16.2	3.6	53.2	24.3	
4	opportunities were offered based on good personal relationship with immediate supervisors	Office Holders	N	10	30	1	14	8	3.33
		Supervisors	N	14	17	3	8	6	3.52
		Total	N	24	47	4	22	14	3.43
			%	21.6	42.3	3.6	19.8	12.6	
5	opportunities were offered to individuals by considering organizational goals	Office Holders	N	6	8	4	26	16	2.35
		Supervisors	N	4	8	3	18	15	2.33
		Total	N	10	16	7	44	31	2.34
			%	9.0	14.4	6.3	39.6	27.9	
6	Only higher ranking officials are selected for training and development programs	Office Holders	N	1	14	3	21	24	2.16
		Supervisors	N	4	10	2	17	15	2.40
		Total	N	5	24	5	38	39	2.28
			%	4.5	21.6	4.5	34.2	35.1	
7	opportunities are usually offered to individuals who have good personal relationship with top-level managers	Office Holders	N	14	28	2	11	8	3.46
		Supervisors	N	13	25	3	6	1	3.90
		Total	N	27	53	5	17	9	3.68
			%	24.3	47.8	4.5	15.3	8.1	

Item 1 of Table 13 tried to look whether there were clear and transparent criteria in selecting trainees or trainers for training and development programs. The majority (71.1%) of respondents expressed their disagreement. About 23.4% of them had

expressed their agreement while the rest 5.4% remained undecided. The average mean value of 2.29 is less than the expected mean (3.0) indicated that the majority of the respondents were disagreed regarding the issue. Thus, from the above information it is possible to understand that most of the offices in education sector of the zone had no clear and transparent criteria in selecting trainees or trainers for training and development programs.

A detailed look at item 2 of Table 13 indicates, respondents were asked if every members of the organization well aware of the selection criteria. Accordingly, 70.1% of the total respondents replied that members of the organization were not aware of the selection criteria. Respondents accounting for 23.4% contended their agreement while 6.3% didn't decide to agree or disagree. The average mean value of 2.30 is less than the expected mean (3.0) indicated that the majority of the respondents were disagreed. The information gathered through interview revealed that there were no practices of making awareness for individuals. Therefore, it is unlikely that every member of the offices of the sector was well aware of the selection criteria. ,

The item concerning the offices offered training and development opportunities as incentives for individuals was rejected by more than 75% of the respondents. About 18.9% of them were found to agree while 3.6% of respondents decided to comment nothing. The average mean value of 2.23 is less than the expected mean (3.0). It would be, therefore, possible to conclude that training and development opportunities were not offered as incentives for individuals in the sector.

As shown on item 4 of Table 13, 63.9% of the total respondents agreed that training and development opportunities were usually offered to individuals who have good personal relationship with immediate supervisors. About 32.4% of them disagreed while 3.6% of the respondents were not sure of it. The average mean value of 3.43 is greater than the expected mean, indicating that the majority of the respondents believed that training and development opportunities were offered to individuals based on their good personal relationship with their immediate supervisors.

With regard to whether training and development opportunities were usually offered to appropriate individuals by considering organizational goals, majority (67.5%) of respondents replied their disagreement. About 23.4% of them viewed their agreement. The rest 6.3% of respondents preferred to say nothing. The average mean value of 2.34 is less than the expected mean (3.0). Thus, from the above data it is possible to presume that most offices in the sector didn't consider organizational goals in selecting individuals for training and development programs.

Regarding higher ranking officials were selected for training and development programs, more than 69% of respondents disagreed and 26.1% of them agreed. The remaining 4.5% of them viewed nothing. The average mean value of 2.28 is less than the expected mean, indicated that the number of disagreed is higher. It would be, therefore, possible to infer that in most cases selection for training and development programs were not focused on higher ranking officials.

Respondents were also requested if training and development opportunities were offered to individuals who have good personal relationship with top level managers. Accordingly, 72.1% of the respondents replied their agreement. About 23.4% of them viewed their disagreement. The rest 4.5% of them preferred to comment nothing. The average mean value of 3.86 is greater than the expected mean (3.0) indicated that the majority of the respondents were agreed regarding the issue. From the above information it is possible to conclude that training and development opportunities were usually offered to individuals who have good personal relationship with top-level managers.

4.2.4 Objectives of Training and Development Programs

Setting training and development objectives is a critical stage in the process of training and development. As stressed by Noe and others (2007) setting objectives helps to develop the criteria to be used in evaluating the training outcome; form the basis for selecting the program contents and methods; helps participants to focus their own attention and efforts during the program; and help trainers to communicate with employees participating in the program. Moreover, training objectives should be as measurable as possible and capable of achievement in the time allowed for

training; and expressed in language that clearly states what the trainees have to do. Hence, objectives should be determined with care, realistic vision, and through systematic exercise. In light of this, Table 14 summarizes issues related to training and development objectives.

Table 14: Setting Training and Development Objectives

NO	Item	Respondents Category						χ^2 test	
		Office Hol.		Supervisors		Total			
		N	%	N	%	N	%		
1	Does your office set objectives before designing/implementing the human resource training and development programs that have been delivered over the last five years?							19.901	
	Yes	44	69.8	35	72.9	79	71.2		
	No	19	30.2	13	27.1	32	28.8		
								mean	
	If your answer to item no 1 is 'yes', the objective set were:	Respondents		Responses					
				SA	A	UD	D	SD	
2.1	relevant to the learners concerned	Office Holders	N	-	12	3	18	11	2.36
		Supervisors	N	1	4	3	16	11	2.09
		Total	N	1	16	6	34	22	2.23
			%	1.3	20.3	7.6	43.0	27.9	
2.2	precise and clearly indicate the expected outcome of the program	Office Holders	N	1	16	3	14	10	2.64
		Supervisors	N	1	9	2	13	10	2.37
		Total	N	2	25	5	27	20	2.51
			%	2.5	31.7	6.3	34.2	25.3	
2.3	Related to the knowledge gap identified earlier	Office Holders	N	5	14	5	10	10	2.86
		Supervisors	N	-	6	2	13	14	2.00
		Total	N	5	20	7	23	24	2.43
			%	6.3	25.3	8.7	29.1	30.4	
2.4	related to the skill gap identified earlier	Office Holders	N	5	14	5	10	7	3.07
		Supervisors	N	-	7	1	18	9	2.17
		Total	N	5	21	6	28	16	2.62
			%	6.3	26.6	7.6	35.4	20.3	
2.5	related to the attitude gap identified earlier	Office Holders	N	1	12	4	18	9	2.50
		Supervisors	N	-	8	3	12	12	2.20
		Total	N	1	20	7	30	21	2.35
			%	1.3	25.3	8.7	38.0	26.6	
2.6	time framed	Office Holders	N	11	19	4	8	2	3.66
		Supervisors	N	4	15	7	8	1	3.37
		Total	N	15	34	11	16	3	3.52
			%	19	43.0	13.9	20.3	3.8	

As can be seen from item 1 of Table 14 all respondents of each respective office were asked whether or not their offices set objectives before implementing training and development programs. Accordingly, the majority (71.2%) of respondents, 69.8% of office holders and 72.9% of supervisors, confirmed their agreement regarding the practice of setting objectives while the remaining 28.8% replied that there were no practice of setting objectives before delivering training and development programs. The chi-square test indicated that there is statistically significant difference between the responses of the respondents. However, the information gathered through interviews proved that such practices was limited to upper structure of the sector, at the ZED and REB level.

For ease of implementation, training and development objectives should be SMART and indicate the standards the learner is expected to conform at the end of the program. To this end, respondents were asked to rate the level of their agreement or disagreement regarding the nature of the objectives set in their respective offices. Accordingly, as indicated in Table 14, the mean score of each item, except item 2.6, ranges between "1.65 and 2.65" implying that all of the respondents shown their disagreement regarding the nature of the objective set. It was also found out from the interview made with heads and process owners of each respective office that even if there was a relatively good practice of setting objectives specially at zone level before delivering training and development programs, the process of setting them did not participate all stakeholders and hence there is limited opportunity that they can be equally understood by all.

4.2.5 Selection of Contents for Training and Development Programs

As it was shown in Table 4, most of the training and development programs were designed and organized by REB and most of which were initially designed by the federal ministries and later adopted and localized according to the existing current situations in the region and then in the zone. Most of the contents of the programs took the local situations. However, for these similar programs and others designed at various levels of education sector of the zone the study emphasized on the issue who selected contents of the training programs.

In Table 15 item 1 depicts, respondents were asked if their office participate trainees through their representatives in the selection of contents of training programs. Accordingly, the majority of (67.6%) of respondents, 69.8% of office holders and 64.6% of supervisors, replied that there were no such practice of participating trainees in the selection of contents. About 32.4% of respondents agreed that trainees participated in the selection of contents for training programs. The chi-square test with degree of freedom 1 and at a 0.05 level of significance reported that there is statistically significance difference among the perception of the two groups. Moreover, the information obtained from interview asserted that trainees were not participated in content selection for training programs. Therefore, it is safe to conclude that the offices didn't participate trainees in content selection for training programs.

Table 15: Selection of Contents for Training and Development

NO	Item	Respondents				χ^2 test		
		Office Hold.		Supervisors		value	P	
		N	%	N	%			
1	Does your office participated trainees through their representatives in the selection of contents of the training program?					13.703	0.000	
	Yes	19	30.2	17	35.4			
	No	44	69.8	31	64.6			
2	Who select contents for training programs in your office?	Respondents		Responses			32.592	0.000
				Agree	Un decided	Disagree		
2.1	The training coordinators	Office Holders	N	37	7	19	32.592	0.000
		Supervisors	N	27	9	12		
		Total	N	64	16	31		
			%	57.7	14.4	27.9		
2.2	Top managers	Office Holders	N	31	7	25	23.838	0.000
		Supervisors	N	21	6	21		
		Total	N	52	13	46		
			%	46.8	11.7	41.4		
2.3	The trainers	Office Holders	N	33	8	22	18.541	0.001
		Supervisors	N	22	10	16		
		Total	N	55	18	38		
			%	49.5	16.2	37.2		

Note: the five scale rating (1=strongly disagree to 5= strongly agree) was recorded to three scale (Disagree=1, Undecided=2, Agree=3)

As item 2 of Table 15 indicated, respondents were asked who involved in the selection of contents for training programs. Accordingly, 57.7%, 46.8%, and 49.5% of the total respondents agreed that the training coordinators, the top managers, and the trainers took part in the selection of contents for training programs. On the other hand, 27.9%, 41.4%, and 37.2% of the total respondents disagreed that the training coordinators, the top managers, and the trainers respectively involved in the selection of contents for training programs. The remaining 14.4%, 11.7%, and 16.2% respectively were preferred to comment nothing. To check whether or not the observed difference among the perceptions of the two groups is statistically significant a chi-square test was calculated for the entire items 2.1-2.3 of Table 15. Accordingly, a chi-square result of these items at a 0.05 level of significance indicates that there are statistically significant differences among the perceptions of the respondents of the two groups. Therefore, it is reasonable to say that training coordinators, top managers and trainers participated in content selection for training programs.

4.2.6 Issues Related to Methods of Training and Development

Programs Employed

Training and development methods are the means by which the designed programs are put in to effect. Training and development can take place either on-the-job or off-the-job methods and can be delivered through a variety of techniques. Training and development activities should start when new employees join an organization regardless of their past experience. As stressed by Harris and DeSimone (1994), a well designed orientation program would help to reduce the new employee's anxiety, reduce start-up costs, and assist the newcomer learn organizational values and expectations. On the top of these, it helps to avoid the development of negative attitudes as well as adverse first hand experiences that may curtail the future performance of the individuals. Therefore, in this part of the study, an attempt was made to investigate whether induction/orientation programs were conducted in the offices and what were the methods and techniques used in the training and development offered in the sector.

Table 16: Issues Related to Induction Program

No	Item	Respondents Category						Rank	χ^2 - Test	
		Office Holders		Supervisors		Total			value	P
		N	%	N	%	N	%			
1	Does your office arranged orientation program to new recruits and old ones?							3.973	0.046	
	Yes	25	39.7	20	41.7	45	40.5			
	No	38	60.3	28	58.3	66	59.5			
2	If 'yes', which method of orientation were used?							1	2	
	A. formally arranged orientation program to all new recruits	17	68.0	11	55.0	28	62.2			
	B. formally set orientation check list	8	32.0	9	45.0	17	37.8			
3	Who took part in orienting new employees?							2	1	
	A. process owners	6	24.0	5	25.0	11	24.4			
	B. peers and co-workers	15	60.0	12	60.0	27	60.0			
	C. Top level manager	4	16.0	3	15.0	7	15.6			

Item 1 of Table 16 was designed to investigate whether or not there was the practice of arranging induction/orientation programs in the offices under study. Accordingly, the majority of the respondents (59.5%) confirmed that such practices were not known in their offices. The remaining 40.5% agreed on the existence of such practices. The result of chi-square test reveals that for 1 degree of freedoms and at a 0.05 level of significance, the critical value of $X^2= 5.991$ and the computed vale of $X^2=3.973$, which is less than the critical value. This shows that there is no statistically significance difference between the perceptions of the two study groups. But, the information gathered through interview indicated that the offices conducted orientation program when many employee are recruited at a time. However, it is logical to conclude that planned induction programs had not been effectively utilized.

On the other hand, those who replied positively to item 1 were further asked to indicate the way induction program were conducted. To this end, as it is presented in

item 2 of Table 16 62.2% of respondents, 68% of office holders and 55% of supervisors, agreed that their offices formally arranged orientation program to all new recruits. About 28.9% of respondents, 24% of officials and 35% of supervisors, agreed that their office uses formally set orientation checklist.

Item 3 of Table 16 was constructed to examine the involvement of different parties in the induction programs. As depicted in the Table, 60% of office holders and 70% of supervisors replied that peers and coworkers took part in orienting new employees. On the other hand, 24% of office holders and 25% of supervisors indicated the involvement of process owners in running induction programs, while about 15.6% of the total respondents agreed that top-level managers took part in carrying out such practices.

Table 17: Reasons for Not Arranging Induction Program

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	If your office has not been arranging orientation program to new recruits, what is (are) the reason(s) for that?							
	A. It is costly and time consuming	12	31.6	3	10.7	15	22.7	2
	B. The office usually recruits experienced workers	1	2.6	-	-	1	1.5	5
	C. Recruits must be left free to learn about the office by themselves	-	-	4	14.3	4	6.1	4
	D. The office is not as such complex to new recruits	6	15.8	4	14.3	10	15.2	3
	E. Attention is not given to it	19	50.0	17	60.7	36	54.6	1

The items in Table 17 were specifically designed to assess the reasons for not conducting induction programs in each respective office. Here those respondents who replied negatively were asked and their responses were organized and ranked. As the results obtained revealed, the majority (54.6%) of respondents replied that the major reason for not conducting induction program was the fact that attention was not given to induction activities. Responses indicated that the second reason for not

arranging orientation program was that it was costly and time consuming. The offices were not as such complex to new recruits was considered as the third reason. On the other hand, about 14.3% of supervisors believed that employees are left freely to do it by themselves as the fourth reason but officials didn't considered it as a reason for not conducting induction programs. In general, though induction has quite a large number of advantages, top-level officials of the sampled offices didn't pay due consideration to its importance and due to these they lacked the benefits sought from arranging and implementing such programs.

Table 18: Techniques of Training and Development

No	Item	Respondents Category						Rank
		Office Holders		Supervisors		Total		
		N	%	N	%	N	%	
1	Which of the following on-the-job techniques are used in your office to train and develop employees and managers?							
	A. Mentoring	25	39.7	21	43.8	46	41.4	3
	B. Coaching	15	23.8	22	45.8	37	33.3	4
	C. Job rotation	-	-	-	-	-	-	-
	D. Understudy assignment	21	33.3	26	54.2	47	42.3	2
	E. Sharing ideas among employees	31	49.2	20	41.7	51	46.0	1
	F. Delegation	11	17.5	9	18.8	20	18.1	5
2	Which of the following off-the-job training delivery techniques are used in your office?							
	A. Audio visual method	39	61.9	21	43.8	60	54.1	3
	B. Group discussion	37	58.7	33	68.8	70	63.1	2
	C. Lecture method	40	63.5	34	70.8	74	66.7	1
	D. Case studies method	20	31.8	17	35.4	37	33.3	4
	E. Role playing	15	23.8	12	25.0	27	24.3	5
	F. Management game	7	11.1	10	20.8	17	15.3	6

As indicated in item 1 of Table 18, respondents were asked which on-the-job techniques were applicable in the offices to train and develop employees and managers. According to the responses 46% of the total respondents replied that sharing ideas among employees were the most often used on-the-job technique. About 42.3%, 41.4%, 33.3% and 18.1% of the total respondents agreed understudy,

mentoring, coaching and delegation were also the commonly used on-the-job techniques to train and develop individuals in their respective offices respectively. However, no one confirmed that job rotation was used as on-the-job technique to train and develop individuals. From the above information it is possible to deduce that there were relatively more practice of sharing ideas among employees, understudy and mentoring than the others. On the other hand, though job rotation is used to broaden the background of the employees in various positions, less emphasis was given to it in the sector.

As shown in item 2 of Table 18, respondents were approached to indicate which off-the-job training delivery techniques were most often applicable in their respective offices to train and develop individuals. Lecture method, group discussion and audio visual method ranked as first, second and third applicable off-the-job training delivery techniques respectively. While case studies, role playing and management game training delivery techniques ranked forth, fifth and sixth respectively. The information obtained from interview and focused group discussion revealed that lecture method and group discussion method was the most widely used off-the-job training delivery techniques.

4.2.7 The Practice of Evaluating Training and Development Programs

Evaluating training and development programs is one of the crucial issues in the process of human resource training and development. As stressed by Cascio, training and development must be evaluated by systematically documenting the outcomes of training in terms of how trainees actually behave back on their jobs and the relevance of the trainees' behavior to the objectives of the organization. The summary of the results are presented in Table 19 and Table 20.

Item 1 of Table 19 was designed to investigate whether or not there was the practice of keeping records of all training and development programs. Accordingly, about 45.9% of respondents, 47.6% of office holders and 43.8% of supervisors, confirmed that the non-existence of such practices. Like wise, while 42.3% of them, 39.7% of office holders and 45.8% of supervisors, replied affirmatively regarding its existence. The

remaining 11.7% of respondents were not in a position to indicate the existence or non-existence of such practices. The result of chi-square test revealed that there was statistically significance difference among the opinions of the two respondent groups regarding the practice of keeping records of training and development programs. Moreover, interview with heads and process owners and through the document analysis it was discovered that most of the offices had no well organized system of keeping records of all trainings, seminars, workshops, conferences, etc in contrast to the idea suggested by Cascio (1986).

Table 19: Issues Related to Training and Development Evaluation

No	Item	Respondents Category						Rank	χ^2 test	
		Office Holders		Supervisors		Total			value	p
		N	%	N	%	N	%			
1	Does your office keep records of all training and development programs?									
	Yes	25	39.7	22	45.8	47	42.3	23.568	0.000	
	No	30	47.6	21	43.8	51	45.9			
	Do not know	8	12.7	5	10.4	13	11.7			
2	If your answer for item no 1 is 'No', what were the causes?									
	A. Lack of follow up from concerned authorities	13	43.3	10	47.6	23	45.1	1		
	B. Some training programs are kept secret	4	13.3	2	9.5	6	11.8	3		
	C. Lack of transparent and clear training directive	3	10.0	2	9.5	5	9.8	4		
	D. Keeping records of training is not accustomed	10	33.3	7	33.3	17	33.3	2		
3	Who was involved in evaluating training and development program?									
	3.1 The trainee	27	42.9	26	54.2	53	47.8	4		
	3.2 The training officer	40	63.5	29	60.4	69	62.2	1		
	3.3 The trainer	38	60.3	30	62.5	68	61.3	2		
	3.4 The trainee's supervisor	21	33.3	19	39.6	40	36.1	5		
	3.5 Top manager of the office	36	57.1	32	66.7	68	61.3	2		

As indicated in item 2 of Table 19, those respondents who replied negatively regarding the practice of keeping records of training and development programs were further asked about the reasons for not doing it. About 45.1% of them indicated that lack of follow up from concerned bodies was the main reason. About 33.3% of them believed that keeping records of training was not accustomed in their offices. Secrets of some training programs and absence of transparent and clear directives were also considered as the other reasons for not documenting training and development activities.

As it was stressed in the review of related literature, the responsibility for undertaking training and development activities should rest on those who are affected or participated in the process. More over, it was indicated that evaluation must be cooperative. In line with this, in item 3 of Table 19 respondents were asked to verify the involvement of different parties in the evaluation process. Accordingly, 62.2%, 61.3% and 61.3% of the total respondents confirmed that the training officer, the trainer and top manager of the offices took part in program evaluation process. On the other hand, 47.7% and 36.1% of the total respondents indicated the trainees and the trainee's immediate supervisors were also involved in evaluating training and development programs.

As indicated in the Table 20 below, respondents were asked to rate the degree of their agreement or disagreement regarding the focus of the evaluations conducted so far; and the mean scores and percent of the responses given were organized and interpreted.

Table 20: Focuses of Training and Development Evaluation

No	Item	Respondents Category		Responses					Mean
				Strongly Agree	Agree	Un decided	Disagree	Strongly Disagree	
1	The evaluation conducted mainly focus on:								
1.1	The participants perception about the program and its effectiveness	Office Holders	N	8	30	10	9	6	3.40
		Supervisors	N	7	23	5	10	3	3.44
		Total	N	15	53	15	19	9	3.42
			%	13.5	47.8	13.5	17.1	8.1	
1.2	The extent of objectives attainment in terms of knowledge	Office Holders	N	2	22	7	24	8	2.78
		Supervisors	N	5	16	7	13	7	2.98
		Total	N	7	38	14	37	15	2.88
			%	6.3	34.2	12.6	33.3	13.5	
1.3	The extent of objective attainment in terms of skill requirements	Office Holders	N	7	19	8	21	8	2.94
		Supervisors	N	1	10	3	20	14	2.25
		Total	N	8	29	11	41	22	2.60
			%	7.2	26.1	9.9	36.9	19.8	
1.4	The extent of objectives attainment in terms of attitudes	Office Holdres	N	5	18	8	21	11	2.76
		Supervisors	N	-	14	3	16	15	2.33
		Total	N	5	32	11	37	26	2.55
			%	4.5	28.8	9.9	33.3	23.4	
1.5	Assessing how effectively learning has been transferred back at the work place	Office Holders	N	3	23	8	20	9	2.86
		Supervisors	N	4	13	9	15	7	2.83
		Total	N	7	36	17	35	16	2.85
			%	6.3	32.4	15.3	31.5	14.4	
1.6	Assessing the impact brought to the office/departmental performance	Office Holders	N	7	21	5	19	11	2.90
		Supervisors	N	3	14	6	13	12	2.65
		Total	N	10	35	11	32	23	2.78
			%	9.0	31.5	9.9	28.8	20.7	

As depicted in Table 20, the evaluation conducted so far mainly focused on participants perception about program effectiveness (M=3.42), attainment of objectives in terms of knowledge(M=2.88), attainment of objectives in terms of skills requirement (M=2.60), attainment of objectives in terms of attitudes (M=2.55), on

assessing how effectively learning has been transferred back at the work place (M=2.85), and on assessing the impact brought to the office performance (M=2.78). In all the items listed in Table 20 except item 1.1, the mean scores of the responses is below average (M=3.0) indicating that their disagreement on the focus area of training and development programs evaluation. Hence, the offices effort to evaluate training programs in terms of learning, job behavior and the impacts brought to the offices is below expectations.

4.2.8 Problems of Training and Development Programs

As it had been mentioned in the review of related literature, there are several factors that hinder the effectiveness of training and development programs. This part of the study was designed to investigate some of the factors that constrained the effectiveness of training and development programs in each offices of the sector. In line with this, respondents were asked whether or not their organization has faced problems in training and development endeavors over the last three years. Accordingly, the great majority (79.3%) of respondents, 79.4% of office holders and 79.2% of supervisors, confirmed that their offices had been faced with problems (see appendix-G). In contrast to this, 17.1% of respondents, 19% of office holders and 14.6% of supervisors, replied the non-existence of such problems. The remaining 3.6% of respondents replied "I do not know" for the same question. Moreover, the chi-square test indicated that there were statistically significant differences between the responses of the two groups indicating that the offices faced problems in training and development endeavors.

As shown in Table 21, respondents who replied positively were further inquired to indicate some of the major problems faced by their offices. Based on the responses obtained the percentages of 10 major problems were ranked corresponding to the percentages of both groups of responses in Table 21.

Accordingly, lack of adequate budget allocated to training and development, absence of clearly stated training policy, low priority given to training and development, lack of management support, inadequate organizational facility, lack

of selection criteria for selecting individuals for the programs, lack of motivation of the employees, insufficient time to execute trainings, lack of well designed training programs, and lack of appropriate training institutions were ranked from 1st to 10th according to the responses of the office holders.

Table 21: Problems of Training and Development Programs

No	Item	Respondents Category						D (r1-r2)	D ²
		Office Holders			Supervisors				
		N	%	Rank	N	%	Rank		
1	Which of the following were the most prevalent problems?								
1.1	Lack of motivation of the employees	27	54	7	15	39.5	10	-3	9
1.2	Lack of well designed training program	17	34	9	14	36.8	8	1	1
1.3	Lack of management support	41	82	4	20	52.6	5	1	1
1.4	Insufficient time to execute training program	25	50	8	21	55.3	6	2	4
1.5	Low priority to training and development	42	84	3	36	94.7	2	1	1
1.6	Inadequate organizational facility	36	72	5	17	44.7	7	-2	4
1.7	Absence of clearly stated training policy	45	90	2	26	68.4	3	-1	1
1.8	Lack of selection criteria for selecting trainees	34	68	6	23	60.5	4	2	4
1.9	Lack of appropriate training institutions	16	32	10	12	31.6	9	1	1
1.10	Lack of adequate budget allocated to training and development	46	92	1	37	97.4	1	0	0

On the other hand, lack of adequate budget allocated to training and development, low priority given to training and development, absence of clearly stated training policy, lack of selection criteria for selecting trainees, lack of management support, insufficient time to execute training program, inadequate organizational facility, lack of well designed training program, lack of appropriate training institutions, and lack of

motivation of the employees ranked 1st to 10th according to the responses of supervisors.

The ranking order of the two groups has similarities in item 10. On the other hand, there were variations in ranks towards the items 1, 2, 3, 4, 5, 6, 7, 8, and 9. Spearman's rank ordered correlation coefficient test was employed to test whether there is correlation between the rankings of the two groups. Spearman's rank order coefficient was found to be 0.842, which indicated that there is strong and positive correlation in the rankings of the two groups.

Therefore, lack of adequate budget allocated to training and development, absence of clearly stated training policy, low priority given to training and development, lack of management support, inadequate organizational facility, lack of selection criteria for selecting individuals for the programs, lack of motivation of the employees, insufficient time to execute trainings, lack of well designed training programs, and lack of appropriate training institutions were the major problems identified by both groups of respondents the education offices faced during training and development endeavors.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of major findings of the study, the conclusion drawn upon the major findings and recommendations that are based on the conclusions arrived at.

5.1 Summary

This study was conducted aiming at assessing the human resource training and development practices that have been carried out in the education offices of Hadiya Zone in training and developing their managerial/administrative employees. The study was also attempted to investigate those factors that have been adversely affecting such practices, there by, suggest possible solutions on how to provide effective and efficient human resource training and development programs in education sector of the Zone. Besides, the study was guided by the following specific objectives:

1. To assess the practice of training needs assessment conducted by Woreda education offices in the Zone.
2. To identify the mechanisms Woreda education offices used in selecting individuals, setting objectives and developing contents for training and development programs.
3. To identify the human resource training and development methods mostly used by the Woreda education offices in the zone.
4. To assess the mechanism of evaluating human resource training and development programs in Woreda education offices of the Zone.
5. To pinpoint the major problems the Woreda Education offices face in their human resource training and development programs.

To this effect, the following basic questions were the corner stones to obtain the necessary information.

1. To what extent training and development needs are assessed by Woreda education offices in the zone?
2. On what basis the Woreda education offices:
 - a. select individuals for training and development programs?
 - b. set objectives for training and development programs?, and
 - c. develop contents for training and development programs?
3. Which methods of training and development are most often used by the Woreda education offices?
4. How human resource training and development programs were evaluated in Woreda education offices of the Zone?
5. What problems do the Woreda education offices face in their human resource training and development endeavors?

In an attempt to answer the above basic research questions, a descriptive survey method was preferred to serve the purpose. The study was conducted in seven Woreda education offices and Zone education department of the sector. Data were gathered using questionnaires developed based on the review of related literature. Interview, focused group discussion and document analysis were also instruments used to gather data. The questionnaire covered the responses of sixty-three officials and forty-eight supervisors of ZED and WEOs. Similarly, the interview covered eight office heads and eight process owners from ZED and WEOs. Out of 138 questionnaire papers distributed 111(80.4%) were filled out and returned. The data gathered were analyzed by descriptive statistics such as frequency counts, percentages, ranks and mean value comparisons; and inferential statistics like spearman's rank order correlation coefficients to test whether there is correlation between the rankings of the two groups and the chi-square test to verify whether there are significant differences in the distribution of responses between or among the respondents of the two groups under study (i.e. office holders and supervisors). The major findings of the study are summarized as follows:

5.1.1 Characteristics of Respondents

As to the findings of study, there are only a few numbers of females in the positions of officials and supervisors. The majority of respondents in each office belong to the age group 31-40 and 41-50. Most of the officials and supervisors have adequate qualification in relation to the required jobs. However, the existence of diploma and few TTI graduates in the sector indicated that there is a need for upgrading them in the future. Concerning work experience of employees, more than 65% have been serving in different offices and schools for more than 16 years. The offices' efforts to attract young people were found poor.

5.1.2 Major Findings

Provision, Arrangement, Job Assignment, and Contents of Training and Development

- a. It was reported by more than 75% of the total respondents that short or long-term training and development programs were provided for employees and managers in education sector of the zone for the last three years.
- b. It was found out that 81.1% of the total respondents attended the training or development programs provided in the sector. The majority (45.1%) of those who attended training and development programs, 52.4% of office holders and 35.4% of supervisors, participated in the programs organized by RED. The second, third and fourth majority of respondents attended the program organized by ZED, WEO, and RCBB.
- c. Among those who attended training and development programs, more than 85% of them participated in short-term seminars, workshops, and conferences. Where as exposing individuals to various jobs and visiting tour to other organizations was found at a lower level.
- d. It was reported by 75% of the total respondents that the training and development programs they attended were related to their jobs.

- e. Among those individuals who have attended their long-term training and development, more than 60% of them had got the proper position and benefit after completion. Those who didn't get proper position and benefit indicated the reason as managerial problem, shortage of budget, priority was given to others and the programs they attended had no relation with their regular jobs.
- f. The contents of BPR, result oriented performance and supervision ranked first, second and third respectively. While material management, financial management, and information technology ranked the least. Relatively greater emphasis was given to BPR and result oriented performance appraisal and no emphasis was given to technical skill development.
- g. It was discovered by the majority (63.9%) of respondents, 66.7% of office holders and 60.4% of supervisors, that the human resource training and development plan were included in the office's strategic plan. But, the information obtained from document analysis indicated the absence of such practices in the sector.

5.1.2.1 Training and Development Needs Assessment

- a. It was reported by more than 65% of the total respondents that there was no practice of conducting needs assessment. However, about 33.3% of the total respondents agreed on the existence of such practices.
- b. On instances where needs assessment was conducted, it was found out that individual employees, immediate supervisors, and top-level managers rarely or never identify needs assessment in their respective offices. However, the findings reveal that the sole responsibility for carrying out needs assessment falls on the training coordinator/officer.
- c. On instances where needs assessment was conducted, it was found by the responses of the respondents of the two groups that training and development needs assessment practices that had been taken so far were based on the analysis of culture, structure, plan, objectives, task performed by each job holder and the knowledge, skills, and attitudes of the individuals.

- d. It was reported by the respondents who disagree the presence of human resource training and development needs assessment in their offices that attention was not given to it, shortage of budget, failure to recognize its importance by the concerned bodies, no responsible body to carry out training and development needs assessment and there were no experts to undertake it were some of the major reasons for not conducting training and development needs assessment.
- e. The study revealed that availability of budget, importance and urgency of the need, cost effectiveness, availability of trainers, availability of training institutions and trainees' capability and level of motivation were some of the major factors considered for prioritizing identified needs.
- f. On instances where needs assessment was carried out, observing individuals when performing their task, performance review, conducting group discussion and conducting survey were the commonly used methods for gathering information for needs assessment.

5.1.2.2.a Selection Criteria

- a. It was found out that the majority of respondents agreed on the absence of clear and transparent criteria in selecting trainees or trainers for training and development program. The criteria were not communicated to members of the organization. Further more, training and development opportunities offered to individuals who have good personal relationships with immediate supervisors and top level managers. Moreover, training and development opportunities were offered to individuals not as incentives as well as without considering organizational goals.

5.1.2.2.b Objectives of Training and Development Programs

- a. It was found out that majority (71.2%) of respondents, 69.8% of office holders and 72.9% of supervisors, confirmed that there was a practice of setting objectives before delivering trainings in their respective offices.
- b. It was also found out that the nature of the objectives set were relevant to the learners concerned (M=2.23), precise and clearly indicates the expected outcome

of the program (M=2.51), related to the KSA gap identified earlier (M=2.43, 2.62, 2.35 respectively), and stated in measurable terms (M=2.31). The mean scores in all cases were below average (3.0). Thus, the objective set lacks clarity and were not presented to trainees in a systematic way.

5.1.2.2.c Contents for Training and Development Programs

- a. It was indicated by 67.6% of the total respondents that the offices were not participated trainees through their representatives in the selection of contents for training program.
- b. The findings of the study revealed that program coordinators and trainers were selected the contents for training and development programs. Trainees have not been offered the opportunity to participate in content selection.

5.1.2.3 Methods of Training and Development Programs

- a. The findings of the study revealed that majority (59.5%) of the total respondents confirmed that there was no any formal orientation/induction program organized to new recruit employees or for those new position holders. Moreover, to certain extent induction program were conducted when the offices recruit many individuals at a time and only few respondents confirmed the existence of a formally set orientation check list.
- b. On instances orientation carried out, the new recruits peers and co-workers usually took part in undertaking orientation program. It was also found out that in the offices, not giving attention to orientation program and considering orientation program as costly and time consuming were the main reasons for not conducting orientation program.
- c. It was found that sharing ideas among employees was the most applicable on-the-job training and development technique; however, it did not systematically applied as technique but as one of the work relationship. Most of the respondents confirmed that understudy, mentoring, coaching and delegation were on-the-job training techniques used to train and develop individuals in their respective offices.

However, majority of respondents confirmed that job rotation technique was not widely used by their offices due to the result oriented appraisal system, which enabled the employees and managers to concentrate towards their own job.

- d. Concerning the methods of presentations in which the programs delivered, it was discovered that lecture method and group discussion method were the most often used off-the-job training delivery techniques. It was also found out that audio-visual method; case studies method, role playing and management game were not widely used off-the-job training delivery techniques.

5.1.2.4 Evaluation of Training and Development Program

- a. It was found that most of the offices have no well organized system of keeping records of all training and development programs delivered. Lack of follow up from concerned bodies and keeping records of training was not accustomed were some of the reasons for not keeping records of training and development delivered. Moreover, there were no systematic practices of evaluating the training and development program conducted in most of the offices in the sector.
- b. It was discovered that majority of respondents confirmed the training officer (62.2%), the trainer (61.3%), and top manager (61.3%) were involved on instances when training and development evaluations carried out. Moreover, significant number of respondents agreed on the involvement of the trainees' supervisors and the trainees in carrying out evaluation activities.
- c. It was found that the evaluation conducted so far was focused on participants perception about program effectiveness ($M=3.42$), attainment of objectives in terms of knowledge ($M=2.88$), attainment of objectives in terms of skills requirement ($M=2.60$), attainment of objectives in terms of attitudes ($M=2.55$), on assessing how effectively learning has been transferred back at the work place ($M=2.85$), and on assessing the impact brought to the office performance ($M=2.78$). The mean scores of the responses are above average (3.0) in the case of participants' perception and below average (3.0) in the remaining cases indicating disagreement on the

the issue of objectives in terms of knowledge, skills, and attitudes, on the transferring of learning and the impact brought to the office performance.

5.1.2.5 Problems of Training and Development Programs

- a. It was reported by the great majority (79.3%) of respondents, 79.4% of officials and 79.2% of supervisors, that their offices had faced problems in its training and development endeavors over the last three years.

- b. It was found out by the great majority of the respondents that shortage of adequate budget allocated to training and development and absence of clearly stated training policy were considered as the major constraints in their training and development endeavors. Moreover, low priority given to training and development, lack of managerial support, inadequate organizational facility, lack of selection criteria for selecting individuals for the programs, lack of motivation of the employees, insufficient time to execute trainings, lack of well designed training programs, and lack of appropriate training institutions were also among the major constraints that the offices had encountered.

5.2 Conclusions

In light of the above findings, the study had finally come up with the following conclusions:

1. It was revealed in the findings of this study that the practice of conducting needs assessment in respective offices of the sector was not satisfactory. Little opportunities were given to individual employees in order to determine their own needs. This has caused failure in relating training and development needs with real problem of individual employee. More over, there were no clear and transparent criteria for selecting individuals for the programs. Most of the time opportunities were offered to individuals based on their good personal relationships with immediate supervisors and top level managers. This has led to grievances among employees and adversely affects the commitments of employees towards the realization of organizational goals. Therefore, it could be safe to conclude that the education offices of the zone have lost money on training and development activities because it was poorly designed and not linked to performance problems.
2. Although there was good practice of setting objectives before delivering programs by designing and organizing bodies, the process of setting them did not participated the stakeholders. Trainees do not know what they are supposed to learn. This has caused confusion on the part of trainees and their respective offices. Trainees had not been offered the opportunity to participate in the selection of contents for the programs. What is more, insignificant attention has been given to on-the-job training and development techniques. Thus, it can be said that the offices effort to participate stakeholders in setting objectives and content selection; and to use on-the-job training and development methods didn't meet the expectations.
3. It was established by the findings of this study that there was no an inbuilt system of training and development evaluation by which the outcomes of the training and development programs are evaluated. This has led to ineffective and inefficient use of scarce resources in the sector. Further more, the effectiveness of the programs had been hindered by shortage of budget, absence of clearly stated training

policy, low priority given to training and development programs, lack of managerial support, inadequate organizational facility, lack of selection criteria for selecting individuals for the programs, and lack of motivation of the employees were among the major problems observed in the sector. In general, it would be concluded that human resource training and development activities have been carried out in education offices of the zone simply because of the belief that it is good thing to do.

5.3 Recommendations

Based upon the above conclusion and findings of the study, the following recommendations were made to enhance the offices' ability to more effectively uphold their efforts.

5.3.1 Training and development programs largely help an organization to accomplish its goals and objectives. This is possible when training and development programs are offered to employees by identifying areas by which it can make a real contribution to organizational success. Therefore, trainers, process owners and individual workers collaboratively has to be carried out training and development needs assessment systematically in the offices in order to avoid the misuse of human, financial, and material resources as well as for effective accomplishment of organizational objectives. Each office in the sector has to develop mechanisms for collecting information about the gap by employing organizational, job/task and person analysis. The practice of conducting training need assessment by the respective office should encompass the needs of individual employees so that they are able to determine their own needs. Efforts has to be made by REB and ZED to develop needs assessment manual which helps as a guide line for effective identification of needs. Process owners in respective offices have to build the capability of individuals in charge of identifying their own training and development needs.

5.3.2 There were absence of clear and transparent selection criteria for selecting trainees or trainers for training and development programs. As a result, training and development opportunities were offered to individuals based on the good will and personal relationship of immediate supervisors and top-level managers. Such

practices affected the morale and initiative of other employees as well as affected the offices in achieving their goals and objectives. Therefore, the REB and ZED should develop a training and development directive which includes selection criteria by participating representatives from each woreda education offices. The directives prepared should be disseminated to all individuals in the offices. Training and development opportunities should be offered to appropriate trainees in the office regardless of their status and personal relationship with others; and appropriate trainers should be selected to provide effective and efficient training and development program.

5.3.3 Setting clear and precise objectives at the start would help trainees to decide whether the objectives set are related to the accomplishment of their task; helps managers to decide whether the trainings are good enough for the attainment of organizational goals; and it directs the trainers to know what to train. Thus, it is recommended that the preparation of training and development objectives should be done with meaningful participation of the trainees, the trainers and the managers of each respective office. The offices should strongly commit themselves to enhance trainees' involvement by participating representatives of individuals to be trained in setting objectives.

5.3.4 Participating stakeholders in the selection of training and development program contents contributed for joint actions to solve the problems that should be addressed through training. Therefore, it is recommended that individual workers through their representatives should participate in the selection of the contents because it enables them to meet their training and development needs.

5.3.5 The absence of induction programs in education sector reduced the motivation and performance of newly recruited employees and new position holders. Therefore, it is recommended that, immediate supervisors and co-workers in respective offices have to arrange and deliver induction/orientation program to new employees and they have to institutionalize new position holders before they had started to perform their jobs.

The attention given to on-the-job training and development methods in the offices were very low. Relatively greater emphasis was given to short-term off-the-job training methods. The use of off-the-job or on-the-job training and development method should depend on the nature and content of the programs and the capability of trainees and supervisors. Therefore, it is recommended that REB and ZED should design and implement intensive trainings to office/ department heads and process owners that enable them to devise a scheme by which on-the-job methods could be utilized at a higher scale in the offices.

5.3.6 Evaluation help the organizations to ensure training and development program meets its objectives. Comparing objectives with outcomes help to find answers to the question how far the trainings has achieved its purpose. However, it is impossible to assess the significance of training and development programs unless there is an inbuilt system of evaluation in the offices. In light of this, it is recommended that managers, trainers and trainees in each respective offices of the sector has to design and endorse a system of evaluation for their training and development endeavors in terms of reaction changes, work behaviors, achievement of learning objectives and outcomes or effects. The REB should provide the necessary technical support and trainings to those individuals that would enable them to design such systems.

5.3.7 The effectiveness of training and development program in the sector had been hindered by budgetary constraints, absence of clearly stated training policy, low priority given to training and development programs, lack of managerial support, inadequate organizational facility, lack of selection criteria for selecting individuals for the programs, lack of motivation of the employees, insufficient time to execute trainings, lack of well designed training programs, and lack of appropriate training institutions. In order to address these challenges, the following recommendations are forwarded.

5.3.7.1 ZED and WEOs have to design various projects and negotiate with donor agencies in order to obtain the required materials, financial and technical support in their training and development endeavors.

financial and technical support in their training and development endeavors.

5.3.7.2 REB and ZED have to provide intensive trainings to Zonal budget allocators to create awareness on the importance of training and development so that the budget allocators give attention in such a way that out of the budget allocated to offices a significant amount should be appointed to training and development activities.

5.3.7.3 REB has to provide trainings for heads and process owners of respective education offices in order to make them give emphasis and priority to training and development activities.

5.3.7.4 Zone education department should formulate training and development policy and disseminates it to woreda education offices so that they can adopt it to their organizational functions.

5.3.7.5 Sufficient time should be given to training programs so that trainees can get enough time to digest what they are going to learn.

Bibliography

- Abduselam Mama. (2006). "A Study on Human Resource Planning, Training and Development in Oromia Education Bureau". Unpublished Master Thesis: AAU.
- Anthony, W. p. et al. (1993). **Strategic Human Resource Management**. Fortworth: The Dryden Press.
- Aregash Samuel. (2006). "The State of Human Resource Development in the Ethiopian Leather and Leather products Technology Institute". **The Ethiopian Journal of Higher Education**, 3(2), 33-68.
- Armstrong, M. (1999). **A Hand Book of Human Resource Management Practice**. London: Kogan Page Limited.
- Barker, B., J. Marcer and R. Bird. (2007). **Human Resource Management in Education: Contexts, Themes and Impacts**. Retrived from <http://www.routledgeeducation.com>.
- Basarab, D.J. and D. K. Root. (1993). **The Training Evaluation Process: A practical Approach to Evaluating Corporate Training Programs**. Boston: Kluwer Academic Publishers.
- Belcourt, M. et al. (1996). **Managing Human Resources**. Toronto: An International Thomson Publishing Company.
- Bernardin, H.J. (2004). **Human Resource Management: An Experimental Approach** (3rd ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.

- Best, J. and J. Kahn. (2005). **Research in Education** (9th ed). New Delhi: Printice Hall of India Private Limited. ✓
- Bolton, T. (2001). **An Introduction to Human Resource Management**. New Delhi: Efficient Offset Printers. ✓
- Cascio, W.F. (1986). **Managing Human Resources: Productivity, Quality of Work Life, Profits**. New York: McGraw- Hill Book Company.
- Cole, G. A. (2002). **Personnel and Human Resource Management** (5thed). ✓
London: Biddles Ltd.
- Cowling, A.G. and CJB. Mailer. (1998). **Managing Human Resources**. London: ✓
Edward Aronold Ltd.
- Cowling, A. and D.J.B. Mailer. (1981). **Managing Human Resources**. London:
R.Clay Ltd.
- Decenzo, D. A. and S. P. Robbins. (1988). **Personnel/Human Resource** ✓
Management (3rded). New Jersey: Prentice Hall.
- Dessler, G. (2005). **Human Resource Management** (9th ed). New Delhi: Saurabh
Printers Pvt. Ltd.
- Erickson, P. R. (1990). "Evaluating Training Results". **Training and Development**
Journals, 44(1), 57-60.
- FCSC.(1998). "Human Resource Management Component of the Ethiopian Civil
Service Reform Program". Unpublished Material.
- FDRE. (1996). Civil Service Reform Study: Task Force Comprehensive Report Addis ✓
Ababa .V.1-5.
-
- FDRE. (1997). "Civil Service Reform study: Human Resource Management
Reform Sub-programme Profile". Addis Ababa (Unpublished Material)

- Kirby, P. and L. Ginzel. (1989). "Look Smarter in your First Training Job." **Training and Development Journal**, 43(8), 69-72.
- Koul, L. (1996). **Methodology of Educational Research** (2nd ed). New Delhi: Vikas Publishing House.
- Koul, L. (2006). **Methodology of Educational Research** (3rd ed). New Delhi: Vikas Publishing House.
- Krishna, G. R. and P. G. Aquinas. (2004). **Personnel/Human Resource Management: Principles and Practices**. New Delhi: Authors Press.
- Glover, D. and S. Law. (2000). **Educational Leadership and Learning**. Buckingham: Open University Press.
- Magginson, L.C. (1981). **Personnel Management: A Human Resource Approach** (4th ed). Home wood: Richard D.IRWIN. Inc.
- Mathis, R. L. and J. H. Jackson. (1997). **Human Resource Management** (8thed). New York: West Publishing Company.
- MCB. (2005). "Training Need Assessment in Selected Rural Woredas". Addis Ababa (Unpublished Material).
- McCielland, S. (1992). "A System Approach to Needs Assessment". **Training and Development**, 46(8), 51-54.
- Melaku Dires. (2004). "The Practice and problems of Human Resource Training and Development in Some Federal Ministries in Ethiopia". Unpublished Master Thesis :AAU
- Milkovich, G.T. and J.W. Boudreau. (1988). **Human Resource Management**. Boston: Richard D.IRWIN. Inc

- Milkovich, G.T. and J.W. Boudreau. (1991). **Human Resource Management** (6th ed). Boston: Richard D. IRWIN, Inc. ✓
- MOE. (2005). **Education Sector Development Program III: Program Action Plan**. Addis Ababa: Ministry of Education.
- Monappa, A. and M. Saiyadain. (1999). **Personnel Management** (2nd ed). New Delhi: Tata McGraw-Hill Publishing Company. ✓
- Mondy, R.W. and R.M. Noe. (1990). **Human Resource Management** (4th ed). Massachusetts: Allyn and Bacon.
- Negarit Gazeta. (1962). Regulations Issued Pursuant to the "Central Personnel Agency and Public Service Order, 1961" Order No. 269.
- Noe, A. R. (2008). **Employee Training and Development** (4th ed). Boston: McGraw-Hill International Edition.
- Noe, A. R. et al. (2007). **Human Resource Management** (2nd ed). Boston: McGraw-Hill.
- Rae, L. (2003). **How to Plan and Design Training Programs**. UK: Gower Publishers.
- Sah, A. K. (1992). **Systems Approach to Training and Development**. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S. (1988). **Human Resources Management**. New Delhi: Tata McGraw-Hill publishing Company Limited.
- Saiyadain, M.S. (1994). **Human Resources Management**. New Delhi: Tata McGraw-Hill publishing Company Limited.
- Saiyadain, M.S. (1995). **Human Resources Management**. New Delhi: Tata McGraw-Hill publishing Company Limited.

SNNPRG. (2004). "Gap Identification Socio-Economic Profile." Bureau of Finance and Economic Development (Unpublished Material).

SNNPREB. (2006). "Education Sector Annual Performance Report."

(Un published).

Tayeb, H.M. (1997). **The Management of Multicultural Workforce**. Edinburgh: Jhon Wiley and Sons.

Taylor, P.J., P.O. Michael and F.B. John. (1998). "A New Integrated Framework for Need Analysis." **Human Resource Management Journal**, 8(2), 29-46.

TGE. (1992). "A Proclamation to Provide for the Establishment of National/Regional Self-government". Negarit Gazeta, Proclamation No 7/1992. Addis Ababa: Berhanena Selam Printing Press.

Torrence, D. R. (1993). "Motivating Trainees to Learn." **Training and Development Journal**, 47(3), 55-58.

Tracy, R. (1984). **Designing Training and Development Systems** (Revised Edition). New York: Agelican Design Group Ltd.

Truelove, S. (2000). **Handbook of Training and Development**. New Delhi: Efficient Offset Printers.

Tyson, S. and A. York. (1996). **Human Resource management** (3rd ed). Oxford: British Library Cataloguing.

Vohra, M. (2006). **Management Training and Development**. New Delhi: Anmol Publications Pvt. Ltd.

APPENDICES

Appendices

Appendix-A

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A Questionnaire to be completed by officials and supervisors of zone education department and woerda education offices of Hadiya zone.

The purpose of this questionnaire is to collect relevant data regarding the practices that have been carried out by the education sector of Haddiya zone in human resource training and development over the last five years, i.e since of 1998 E.C; and also to identify the major problems the education sector faces during the same period.

The findings may serve as input for human resource development of the zone. Therefore, your sincere co-operation and objectivity in answering each of the question items is of great importance, and your responses would be kept strictly confidential.

Note that:

1. No need of writing your name
2. Please indicate your answer by putting "X" for questions with options
3. Write your opinion for open-ended questions.
4. If it is needed, you can give more than one answer.
5. The questionnaire only directed towards the training and development program delivered to officials and supervisors who work in offices of Hadiya zone education sector (i.e woreda education offices and zone education department).

Thank you in advance for your co-operation for filling and returning this questionnaire.

Section-I

I. Background Information of the Respondents

1. Sex
 - A. Male
 - B. Female
2. Age
 - A. below 20 years
 - B. 21-30 years
 - C. 31-40 years
 - D. 41-50 years
 - E. 51 years and above
3. Educational background
 - A. Below Grade 12
 - B. 12th complete
 - C. TTI
 - D. College diploma
 - E. BA/BSC
 - F. MA/MSc and above
4. Your area of specialization
 - A. Management
 - B. Accounting
 - C. Educational Planning and Management
 - D. Economics
 - E. Specify if any other _____
5. Current Position
 - A. Department head
 - B. Office head
 - C. Process owner
 - D. Performer
 - E. Supervisor
 - F. Specify if any other _____
6. Service Year on the current position
 - A. below 5 years
 - B. 6-10 years
 - C. 11-16 years
 - D. 16 years and above
7. Total work experience
 - A. below 5 years
 - B. 6-10 years
 - C. 11-16 years
 - D. 16 years and above

Section -Two

PART I

General information about Training and Development program received since 1998 E.C

1. Did your office provide any long or short-term training or development programs for its employees and managers since 1998 E.C.?
 - A. Yes
 - B. No
2. Did you attend any short or long-term training and development program offered since 1998 E.C.?
 - A. Yes
 - B. No

3. If your answer to question number 2 is 'yes', who arranged the program? /More than one response can be chosen/

- A. Woreda education office
- B. Zone education department
- C. Regional education bureau
- D. Woreda capacity building office
- E. Zone capacity building office
- F. Regional capacity building office
- G. Non-governmental organizations
- H. If any other please mention_____

4. What were the kind(s) of program(s) you have attended? / More than one response can be chosen/.

- A. Short term seminars, workshops, conferences, etc
- B. Attending higher education institutions
- C. Visit tour to other organizations
- D. Distance education program
- E. Mentored with in the organization
- F. Coached by immediate supervisors
- G. Exposed to various jobs with in the organization through job rotation

5. Was the program you attended directly related to your job?

- A. Yes
- B. No

6. If you have attended either formal education or distance education, did you get the proper placement and benefits after completion?

- A. Yes
- B. No

7. If your answer for question number 6 is "No", what is the reason for that?

Mention_____

8. What was the topic of training you received since 1998 E.C? Please indicate by Putting "X" on the topic(s) you received.

- | | |
|--|---|
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Decision making |
| <input type="checkbox"/> Strategic planning | <input type="checkbox"/> Financial management |
| <input type="checkbox"/> Human resource management | <input type="checkbox"/> Information technology |
| <input type="checkbox"/> Material management | <input type="checkbox"/> Computer training |
| <input type="checkbox"/> Change management | <input type="checkbox"/> Adult education |
| <input type="checkbox"/> Result oriented performance appraisal | <input type="checkbox"/> Curriculum development |
| <input type="checkbox"/> Business process reengineering | <input type="checkbox"/> Teachers development |
| <input type="checkbox"/> Gender and HIV/AIDS education | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Educational research | |

If any other please specify_____

9. Does your office planning for training and development?

- A. yes
- B. no

3. If your answer for item 1 is 'No', what is (are) the reason(s) for not conducting needs assessment? (More than one response can be chosen).

- A. The office does not have experts to undertake training and development needs assessment
- B. Shortage of budget to training and development needs assessment
- C. No responsible body to training and development needs assessment
- D. There is no training and development needs assessment directives
- E. Failure to recognize its importance by all concerned
- F. There is no training need at all in the office
- G. Attention has not been given
- H. If there is any other reason please specify_____

4. Once training and development needs are identified, they have to be prioritized. Which of the following factors does your office considered in prioritizing needs? (More than one response can be chosen).

- A. Availability of budget
- B. Importance and urgency of the need
- C. Trainees capability and level of motivation
- D. Availability of training institutions
- E. Cost effectiveness
- F. Availability of trainers
- G. All the identified needs are equally treated
- H. Mention if there are other factors_____

5. How does your office gather information in analyzing training and development needs? (More than one response can be chosen).

- A. conducting survey
- B. Observing how individuals are performing their tasks
- C. performance reviewing
- D. Conducting group discussion
- E. If there are any other methods, please mention _____

PART III

Selection Criteria for Training and Development

Indicate your agreement or disagreement regarding the selection criteria of trainees or trainers in your office as, 1= strongly Disagree; 2= Disagree; 3= Undecided; 4=Agree; 5= Strongly Agree, in each box corresponding to each item.

No	Question Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	The office has clear and transparent criteria in selecting trainees/trainers for training and development					
2	Every member of the office is well aware of this selection criteria					
3	The office offered training and development opportunities for individuals as incentives					
4	Training and development opportunities are usually offered to individuals who have good personal relationship with immediate supervisors					
5	Training and development opportunities were usually offered to appropriate individuals by considering organizational goals					
6	Only higher ranking officials are selected for training and development programs in most cases					
7	Training and development opportunities are usually offered to individuals who have good personal relationship with top-level managers					

PART V

Selection of contents for Training and Development

1. Does your office participated trainees through their representatives in the selection of contents of the training program?

- A. Yes B. No

2. Who select contents for training programs in your office? Indicate your agreement/disagreement regarding the selection of contents as, 1= Strongly Disagree; 2=Disagree; 3=Undecided; 4= Agree; 5= Strongly Agree, in each box corresponding to each item.

No	Question item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
2.1	The training coordinators selected the content of the training and development programs					
2.2	Top managers selected the content of training and development program					
2.3	The trainers selected the content of the training and development programs					
2.4	The office considered the level of participants in selecting contents for training and development program					

PART VI

Human Resource Training and Development Methods

1. Does your office arranged orientation program to new recruits and old ones?

- A. Yes B. No

2. If your answer for question no 1 is 'yes', which method of orientation were used in your office? (More than one response can be chosen)

- A. Formally arranged orientation program to all new recruits
 B. Formally set orientation check list
 C. If any other, please specify _____

3. Who took part in orienting new employees?

- A. Process owners take part in orienting new employees
 B. peers and co-workers take part in orienting new employees

- C. Top level manager take part in orienting new employees
 D. If any other, please specify _____
4. If your office has not been arranging orientation program to new recruits, what is (are) the reason(s) for that?
 A. It is costly and time consuming
 B. The office usually recruits experienced workers
 C. Recruits must be left free to learn about the office by themselves
 D. The office is not as such complex to new recruits
 E. Attention is not given to it
 F. If there is (are) other reason(s), mention please _____
5. Which of the following on-the-job techniques are used in your office to train and develop employees and managers? (More than one option can be chosen)
 A. Mentoring C. Job rotation E. Sharing ideas among employees
 B. Coaching D. Understudy assignment F. Delegation
 G. None of the above methods are used
6. Which of the following off-the-job training delivery techniques are used in your office? /more than one response can be chosen/
 A. Lecture method
 B. Audio-visual method
 C. Management game
 D. Group discussion
 E. Case studies
 F. Role playing
 G. If any other technique please specify _____

PART VII

Evaluating Human Resource Training and Development Programs

1. Does your office keep records of all training and development programs?
 A. Yes B. No C. Do not know
2. If your answer for question no 1 is 'No', what were the causes?
 A. Lack of follow up from concerned authorities
 B. Some training programs are kept secret
 C. Lack of transparent and clear training directive
 D. Keeping records of training is not accustomed
 E. If any other please specify _____
3. For what purpose training and development evaluation is used in your office? /more than one response can be chosen/
 A. to determine whether a program is accomplishing its objectives

- B. to identify the strengths and weaknesses HRD programs
- C. to determine its cost effectiveness
- D. to decide who should participate in the future HRD program
- E. if any other please specify _____

4. Who were involved in evaluating training and development program?

No	Who was involved in evaluation?	Yes	No
4.1	The trainee		
4.2	The training officer		
4.3	The trainer		
4.4	The trainee's supervisor		
4.5	Top manager of the office		

5. Rate the degree of your agreement or disagreement with regard to the practices of evaluation of training and development in your office as, 1= Strongly Disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly Agree

No	Question Item	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5.1	Evaluation conducted mainly focuses on the participants perception about the program and its effectiveness					
5.2	The evaluation conducted mainly focuses on the extent of objectives attainment in terms of knowledge					
5.3	The evaluation conducted mainly focuses on the extent of objective attainment in terms of skill requirements					
5.4	The evaluation conducted mainly focuses on the extent of objectives attainment in terms of attitudes					
5.5	The evaluation conducted mainly focuses on assessing how effectively learning has been transferred back at the work place					
5.6	The evaluation conducted focuses on assessing the impact brought to the office/departmental performance					

PART VIII

Problems with Human Resource Training and Development Programs

1. Does your office faced problems in its training and development endeavors over the last three years?

- A. Yes B. No C. Do not know

2. If 'yes' which of the following were the most prevalent ones?

No	Problems of training and development	Yes	No
2.1	Lack of knowledge		
2.2	Lack of communication skill		
2.3	Lack of motivation of the employees		
2.4	Lack of well designed training program		
2.5	Lack of management support		
2.6	Insufficient time to execute training program		
2.7	Low priority to training and development		
2.8	Inadequate organizational facility		
2.9	Absence of clearly stated training policy		
2.10	Lack of selection criteria for selecting trainees		
2.11	Absence of expertise to conduct training and development needs analysis		
2.12	The learner's negative attitude towards the program		
2.13	Non-responsiveness and lack of motivation of trainers		
2.14	Lack of appropriate training institutions		
2.15	Lack of adequate budget allocated to training and development		

2.16 if others please specify _____

3. What do you think are the possible solutions to the problems? Please list them

4. Finally, any suggestions or comments you want to add, you are very welcome _____

Appendix-B

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

Interview guide for heads and process owners

This study is designed to assess the practices and problems of human resource training and development in your organization. Your genuine response contributes much to the study.

Thank you in advance for your time and cooperativeness.

1. Does your office conduct training and development program based on needs assessment?
2. How often does your office conduct this kind of training?
3. On what basis your offices select individuals for training program?
4. Who participate in the selection processes?
5. Does your office set objectives for training programs in general and for each course in particular?
6. How does the process of setting objectives done in your office?
7. What measures does your office take to make objectives clear to whom so ever participating the training program?
8. How does your office select contents for the training program?
9. What methods /off-the-job and on-the-job/ do your office uses for conducting training?
10. What factors are affecting the process of training and development in your office?
11. What is you suggest as solution for problems of human resource training and development?

Appendex-C

Group Discussion Guide

1. How training and development programs have been taken place in your office?
2. What are the problems the office faces in human resource training and development endeavors?
3. What to be done to receive maximum benefit from human resource training and development activities?

Appendix-D

አዲስ አበባ የኒቫርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የስነ ትምህርት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል

በሀዲያ ዞን ት/መምሪያና በዞኑ ሥር በሚገኙ ወረዳዎች ት/ቤቶች ጽ/ቤት ወስጥ በሚሰሩ የትምህርት ባለሙያዎችና ሃላፊዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው ከ1998 ዓ.ም ወዲህ በሀዲያ ዞን ትምህርት ዘርፍ የሚሰጡትን የሰው ሀይል (በቢሮ ወስጥ ለሚሰሩ የትምህርት ባለሙያዎችና ሃላፊዎች) ስልጠናና አቅም ግንባታ ፕሮግራሞችን ለመገምገም ነው።

የዚህ ጥናት ዋና አላማ ሙሉ በሙሉ ትምህርታዊ ሲሆን የጥናቱ ውጤትም ለዞኑ የሰው ሀይል ስልጠናና የአቅም ግንባታ ፕሮግራሞች መጠናከር የሚኖረው ድርሻ የጎላ ነው። ስለዚህ ለቀረቡ ጥያቄዎች እርስዎ የሚሰጡት ምላሽ ለጥናቱ መሳካት ከፍተኛ ጠቀሜታ ይኖረዋል። በመሆኑም የእርስዎ ትክክለኛ፣ ግልፅና ያልዘገየ ምላሽ ለጥናቱ ስኬት ጠቀሜታ በመሆኑ መጠይቁን በጥንቃቄ እንዲሞሉልን በትህትና እንጠይቃለን።

ማሳሰቢያ:

1. ስምዎን መፃፍ አያስፈልግም
2. ለትክክለኛ መልስ በተሰጠው ሳጥን (ሰንጠረዥ) ወስጥ መርጠው የ"X" ምልክት ያድርጉ
3. ክፍት ቦታ ላይ ለተሰጠው ጥያቄ አስፈላጊውን መልስ ይፃፉ የቦታ እጥረት ካጋጠመዎ ከጥያቄው ባስተጀርባ ባለ ገፅ ይጠቀሙ
4. ይህ መጠይቅ የሚያተኩረው በሀዲያ ዞን የትምህርት ዘርፍ በሚገኙ ጽ/ቤቶች (ዞን ትምህርት መምሪያ፣ ወረዳ ት/ቤቶች ጽ/ቤት) ወስጥ ለሚሰሩ የትምህርት ባለሙያዎችና ሃላፊዎች የተሰጡ ስልጠናና አቅም ግንባታ ፕሮግራሞች ላይ ነው

መጠይቁን በመሙላትና በመመለስ ለሚያደርጉልን ትብብር ከወዲሁ ምስጋናችንን እናቀርባለን።

ክፍል አንድ

የመላሹ የግል መረጃ

መስርዖ ቤቱ የሚገኝበት -----

- | 1. ጾታ | ሀ. ወንድ | ለ. ሴት |
|---|---|---|
| 2. ዕድሜ | ሀ. ከ 20 ዓመት በታች
ለ. ከ 21-30 ዓመት
ሐ. ከ 31-40 ዓመት | መ. ከ 41-50 ዓመት
ሠ. 51 ዓመትና ከዚያ በላይ |
| 3. የትምህርት ሁኔታ | ሀ. ከ 12 ^ኛ ክፍል በታች
ለ. 12 ^ኛ ክፍል ያጠናቀቀ
ሐ. ቲ.ቲ.አይ | መ. ኮሌጅ ዲፕሎማ
ሠ. የባችለር ዲግሪ
ረ. የማስትሬት ዲግሪና ከዚያ በላይ |
| 4. የሰለጠነበት የትምህርት ዘርፍ | ሀ. ማኔጅመንት
ለ. አካውንቲንግ
ሐ. የትምህርት ዕቅድና ሥራ አመራር | መ. ኢኮኖሚክስ
ሠ. ሌላ ከሆነ ይገለፅ----- |
| 5. በአሁኑ ጊዜ የሚሰሩበት የስራ ሀላፊነት (መደብ) | ሀ. የመምሪያ ሀላፊ
ለ. የጽ/ቤት ሀላፊ
ሐ. አስተባባሪ | መ. ፈፃሚ
ሠ. ሱፐርቫይዘር
ረ. ሌላ ከሆነ ይገለፅ----- |
| 6. አሁን ባሉበት የስራ መደብ (ሀላፊነት) ያገለገሉበት የስራ ዘመን | ሀ. ከ 5 ዓመት በታች
ለ. 6-10 ዓመት | ሐ. 11-16 ዓመት
መ. ከ 16 ዓመት በላይ |
| 7. አጠቃላይ የአገልግሎት ዘመን | ሀ. ከ 5 ዓመት በታች
ለ. 6-10 ዓመት | ሐ. 11-16 ዓመት
መ. ከ 16 ዓመት በላይ |

ክፍል ሁለት

ምድብ አንድ

ሰለተሰጡት የስልጠናና አቅም ግንባታ ፕሮግራሞች አጠቃላይ መረጃ

1. ከ1998 ዓ.ም ወዲህ መ/ቤትዎ ለሰራተኞችና ሃላፊዎች የአጭር/የረጅም ጊዜ ስልጠናዎችን ወይም የአቅም ግንባታ ፕሮግራሞችን ሰጥቶ ያወቃል ወይ?

ሀ. አዎን	ለ. አልሰጠም
--------	----------
2. በትምህርት ዘርፍ በተሰጡ የረጅም/የአጭር ጊዜ ስልጠናዎች ወይም የአቅም ግንባታ ፕሮግራሞች ተሳትፈው ያወቃሉ?

ሀ. አዎን	ለ. አልተሳተፍኩም
--------	-------------
3. ለተራ ቁጥር 2 መልስዎ “አዎን” ከሆነ ማን አደራጃቸው ወይም ቀረፃቸው?

ሀ. ወረዳ ት/ጽ/ቤት	ሠ. ወረዳ አቅም ግንባታ ጽ/ቤት
ለ. ዞን ት/መምሪያ	ረ. ዞን አቅም ግንባታ መምሪያ
ሐ. ክልል ት/ቢሮ	ሰ. ክልል አቅም ግንባታ ቢሮ
ሸ. መንግብታዊ ያልሆኑ ድርጅቶች	ቀ. ሌላ ካለ ይገለፅ-----
4. ከ1998 ዓ. ም ጀምሮ የተከታተሉአቸው ፕሮግራሞች ምን ዓይነት ናቸው? /ከአንድ በላይ መልስ መስጠት ይቻላል/

ሀ. አጫጭር ሴሚናሮች፣ ወርክሾፖች፣ ኮንፈረንሶች፣ ወ.ዘ.ተ
ለ. በከፍተኛ ትምህርት ተቋማት መደበኛ ትምህርት መከታተል
ሐ. ትምህርታዊ ጉብኝት ወደ ሌሎች መ/ቤቶች
መ. የርቀት ትምህርት በተልዕኮ መከታተል
ሠ. በመ/ቤቱ ልምድ ያላቸው ሠራተኞች የስራ ክትትል በማድረግ
ረ. የቅርብ አለቃ ምክር በመስጠት
ሰ. በመ/ቤቱ ውስጥ ስራዎችን ማፈራረቅ/የስራ መደብን ማቀያየር/
5. የተከታተሉአቸው ስልጠናዎች ከስረዎ ጋር ቀጥተኛ ግንኙነት አሏቸው?

ሀ. አዎን	ለ. የላቸውም
--------	----------
6. በመደበኛ ወይም በርቀት ትምህርትዎን ተከታትለውና አጠናቀው ከሆነ ተገቢውን ምደባና ጥቅም አግኝተዋል?

ሀ. አግኝቻለሁ	ለ. አላገኘሁም
-----------	-----------

7. ለተራ ቁጥር 6 ምላሽዎ “አላገኛሁም” ከሆነ ምክንያቱ ምንድነው? ይገለፅ-----

8. ከ1998 ዓ. ም ጀምሮ የተሰጡ የስልጠናና የአቅም ግንባታ ይዘቶች(ርዕሶች) ምን ምን ናቸው? የ”X” ምልክት ያድርጉ /ከአንድ በላይ መምረጥ ይቻላል/

- | | |
|------------------------------------|----------------------|
| ሀ. -----አመራር | በ. -----የወሳኔ አሰጣጥ |
| ለ.----- ስትራቴጂክ ፕላን | ተ.-----የፋይናንስ አመራር |
| ሐ.----- የሰው ሀይል አስተዳደር | ቸ.-----ኢንፎርሜሽን ቴክኖሎጂ |
| መ. -----የንብረት አስተዳደር | ኘ.-----የኮምፕዩተር ስልጠና |
| ሠ.-----የሰው ጥ አመራር | አ. -----የጎልማሶች ትምህርት |
| ረ.-----ወጤት ተኮር የስራ አፈፃፀም ምዘና | ወ.-----የክርኩሰም ቀረፃ |
| ሰ. -----የአሰራር ስርአት ማሻሻያ | ከ. -----የመምህራን ዕድገት |
| ሸ. -----ስርዓተ ጾታና ኤች አይ ቪ ኤድስ ትምህርት | ደ.-----ሱፐርቪዥን |
| ቀ.-----የትምህርት ምርምር | |

ጂ. ሌላ ካለ ይገለፅ-----

9. መ/ቤትዎ የስልጠናና አቅም ግንባታ ፕሮግራሞችን ያቅዳል ወይ?

- | | |
|-------|----------|
| ሀ. አዎ | ለ. አያቅድም |
|-------|----------|

ምድብ ሁለት

የስልጠናና የአቅም ግንባታ ፍላጎት የዳሰሳ ጥናትን በተመለከተ

1. ከ1998 ዓ.ም ጀምሮ መስሪያ ቤትዎ የስልጠና ወይም የአቅም ግንባታ ፍላጎት ዳሰሳ ጥናት አካሄድ ያወቃል ወይ?

ሀ. አዎ

ለ. አላካሄደም

2. ለተራ ቁጥር 1 መልስዎ “አዎን” ከሆነ፣ በመ/ቤትዎ የስልጠና ወይም የአቅም ግንባታ ፍላጎት ጥናት በማን እንደሚካሄድ ከዚህ በታች በሰንጠረዥ ውስጥ ለቀረቡት ዐ.ነገሮች እውነትነት ከተጠቀሱት አማራጮች ውስጥ የራስዎን ምላሽ የ”X” ምልክት በማድረግ ይግለጹ።

1=በፍጹም ትክክል አይደለም፣ 2=አልፎ አልፎ፣ 3=አንዳንድ ጊዜ ነው/አንዳንድ ጊዜ አይደለም፣ 4=አብዛኛውን ጊዜ 5=ሁል ጊዜ

ተ.ቁ	የስልጠና ፍላጎት ዳሰሳ	1	2	3	4	5
2.1	እያንዳንዱ የመ/ቤቱ ሠራተኞች/ሃላፊ የረቡን/የረሷን የስልጠናና የአቅም ግንባታ ፍላጎቱን ይወስናል					
2.2	በመስሪያ ቤታችን የቅርብ አለቃዬ (ሃላፊዬ) የሚያስፈልገኝን የስልጠናና አቅም ግንባታ ፍላጎቱን ይወስናል					
2.3	በመ/ቤታችን የስልጠና ክፍል የእያንዳንዱን ሠራተኛ፣ ሃላፊና የመስሪያ ቤቱን የስልጠናና አቅም ግንባታ ፍላጎትን ይለያል					
2.4	የመ/ቤታችን የበላይ ሃላፊዎች ለእያንዳንዱ ሠራተኛም ሆነ ለመ/ቤቱ የሚያስፈልገውን ስልጠናና አቅም ግንባታ ፍላጎት በራሳቸው ይወስናሉ					
2.5	በመ/ቤታችን የወጭ አማካሪ በመቅጠር የሠራተኞቹንም ሆነ የመ/ቤቱን የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት እንዲለይ ይደርጋል					
2.6	መ/ቤቱ የስልጠናና የአቅም ግንባታ ስልጠና ፍላጎት ጥናት ሲያካሄድ የመ/ቤቱን መዋቅር፣ የአሠራር ስርዓት፣ ዕቅድ፣ አላማ፣ ወዘተ... ግምት ውስጥ ይስገባል					
2.7	መ/ቤቱ የስልጠናና የአቅም ግንባታ ስልጠና ፍላጎት ጥናት ሲያካሄድ በየአንዳንዱ ሠራተኛ መሰራት ያለበትን ስራ/ተግባርን ግምት ውስጥ ያስገባል					
2.8	መ/ቤቱ የስልጠናና የአቅም ግንባታ ስልጠና ፍላጎት ጥናት ሲያካሄድ የእያንዳንዱን ሠራተኛ/ሃላፊ ዕውቀት፣ ክህሎትና ዝንባሌ ግምት ውስጥ ያስገባል					

3. ለተራ ቁጥር 1 ምላሽዎ “አላካሄደም” ከሆነ ምክንያቱ ምንድን ነው? /ከአንድ በላይ መምረጥ ይቻላል/

ሀ. በመ/ቤቱ የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት ጥናት የሚያካሄድ ባለሙያ ባለመኖሩ

ለ. የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት ጥናት ለማካሄድ የበጀት ዕጥረት በመኖሩ

ሐ. የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት ጥናት ለማካሄድ ሃላፊነት የሚወስድ አካል ባለመኖሩ

መ. በመ/ቤቱ የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት ጥናት ለማካሄድ ግልፅ መመሪያ ስለሌላ

ሠ. የስልጠናና አቅም ግንባታ ስልጠና ፍላጎት ጥናት ጠቀሜታውን ባለመገንዘብ

ረ. በመ/ቤቱ የስልጠና ፍላጎት ባለመኖሩ

ሰ. ትኩረት ባለመሰጠቱ

ሸ. ሌላ ካለ ይገለፅ-----

4. መ/ቤትዎ የስልጠናና የአቅም ግንባታ የስልጠና ፍላጎት ከለዩ ቦኃለ ቅድሚያ ለመስጠት ከግምት

ወስጥ የሚያስገበው ምንድን ነው? /ከአንድ በላይ መልስ መስጠት ይቻላል/

ሀ. በጀት መኖሩን

ሠ. አሰልጣኞች መኖራቸውን

ለ. የስልጠና ፍላጎት ጠቀሜታና አጣጣሪነትን

ረ. ከወጪ ቅናሳ አንጻር /አዋጭነትን/

ሐ. የሰልጣኞችን ችሎታና ተነሳሽነትን

ሰ. የተለዩ ፍላጎቶች በሙሉ ይተገበራሉ

መ. የማሰልጠኛ ተቋማት መኖራቸውን

ሸ. ሌላ ካለ ይገለፅ -----

5. መ/ቤትዎ የስልጠናና የአቅም ግንባታ ፍላጎትን ለማጠናቀር መረጃ የሚሰበስበው እንዴት ነው?

/ከአንድ በላይ መልስ መስጠት ይቻላል/

ሀ. በምልክታ

ለ. እያንዳንዱ ሠራተኛ ስራውን እንዴት እንደሚያከናውን በማየት

ሐ. የሠራተኛውን የስራ አፈፃፀም በማጤን መ. የቡድን ወይይት በማድረግ

ረ. ሌላ ካለ ይጠቀስ -----

ምድብ ሦስት

የሠልጣኞችና የአሠልጣኞች አመራረጥ ሁኔታ

ከዚህ ቀጥሎ የተቀመጡ ዐ.ነገሮች በመ/ቤትዎ የሰልጣኞችና የአሠልጣኞች አመራረጥ ሁኔታን የሚመለከቱ ናቸው። ከ ዐ.ነገሮቹ ትይዩ አምስት አማራጮችን የያዙ ሣጥኖች አሉ።

1=በፍጹም አልስማማም 2=አልስማማም 3=አልወሰንኩም 4=እስማማለሁ 5=በጣም እስማማለሁ የሚሉ ናቸው። ስለዚህ ለቀረቡት ዐ.ነገሮች ከተተቀሱት አማራጮች ውስጥ የራስዎን ምላሽ የ"X" ምልክት በማድረግ ይግለጹ።

ተ.ቁ	የጥያቄው ዓይነት	በፍጹም አልስማማም	አልስማማም	አልወሰንኩም	እስማማለሁ	በጣም እስማማለሁ
1	መ/ቤቴ ግልፅና ሁሉን የሚያስማማ የሠልጣኞች/የአሠልጣኞች መመልመያ መስፈርት አለው					
2	የሠልጣኞች/የአሠልጣኞች መመልመያ መስፈርቱን እያንዳንዱ የመ/ቤቴ ሠራተኛ/ሃላፊ እንዲያውቀው ይደረጋል					
3	በመ/ቤቴ ውስጥ አብዛኛውን ጊዜ የስልጠናና አቅም ግንባታ ዕድሎች ከፍተኛ የስራ አፈፃፀም ላላቸው እንደማበረተቻ ይሠጣል					
4	በመ/ቤቴ ውስጥ አብዛኛውን ጊዜ የስልጠናና አቅም ግንባታ ዕድሎች ከቅርብ አለቆች ጋር ጥሩ የግል ግንኙነት ላላቸው ይሠጣል					
5	በመ/ቤቴ ውስጥ አብዛኛውን ጊዜ የስልጠናና አቅም ግንባታ ዕድሎች የመ/ቤቴን ግብ በማገናዘብ ይሰጣል					
6	በመ/ቤቴ ውስጥ አብዛኛውን ጊዜ የበላይ አመራሮች ብቻ የስልጠናና አቅም ግንባታ ዕድሎችን ያገኛሉ					
7	በመ/ቤቴ ውስጥ አብዛኛውን ጊዜ የስልጠና ዕድሎች ከመ/ቤቴ የበላይ አመራሮች ጋር ጥሩ ግንኙነት ላላቸው ይሠጣል					

ምድብ አራት

የስልጠናና አቅም ግንባታ ፕሮግራሞች ዓላማዎች ትኩረት

1. መ/ቤትዎ ላለፉት ሦስት አመታት የስልጠናና አቅም ግንባታ ፕሮግራሞች ከመቀረባቸው/ከመሰጠታቸው በፊት የፕሮግራሞችን ዓላማ ቀርጾአል ወይ?

ሀ. አዎ

ለ. አልቀረፀም

2. ለተራ ቁጥር 1 መልስዎ “አዎ” ከሆነ፣ በዓላማዎቹ አቀራረብ ዙሪያ ያለዎት አመለካከት

1=በፍጹም አልስማማም 2=አልስማማም 3=አልወሰንኩም 4=እስማማለሁ 5=በጣም እስማማለሁ
 በማለት የረስዎን ምላሽ የ”X” ምልክት በማድረግ ይግለጹ።

ተ.ቁ	የጥያቄው ዓይነት	በፍጹም አልስማማም	አልስማማም	አልወሰንኩም	እስማማለሁ	በጣም እስማማለሁ
2.1	የስልጠናና አቅም ግንባታ ዓላማዎቹ የስልጣኞችን ሁኔታ ያገናዘበ ነበር					
2.2	የስልጠናና አቅም ግንባታ ዓላማዎቹ ከስልጠናው የሚጠበቀውን ውጤት/ፋይዳ በግልፅና በትክክል ይገልጻሉ					
2.3	የስልጠናና አቅም ግንባታ ዓላማዎቹ ዋና ትኩረት የተለዩ የዕውቀት ክፍተቶችን በመሙላት ላይ ያለመ ነበር					
2.4	የስልጠናና አቅም ግንባታ ዓላማዎቹ ዋና ትኩረት የተለዩ የክህሎት ክፍተቶችን በመሙላት ላይ ያለመ ነበር					
2.5	የስልጠናና አቅም ግንባታ ዓላማዎቹ ዋና ትኩረት የተለዩ የአመለካከት ክፍተቶችን በመሙላት ላይ ያለመ ነበር					
2.6	የስልጠናና አቅም ግንባታ ዓላማዎቹ በተያዘለት የጊዜ ገደብ የተከፋፈለ ነበር					
2.7	የስልጠናና አቅም ግንባታ ዓላማዎቹን ሁሉም የመ/ቤቱ ሰራተኞች/ሃላፊ እንዲወቁት ተደርጓል					
2.8	የስልጠናና አቅም ግንባታ ዓላማዎቹ በሚለካ መልኩ የተገለጹ ነበር					
2.9	የስልጠናና አቅም ግንባታ ዓላማዎቹ ከስልጠናው በኋላ ከሠልጣኞች የሚጠበቀውን ደረጃ በትክክል የሚገልፅ ነበር					

3. ለተራ ቁጥር 1 መልስዎ “አልቀረፀም” ከሆነ፣ ምክንያቱ ምንድን ነው ይላሉ? ይገለፅ

ምድብ አምስት

የስልጠናና የአቅም ግንባታ ፕሮግራሞች ይዘት መረጣ

1. መ/ቤትዎ ሠልጣኞች በተወካዮቻቸው አማካይነት የስልጠናውን ይዘት እንዲመርጡ ያደርጋል ወይ?

ሀ. አዎ

ለ. አያደርግም

2. በመ/ቤትዎ የስልጠና ፕሮግራም ይዘት የሚመርጠው ማን ነው? የስልጠና ፕሮግራም ይዘት አመራረጥን በተመለከተ ያለዎት አመለካከት

1=በፍጹም አልስማማም 2=አልስማማም 3=አልወሰንኩም 4=እስማማለሁ 5=በጣም እስማማለሁ

በማለት የረስዎን ምላሽ የ"X" ምልክት በማድረግ ይግለጹ::

ተ.ቁ.	የጥያቄው ዓይነት	በፍጹም አልስማማም	አልስማማም	አልወሰንኩም	እስማማለሁ	በጣም እስማማለሁ
2.1	በመ/ቤቴ የስልጠና ክፍሉ የስልጠናውን ይዘት ይመርጣል					
2.2	በመ/ቤቴ የበላይ ሃላፊዎች የስልጠናውን ይዘት ይመርጣሉ					
2.3	በመ/ቤቴ አሠልጣኞች የስልጠናውን ይዘት ይመርጣሉ					
2.4	መ/ቤቴ የስልጠናውን ይዘት ስመርጥ የሠልጣኞችን የትምህርት ደረጃ ከግምት ውስጥ ያስገባል					

ምድብ ስድስት

የሰው ሃይል ስልጠና አሰጣጥ ዘዴዎች

1. መ/ቤትዎ አዲስ ለተቀተሩ ሠራተኞችና አዳዲስ መደቦች ላይ ለተመደቡ ነባር ሠራተኞች ከስራ ጋር እንዲተዋወቁ የስልጠና ፕሮግራሞችን ያዘጋጃል ወይ?

ሀ. አዎ

ለ. አያዘጋጅም

2. ለተራ ቁጥር 1 መልስዎ አዎ ከሆነ፣ መ/ቤትዎ የሚጠቀመው የትውወቅ ዘዴ የትኛው ነው? /ከአንድ በላይ መልስ መስጠት ይቻላል/

ሀ. አዳዲስ ሠራተኞች ስቀጠሩ መደበኛ የትውወቅ ፕሮግራም ይካሄዳል

ለ. አዳዲስ ሠራተኞች ስቀጠሩ ለትውወቅ የሚረዳ ጅክ ሊስት ይዘጋጃል

ሐ. ሌላ ካለ ይገለፅ _____

3. በመ/ቤትዎ ለአዲስ ተቀጣሪዎች ትዕዛዝ የሚያካሄደው ማነው?

ሀ. የቡድን መሪዎች አዳዲስ ሠራተኞች ስቀጠሩ የማስተዋወቅን ሃላፊነት ይወጣሉ

ለ. የስራ ባልደረቦች አዳዲስ ሠራተኞች ስቀጠሩ የማስተዋወቅን ሃላፊነት ይወጣሉ

ሐ. የመ/ቤቱ የበላይ ሃላፊዎች አዳዲስ ሠራተኞች ስቀጠሩ የማስተዋወቅን ሃላፊነት ይወጣሉ

መ. ሌላ ካለ ይገለፅ -----

4. መ/ቤትዎ አዲስ ለተቀጠሩ ሠራተኞችና አዳዲስ መደቦች ላይ ለተመደቡ ነባር ሠራተኞች ከስራ ጋር እንዲተዋወቁ የስልጠና ፕሮግራሞችን የማያዘጋጅ ከሆነ ምክንያቱ ምንድን ነው ይላሉ?

ሀ. ከወጪና ሰዓት አንጻር የማያዋጣ በመሆኑ

ለ. ቢሮው የሚቀጥራቸው ሠራተኞች ልምድ ያላቸውን በመሆኑ

ሐ. አዳዲስ የተቀጠሩ ሠራተኞች በራሳቸው ጥረት ስለቢሮው እንዲያውቁ መደረግ ስላለበት

መ. ቢሮው አዳዲስ ለሚቀጠሩ ሠራተኞች ያን ያህልም አስቸጋሪ ባለመሆኑ

ሠ. በመ/ቤቱ ለጉዳዩ እምብዛም ትኩረት ስለማይሰጥ

ረ. ሌላ ካለ ይጠቀስ-----

5. መ/ቤትዎ ከሚከተሉት የስራ ቦታ ላይ ስልጠናና የአቅም ግንባታ ዘዴዎች ሠራተኞችንና ሃላፊዎችን ለማሰልጠን የምጠቀምበት ዘዴ የትኛው ነው? /ከአንድ በላይ መልስ መስጠት ይቻላል/

ሀ. ልምድ ባላቸው ሠራተኞች የስራ ክትትል

ለ. በቅርብ አለቆች የሚሰጠውን ምክር

ሐ. ስራዎችን ማፈራረቅ/የስራ መደብ ማቀያየርን/

መ. ልምድ ባክብቱ ሠራተኞች ጋር አብሮ በመስራት መማርን/መለማማድን/

ሠ. ከሠራተኞች ጋር ሃሳብ መለዋወጥን

ረ. የስራ ወክልና በመስጠት

ሰ. መ/ቤቱ ከላይ ከተቀሱት ዘዴዎች አንዱንም አይጠቀምም

6. ከሚከተሉት ከስራ ቦታ ውጭ የስልጠና አሰጣጥ ዘዴዎች መ/ቤትዎ የሚጠቀምበት ዘዴ የትኛው ነው?

ሀ. በክፍል ውስጥ ገለጻ (ሌክቸር) ዘዴን

ለ. ኦዲዮቪዥኖች ዘዴን በመጠቀም

ሐ. አመራር ጨዋታን በመጠቀም

ተ.ቁ.		ይሳተፋሉ	አይሳተፉም
4.1	ሠልጣኞች		
4.2	የስልጠና ክፍል		
4.3	አሠልጣኞች		
4.4	የሠልጣኞች አለቆቻቸው		
4.5	የመ/ቤትዎ የበላይ ሃላፊዎች		

5. በመ/ቤትዎ የሰዉ ሃይል ስልጠናና የአቅም ግንባታ ፕሮግራሞች /መርሃ ግብር/ ግምገማን በተመለከተ ያለዎትን አመለካከት

1=በፍጹም አልሰማማም, 2=አልሰማማም, 3=አልወሰንኩም, 4=አስማማለሁ, 5=በጣም አስማማለሁ በማለት የረስዎን ምላሽ የ"X" ምልክት በማድረግ ይግለጹ::

ተ.ቁ	የጥያቄዉ ዓይነት	በፍጹም አልሰማማም	አልሰማማም	አልወሰንኩም	አስማማለሁ	በጣም አስማማለሁ
5.1	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት ተሳታፊዎች ለፕሮግራሙ ካላቸዉ አመለካከትና ዉጤታማነት አንፃር ነዉ					
5.2	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት የስልጠናዉ አላማዎች ከዕዉቀት /knowledge/ አንፃር መሳካታቸዉን ለማረጋገጥ ነዉ					
5.3	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት የስልጠናዉ አላማዎች ከክህሎት/skill/ አንፃር መሳካታቸዉን ለማረጋገጥ ነዉ					
5.4	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት የስልጠናዉ አላማዎች ከአመለካከት /attitude/ አንፃር መሳካታቸዉን ለማረጋገጥ ነዉ					
5.5	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት ከአስተሳሰብ የምላሽ ተግባርለዉጥ /transfer of learning/ አንፃር ነዉ					
5.6	በመ/ቤቴ የስልጠናና የአቅም ግንባታ ፕሮግራሞች የሚገመገሙት ለቢሮዉ ወይም ለዲፓርትመንቱ ካለዉ ፋይዳ አንፃር ነዉ					

ምድብ ስምንት

በሰው ሃይል ስልጠናና አቅም ግንባታ ዙሪያ ያጋጠሙ ችግሮች

1. በመ/ቤትዎ ላለፉት አምስት ዓመታት በሰው ሃይል ስልጠናና አቅም ግንባታ ዙሪያ ያጋጠሙ ችግሮች አሉ ወይ?

ሀ. አዎ ለ. የሉም ሐ. አላውቅም

2. ለተራ ቁጥር 1 መልስዎ “አዎ” ከሆነ፣ ችግሮቹ የትኞቹ ናቸው?

ተ.ቁ	የስልጠናና አቅም ግንባታ ችግሮች	አዎ	አይደለም
2.1	የስልጠናና የአቅም ግንባታ ፕሮግራሞችን ለማካሄድ ሙያዊም ሆነ አስተዳደራዊ ብቃት ያለመኖር		
2.2	የመረጃ ልወወጥ ክህሎት አናሳ መሆን		
2.3	የመ/ቤቱ ሠራተኞች ያላቸው ተነሳሽነት አናሳ መሆን		
2.4	በትክክል የተቀናጀ የስልጠናና አቅም ግንባታ ፕሮግራም ያለመኖር		
2.5	በከፍተኛ አመራሩ በቂ የሆነ ድጋፍ ያለመኖር		
2.6	ለስልጠናና አቅም ግንባታ ፕሮግራሞች በቂ የሆነ ጊዜ ያለመመደብ		
2.7	ለስልጠናና አቅም ግንባታ ቅድሚያ ያለመስጠት		
2.8	ለስልጠናና አቅም ግንባታ አስፈላጊ የሆኑ ነገሮች ያለመሟላት		
2.9	በግልፅ የተቀመጠ የስልጠና ፖሊሲ ያለመኖር		
2.10	የሠልጣኞች መመልመያ መስፈርት ያለመኖር		
2.11	የስልጠናና አቅም ግንባታ ፍላጎት ዳሰሳ (ጥናት) የሚያካሄድ ባለሙያ ያለመኖር		
2.12	ሠልጣኞች ለስልጠናና አቅም ግንባታ ፕሮግራም ያላቸው አመለካከት ደካማ መሆን		
2.13	አሠልጣኞች የተነሳሽነትና ሃላፊነትን የመወጣት ስሜት ያለመኖር		
2.14	የስልጠናና የአቅም ግንባታ ተቋማት ያለመኖር		
2.15	ለስልጠናና አቅም ግንባታ ፕሮግራሞች በቂ በጀት ያለመመደብ		

2.16 ሌላ ካለ ይገለፅ -----

3. በትምህርት ዘርፍ ለሚሰጡ የስልጠናና የአቅም ግንባታ ፕሮግራሞችን በተመለከተ ለሚታዩ ችግሮች የመፍትሔ ሃሳብዎን በገልጹልን -----

4. በመጨረሻም በተጨማሪ ለመግለፅ የሚፈልጉ አስተያየት ወይም መስተካከል ያለበት ነገር ካለ -----

Apendex-E

Sample offices of the study are presented below.

Hadiya Zone Education Department

Lemmo Woreda Education Office

Anlemmo Woreda Education Office

Shashogo Woreda Education Office

Misha Woreda Education Office

Gibe Woreda Education Office

Soro Woreda Education Office

East Badewacho Woreda Education Office

Appendix-F

Planning of Training and Development

No	Item	Respondents						X ² Test	
		Officials		Supervisors		Total		value	P
		N	%	N	%	N	%		
1	Does your office planning for training and development?							8.658	0.003
	Yes	42	66.7	29	60.4	71	63.9		
	No	21	33.3	19	39.6	40	36.0		

Appendix-G

Issues Related with Problems of Training and Development

No	Item	Respondent						X ² Test	
		Officials		Supervisors		Total		Value	P
		N	%	N	%	N	%		
1	Does your office faced problems in its training and development endeavors over the last five years?							108.486	0.000
	Yes	50	79.4	38	79.2	88	79.3		
	No	12	19.0	7	14.6	19	17.1		
	Do not know	1	1.6	3	6.3	4	3.6		

Declaration

I, the undersigned, declare that this thesis is my work and that all the sources of the materials used for the thesis have been duly acknowledged.

Name Temesgen Debero

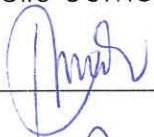
Signature 

Date of Submission June 17/2009

Submission Approval Sheet

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

Name Dr. Jeilu oumer

Signature 

Date of Approval June 14/2009