



**ASSESSMENT ON PRACTICES AND CHALLENGES OF EMPLOYEE
TRAINING MANAGEMENT IN OROMIA LAND BUREAU**

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

By:Geremew Daba Beyi

Thesis Submitted to the School of Graduate Studies of Addis Ababa University

In Partial Fulfillment of the Requirements for the Degree of Master of Arts

In Educational Leadership and Management

Advisor: Dr.Aman Worku

Addis Ababa

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By: Geremew Daba Beyi

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Signed Declaration

I declare that the thesis entitled “*assessment on the practices and challenges of employee training management in Oromia land bureau*” is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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(The Advisor)

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Date

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ACRONYMS AND ABBREVIATIONS

TNA_ Training Need Assessment

SPSS_ Statistical packages for social sciences

FHI_ Family Health International

USAID_ United States of America International Development

FDRE_ Federal Democratic Republic of Ethiopia

SMEs_ Subject Mater Experts

QUAN-qual _Quantitative-Qualitative

HRD_Human Resource Development

ABSTRACT

The main purpose of this study was to assess the practices and challenges of employee training management in Oromia Land Bureau. To achieve the purpose of the study mixed research method was employed. The study was conducted on Oromia Land Bureau that stratified, simple random sampling and purposive sampling techniques were employed to select the sample from the population. Hence, 116 employees were involved in the study. Questionnaire, interview and document analysis were the instruments used to collect data. The data gathered were analyzed and interpreted using tables, frequency counts, percentages and mean scores. The findings of the study indicate that there is no enough budget, time and expertise for training and improper selection of trainees. There is also less support of managers, peers, and employees for training given and no clear written training policy in the bureau. However, training plan is included in the strategic plan of the bureau. Generally, in management of employee training the bureau did not practiced training need assessment. Accordingly the activities to be done in the process of training evaluation were not applied in the bureau. This confirms that the effectiveness of training was not evaluated. In designing training program there were good communication to trainees and proper selection of vendor or consultant for training services for outsourced training. However, provision of good training materials, the curriculum designed in achieving the objectives set were not given attention by the bureau. Therefore, the bureau partially performs training program design. Though, the training need improperly identified and designed it was effectively implemented. Lack of well-designed training program, low priority given to training, inadequate organizational facilities, absence of clearly stated training policy and were the major management of employee training constraints identified. Based on the findings of the study, it is recommended that Oromia land Bureau should Carryout training needs assessment, properly design its training program, conduct training evaluation to judge the effectiveness of training, formulate clear written training policy, establish clear and transparent selection criteria, furnish training program with necessary equipment and facilities and take joint actions to alleviate training challenges occurred. In general, the bureau should manage employee training systematically to get fruitful results.

Key words: Training management, training need assessment, training program design,
training implementation, training evaluation

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Each and every organization on this world has its own reason of existence. Organizations are thriving to achieve the vision, mission and aims they set for survival. To achieve their predetermined goals and objectives, it is a must an organization to have different resources such as human resource, money, machines and so on. Among these, human resource has a significant impact on success and survival of the organization. Without its human resources it is unthinkable for organizations to improve their performance and increase productivity. Employees are the backbone of the organization. The accomplishments or issues experienced by the organization are contingent to the performance of its employees (Mwema & Gachunga, 2014).

It is assumed to be the skill, knowledge and capabilities of the employees that contributed to the well-functioning of organizations. Even though employees obtained knowledge and skills from formal education to perform their job, it is not enough to have the intended quality products or services for many reasons. Mello (2011), wrote that training and employees' development are strategic issues for organization due to various reasons, some of them are: (1) the rapidly changing technology that could led to outdated employees' competencies; (2) redesign of tasks and responsibilities hence, employees are demanded to have initiative to increase their professional responsibility and develop interpersonal skills to guarantee success and good performance; (3) merger and acquisition demand integration of employees within a company with diverse culture; (4) employees transfer from one unit to different units. This implies that employees must update themselves with training.

Training and development play a key role in equipping the employees with the necessary skills, knowledge, and attitude (Noe, Hollenbeck & Wright, 2011). Training and development enhance the organization's strategic goals and objectives including organizational culture and ensuring health and safety. Regarding the benefits of training and development for the organization, Anderson (2000) states the following: Training and development are best seen as an incentive that can enhance organizational commitment, team effort, customer relations, etc. However, on

the purely individual level without encouraging upon an organizational impact, innate incentives can be realized through training (Anderson, 2000:22). Moreover, training and development programs are essential for every organization for its long term planning that requires careful preparation if they are to be successful and help to achieve its objectives in time and enhance the knowledge, skills and competencies of its workforce. Training is not only develop the capabilities of the employee but also sharpen their thinking ability and creativity in order to take better decision in time and in a more productive manner (David, 2006).

According to Singh (2010), training refers to the attainment of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relates to specific useful skills. It is any attempt to improve current employee performance by increasing an employee's ability to play through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge.

Training involves a planned effort by the organization to facilitate individual learning and employee behavior with the core motive of uplifting organization effectiveness (Khalid et al., 2011:107). Training is referred to as a process of impacting skills into the employee which will bring about possible performance improvement and individual personal growth. For Armstrong (2009:677), training is specifically designed, planned modification of individual behavior through event of learning, program instruction and implemented so as to meet the needs of the organization. It is also directed towards attaining a certain level of knowledge, skills and competencies as required by the organization. Training is aimed towards achieving improved current work skills and behaviors.

In general, training can be seen as a systematic as well as a planned technique to teaching, skills, attitude and ability that comes with unique features. Training is contributing to the attainment of organizational goals (Babaita, 2010:280).

To insure the effectiveness of training in public organizations, employee training management practices have to be the focus. Because the quality and effectiveness of training comes from how organizations are managing employee training. Here, management as a process is defined as a systematic method of handling activities (Veerabhadrapa Havinal, 2009). Therefore, training management is the application of knowledge, skills, tools and techniques to training activities to

realize the outcome of training. From the above concepts of management and training management, the practices of employee training management are conducting training need analysis (TNA), designing training, implementation of training and evaluation of training (FHI 360 and USAID,2011). Effective training practices involve the use of a training design process. The design process begins with a needs assessment. Subsequent steps in the process include ensuring that employees have the motivation and basic skills necessary to learn, creating a positive learning environment, making sure that trainees use learned skills on the job, choosing the training method, and evaluating whether training has achieved the desired outcomes (Noe, 2017). In addition to this the way trainees are selected, how training budget is allocated and the presence of training policies in an organization matter. Organizations also face challenges in performing training which may counterattack the whole training delivery.

Public organizations in Ethiopia can plan, implement and facilitate their own trainings to improve the performance of employees and achieve the goals of their organization depending up on constitutions enacted to support the provision of training. Accordingly, the FDRE constitution of 1994 article 52 vests powers to regional states to draft, adopt and amend their own constitutions. In reference to this Oromia regional state enacts a proclamation number 213/2018, which states about the reorganization of executive bodies and decision of their powers and responsibilities. In this proclamation all executive bodies of Oromia regional state have the responsibilities of performing capacity building works on article 16(3). In addition to this the proclamation identifies the powers and responsibilities of Oromia public service and human resource development bureau to coordinate the capacity building of government sectors, prepare and provide training for other sectors. The other responsibility of the bureau is to facilitate the provision of training in other organizations on article 18(2) and (11). Specifically, Oromia regional state human resource management performance directive number 15/2019 states the human resource management and capacity building directorate found at the bureau level has the role of planning, implementing, analyzing the results of training according to human resource plan of the organizations to enhance the competencies of employees and its respective branches.

Taking the above as legal policies, Oromia Land Bureau currently imparts short term and middle term employee trainings to improve the knowledge and skills of employees and increase its

current performance. To this end, the purpose of the study is to assess the practices of training management and identify the challenges in carrying out training in Oromia land Bureau and suggest recommendations.

1.2.Statement of the Problem

Education given in educational institutions in different forms is not enough for the increase in productivity of organizations, because of the dynamic change in their work situation. “Education shouldn’t be finished when an individual leaves school, it should encompass all the ages of life to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge” (Kukrika,2006). The knowledge employees obtained earlier can be forgotten and the skills they had in their job environment can be out of date in contrast to the new technologies evolving in today’s organizations. Training helps to improve employees’ knowledge, skills and attitudes in performing their current job. In case of Oromia land Bureau, it carries out many training programs to improve the knowledge and skills of its employees in staging up the work performance of the Bureau. However a researcher hesitates the proper practices of training management and the understanding of challenges faced in conducting training from his experiences. Most of the employees are complaining in the right selection of trainee for training, almost all employees give their suggestion that there is no proper use of training budget on staff meetings and it is unknown that who decide to deliver training and coordinating it. Because of this some training programs are failed and the employees gave up in getting training that may help to improve their current job. The process of training like training need assessment, plan, design, implementation, evaluation and feedback of training are not properly administered.

In Ethiopia recent studies have been conducted on the effect of training on employee performance and training and development practices and challenges in public organizations. As the study conducted by Iyasu (2016) on the effects of training on employee’s performance: the case of South Gondar Zone Civil Service sectors reveals that there is direct correlation between training and performance or training has a positive effect on employees’ performance. Another study performed by Libanos(2008) on the practices and problems of human resource training and development in Oromia region, north shoa zone education offices shows that training and

development sections in the education offices focused only on identifying training needs and facilitating implementation of training and development programs, training needs analysis is not used to come up with appropriate and comprehensive needs, objectives were also set prior to the design of training and development programs, the capacity of managers to monitor and evaluate the programs was not as such promising and others. In general, though an attempt was made to implement human resource training and development programs in education offices of the Zone, from the findings of the study it can be concluded that the programs were not implemented in a manner that would enhance the performance of employees in the offices. The above researches focused on the effect of training on employee performance and the practices of training and development in their organizational context. However, this study focuses on the practices of training management which comprises TNA, training design, training implementation and training evaluation. In addition to this there is no study conducted on this title with in the context of OLB. Therefore, the study will contributed in solving the current research gap and enhances the understanding of OLB to manage training in line with TNA, training design, training implementation and training evaluation. With this concept the purpose of the study is to assess the practices of training management and identify the challenges faced in training management and solicit recommendations to the Bureau.

1.3.Objectives of the study

1.3.1. General objective

The general objective of the study is to assess training management practices and identify the challenges of managing training in Oromia land Bureau and suggest recommendations.

1.3.2. Specific objectives

The specific objectives of the study are:

1. To describe the way Oromia Land Bureau conduct training need assessment/TNA/
2. To examine how training program is designed in Oromia Land Bureau.
3. To assess the practices of training implementation in Oromia Land Bureau.
4. To describe how OLB evaluate the effectiveness of training.

5. To identify the challenges faced in carrying out training in Oromia Land Bureau.

1.4. Basic research questions

Basic research questions of the study are the following.

1. To what extent training need assessment is conducted in OLB?
2. How is training program designed in OLB?
3. How is training implemented in OLB?
4. How is the effectiveness of training evaluated?
5. What are the main challenges faced to carry out training in OLB?

1.5. Significance of the study

From the findings of assessment of the practices of training management and identification of the challenges of training management; the Bureau uses the research result to conduct training properly and solve training related problems in the organization. In identifying the main challenges, it contributed to the bureau to handle the challenges faced and enhance ability of the Bureau in solving problems encountered in carrying out training. The study helps training managers and training coordinators as a reference material to perform training properly. In addition to this the study helps other researchers as a reference for further study in the field.

1.6. Delimitations of the study

Due to resource constraint among the vast factors which affect employees' activity only training management practices that comprises training need assessment, designing training program, implementing training and evaluating training and challenges of training in Bureau will be the focus of the study. Even though training is contributed to the development of employees, Employee development was not included in the study. The study delimited to employees at the head office or at the Bureau level, it was not take in to account the employees at the Zone, Woreda, Kebele and town structure of the Oromia Land Bureau.

1.7.Limitations of the study

The study limited to access in the right data of collecting from Oromia Land Bureau's employees. They are busy with their job and many of them are going for work supervision and follow up out of Addis Ababa that created difficulty in responding to questionnaires and interviews returned back. Some employees showed the tendency of unwillingness in conducting interview that take more time to collect data. The data collecting instruments developed by the researcher have their own limitations to the study. The other limitation of the study is the nature of sampling design. Using stratified sampling technique, systematic sampling technique and purposive sampling technique can restrict the study from their nature.

1.8.Operational Definition of terms

Employees - People hired to engaged in the work of land in Oromia land bureau.

Practices - The activities to be carried out in the management of training.

Challenges - Difficulty encountered or constraints that can hinder training management

Training Management - The process of conducting TNA, designing training program, implementing and evaluating the effectiveness of training.

Training need assessment –Identifying the performance gap or training need of the bureau.

Training program design- The planning stage of conducting training

Training implementation- changing the planned training in to action.

Training evaluation- Examining the effectiveness of training given to see either the objective set met or not.

1.9.Organization of the study

The report of the study have the following organization. Chapter one is introductory part that contains background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, and delimitations, limitations and definitions of terms. Chapter two is literature review. This chapter deal with about literatures relevant to the study. Chapter three is research design and methodology. Under this chapter, the type and design of the study, the subjects/participant of the study; the sources of data; the data collection tools/instruments employed, the procedures of data collection and the methods of data analysis is

described. Chapter four is about data analysis and interpretation. Summarized results/findings of the study, and interpretation of the findings was included in this chapter. Chapter five discusses about Summary, Conclusions and Recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

2.1.Introduction

This literature review part of the research deals with the general concepts and principles of employee training management practices that overview both from its theoretical and empirical viewpoints. The review is basically concerned about the central issues about training theories, the training management practices (TNA, training program design, training implementation and training evaluation processes), the challenges encountered in the processes of training management, empirical findings of other researchers and the conceptual framework of review literature.

2.2.Theoretical framework

2.2.1. The concept of training

Training forms an important feature in human resource development and of organizational development (Prasad, 2012:4). Training is a learning experience and fills the gaps, enabling the employee to perform the job effectively. Within an organizational setting learning most frequently occurs through training. Van Dyket al. (2001:148) define training as “a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job”. According to Coetzee (2013:202) “training is a short term and planned intervention to modify competencies, attitudes and belief, knowledge, skill or behavior through learning experiences which can be learning and/or skills programs”. De Cenzo and Robbins (1996:237) state that, “training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior”. Truelove (1992: 273) explains that “training endeavors to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way”. Training is one of the crucial principles of an organization as well as a tool to develop effectively the most important resources, namely its people. According to Erasmus net al. (2009:2) training can be classified as an intervention which aims to perform the growth of the individual and benefit an

organization to ensure effective and efficient outcomes of objectives; to motivate and stimulate employees morale; to improve the knowledge, skills and attitude of employees and to increase productivity and performances of employees to ensure effective service delivery. Training is a combination of all the planned and purposeful activities to improve the knowledge, skills, insight, attitudes, values and working and thinking habits (Cheminais, Bayat, Van der Waladt and Fox, 1998:189). Employee training is a learning experience: it seeks a relatively permanent change in employees that improves job performance. Thus, training involves changing skills, knowledge, attitudes, or behavior. This may mean changing what employees know, how they work, or their attitudes toward their jobs, co-workers, managers, and the organization. (Decenzo & Robbins, 2010)

The researcher believes that training is one of the most profitable investments an organization can make. No matter what business or industry organizations are in, the steps for an effective training process are the same and may be adapted anywhere. Formal training is indeed only one of the ways of ensuring that learning takes place. In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting public organizations in the best position to face competition and stay at the top. Organizations that are dedicated to improve their services and the knowledge and skills of employees shall invest in training.

2.2.2. Employee Training Management

Training management is the application of knowledge, skills, tools and techniques to training activities to realize the outcome of training. It is the processes of conducting training need assessment, training design, training implementation and training evaluation. As described in FHI and USAID (2011) organizations need to address in every phase of training management from conducting training needs assessments, to designing training interventions, curricula development, implementation and logistics, to evaluating the impact of the learning on the target group.

2.2.3. Employee Training management practices

As training is a systematic process, it follows some defined steps. Any organizations need to have a training plan in order to enhance its employee knowledge and skills and to best outperform in the industry in which it is competing. Identification of Training Needs by conducting assessment of organizational needs, Employee needs and Job analysis is the first process. Following needs identification, objectives should be set. In line with this objective, training will be designed. After the training has been well designed, selecting the training methods taking into account the resources allocated and the objectives of the training is the other step. Implementing the training and development program and evaluating the process is the last steps in training and development process. As explained by Raymond A.Noel(2017) effective training is designed systematically by Need assessment-the process used to determine whether training is necessary and includes analyzing the organization, people, and tasks involved, Learning and Transfer of training-creating an environment that will help trainees learn the desired outcomes from training and use them on their jobs, Program Design-reviews practical issues in training program design, including developing training courses and programs, how to choose and prepare a training site, choosing a consultant or vendor, and how to create a work environment that maximizes learning and transfer of training, training Evaluation- how to evaluate training programs, including the types of outcomes that need to be measured and the types of evaluation designs available. There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarni (2013) the training process involves four stages, namely: Assessment of training needs, designing the training programs, implementation of the training program and evaluation of the training program.



Figure 1: Steps of Training Process

Source: (Mathis & Jackson, 2011)

Training should be conducted in a systematic order so as to derive expected benefits from it. Using such a process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur. (Mathis & Jackson, 2011)

The researcher believes that training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. If any organizations have ever thought about developing a training program, they should consider what matters before, during, and after training (i.e. the four basic training steps) as all four of these steps are mutually necessary for any training program to be effective and efficient. The way training is designed, delivered, and implemented can greatly influence its effectiveness. That well-designed training is important as continuous learning and skill development are now a way of life in modern organizations. To remain competitive, organizations and countries must ensure that their workforce continually learns and develops. Therefore, decisions about what to train, how to train, and how to implement and evaluate training should be given a necessary attention.

2.2.3.1. Training Needs Analysis/TNA/

Coetzee (2007:235) explains on the importance of training needs analysis in his assertion that training for the sake of training is not an economic proposition. According to Grobler *et al.* (2011:340) managers are not usually facing the question of whether there should be training; instead they face questions on how often should subordinates be trained, what outcomes should be expected and what will the cost be involved. Training needs can be described as a shortage of skills or abilities, which an organization has to address by providing the necessary training. Training needs analysis thus serves as a mechanism through which existing problems can be addressed, tailored to the organizational objectives. According to Raymond A. Noe (2017) Needs assessment refers to the process used to determine whether training is necessary. Needs assessment typically involves organizational analysis, person analysis, and task analysis. The three elements of need assessment are explained below. Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demands of organizational change. (Itika, 2011). Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, and if it will help, what kind is needed (Mathis & Jackson, 2011).

Who Initiates the Identification of Training Needs?

Training should be designed, offered, and conducted for some purpose—to meet some objective—to fulfill some identified need. (McConnell, 2003) So, who initiates the process that identifies a training need? The usual sources are:

- ✚ **Managers**—who recognize possible training needs due to department performance results, individual employee performance reviews, future plans, and new equipment and systems.
- ✚ **Employees**—who recognize possible training needs to improve their current performance or prepare for other jobs.

- ✚ **Staff departments**—who recognize possible training needs based on activities such as employee opinion surveys, external consultant evaluations, succession planning, budget reports, and exit interviews.
- ✚ **Training employees**—who recognize possible training needs through conducting existing training courses and regular training performance surveys.
- ✚ **External consultants**—who recognize possible training requirements as part of other projects, such as organizational studies, performance assessments, and management assessments.

Analysis of Training Needs

The first step in training needs assessment is analyzing what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011) Needs assessment typically involves organizational analysis, person analysis and task analysis.

Organizational Analysis – is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities. (Noe, Hollenbeck, Gerhart, & wright, 2008)

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies can be pinpointed. Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus groups of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

Task/ job analysis – is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Noe,

HollenBeck, Gerhart, & wright, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

Person analysis- is a process for determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs. (Noe, HollenBeck, Gerhart, & wright, 2008) Person analysis involves determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or work design problem, identify who needs training and determining employees' readiness for training. Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking (Itika, 2011).

Training Objectives and Priorities

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a "gap analysis," which indicates the distance between where an organization is with its employee capabilities and where it needs to be. (Mathis & Jackson, 2011) Training objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- *Attitude:* Creating interest in and awareness of the importance of something (e.g., sexual harassment training)
- *Knowledge:* Imparting cognitive information and details to trainees (e.g., understanding how a product works)
- *Skill:* Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation) Once it has been determined that training is necessary, training goals must be established.

Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010). Because training seldom is an unlimited budget item and because organizations have

multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

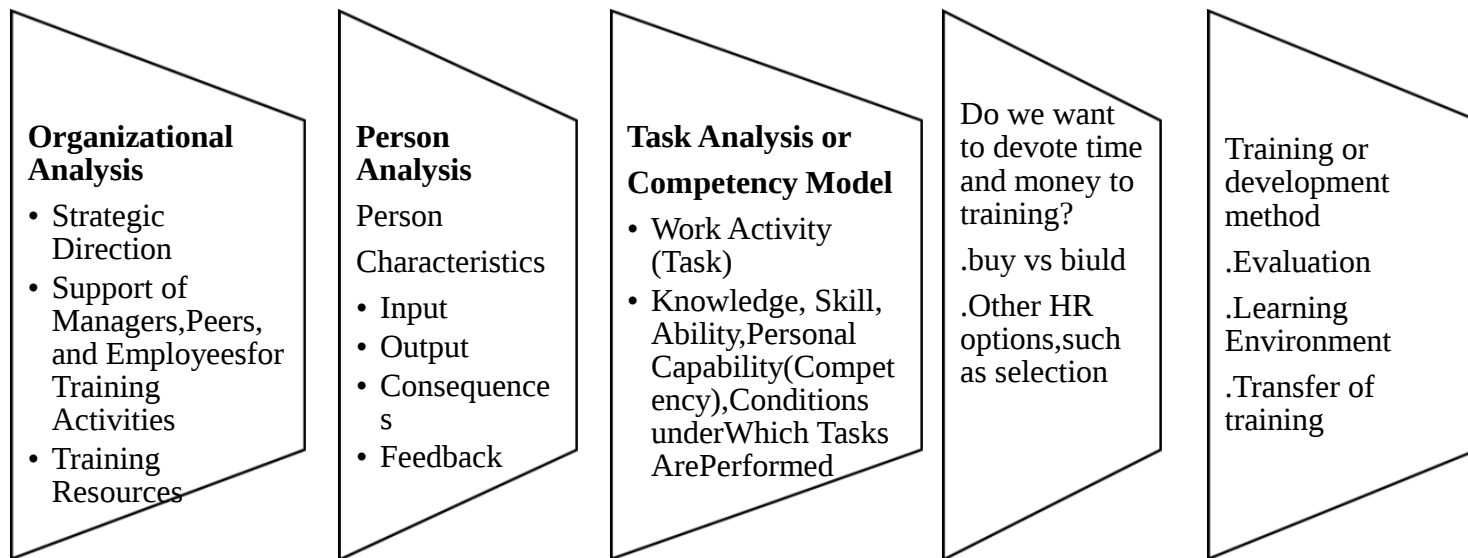


Figure 2: training Need Analysis processes.

Managers must ensure that they analyze information in terms of Organization and its mission, goals and objectives; jobs and related functions that need to be learned; and Competencies (skills, knowledge and attitude) needed to perform the job and improve the performance of the workforce (Lester and John, 1990:219; Kempton; 1995:107 and Barbazette, 2006:5).

In training need assessment the questions that can be posed with a view to generate information are what is the deficiency? , where in the organization is training needed? , which department should be trained first? , who are the parties involved in the process? , how can training fix the deficiency? , when will training take place? What will the result be if training is not undertaken? and in which department is training most likely to succeed (Barbazette, 2006:5)

The researcher believes that training needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organizational performance. Establishing a needs analysis is, and should always be the first step of the training process. By determining training needs, an organization can decide what specific knowledge, skills, and attitudes are needed to improve the employee's performance in accordance with the organization's strategic objectives.

2.2.3.2. Training program design

Once training need analysis has been identified and training program has been decided, training objectives and priorities can be established by taking into account the gap analysis. Training and development needs can be prioritized depending on the organizational objectives (Mathis & Jackson, 2010). Training objectives set out what trainees should be able to achieve after undergoing training. Since training and development is aimed at bettering the performance of individual and organization as well, it requires vigilant training design to address the intended objectives. The training design process refers to a systematic approach for developing training programs. Training is about value addition to ensure that employees can efficiently perform their jobs, gains self-confidence and seek self-growth. It helps them enhance their technical competencies. To attain this objective proper training design are pre-requisite to achieve this objective. Designing a training course is like mapping out a road trip or creating a journey (Hamza, 2012, p. 23). After needs assessment has been properly identified effective training and development program should be designed to get the full benefit. The following four central questions must be answered before we begin designing a training course according to (Hamza, 2012, p. 15). These are who is the target audience for a proposed training?, what do members of this target audience presently do in their roles?, what gaps exist between what these providers know how to do, and what they need to know to carry out their roles successfully? and will the training help to fill this gap?

According to Hamza the five primary components of a training design are learning outcomes-what will participants be able to do as a result of completing the training, training materials-what materials need to be developed and what will the materials include, trainers and content experts-who will facilitate the training and act as content expert to review materials, training methods-what methods will be used so that participants meet the learning objectives and learn the content

most effectively and logistics-where and when will the training take place? Who will be invited a Training program design as described by Raymond A. Noe (2017) refers to the organization and coordination of the training program. Employees have to be motivated to attend training events, use what they learned on their job, share their knowledge and skills with others, and continue to shape and modify the knowledge and skills acquired to meet changing business and job demands. This means that program design should include not only what goes on during training based on course and lesson plans, but also creating conditions before the training event to ensure that trainees are willing, ready, and motivated to learn knowledge and skills. In addition, program design should include taking steps to ensure that after training, the acquired knowledge and skills are used on the job and shared with other employees. The Program Design Process are Phase 1, pre training, involves preparing, motivating, and energizing trainees to attend the learning event. Phase 1 also involves ensuring that the work environment (i.e., climate, managers, and peers) supports learning and transfer. Phase 2, the learning event, involves preparing instruction (classes, the overall program) and the physical environment to facilitate learning. Phase 2 focuses on creating a positive learning environment, including planning the activities that occur during training, selecting a high-quality instructor or trainer, choosing a training room and creating positive interaction with learners, and having a proper program design. Phase 3, post-training, refers to transfer of training, or getting learners to apply what they have learned to their work. He also summarizes as effective program design, including selecting and preparing the training site, identifying and choosing the best trainers, communicating with trainees, and deciding how trainers can arrange the training site and create an instructional environment that is conducive to learning. Trainees' age and generation and personality differences should be considered in training design. Here the importance of curriculum, curriculum maps, courses, and lessons, and showed how to use project management, design documents, and lesson plans in program design should be considered. Because many companies do not have the staff, resources, or expertise needed to design training programs, It is explained by him that how to identify and choose a vendor or consultant for training services and how will they be notified? Will a per diem be paid to participants?

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011).

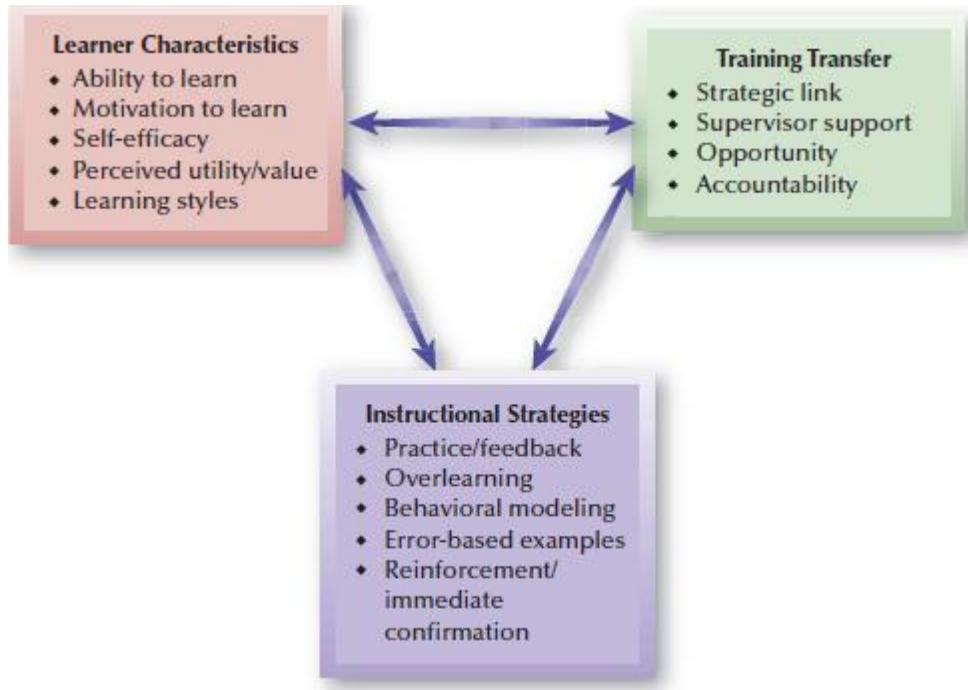


Figure 3: Training Design Elements

Source: (Mathis & Jackson, 2011)

Learner Characteristics

For training to be successful, learners must be ready and able to learn. Learner readiness means that individuals have the ability to learn, which many people certainly have. However, individuals also must have the motivation to learn, have self-efficacy, see value in learning, and have a learning style that fits the training. (Mathis & Jackson, 2011)

Instructional Strategies

An important part of designing training is to select the right mix of strategies to fit the learners' characteristics. Practice/feedback, over-learning, behavioral modeling, error-based examples, and reinforcement/immediate confirmation are some of the prominent strategies available in designing the training experience. (Mathis & Jackson, 2011)

Transfer of Training

Trainers should design training for the highest possible transfer from the class to the job. Transfer occurs when trainees actually use on the job what knowledge and information they learned in training. The amount of training that effectively gets transferred to the job is estimated

to be relatively low, given all the time and money spent on training. Effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. A number of things can increase the transfer of training. Offering trainees an overview of the training content and how it links to the strategy of the organization seems to help with both short-term and longer-term training transfer. (Mathis & Jackson, 2011) Every training and development program must address certain vital issue who participates in the program?

- Who are the trainers?
- What methods and techniques are to be used for training?
- What should be the level of training?
- What learning principles are needed?
- Where is the program conducted?

Trainers should be selected on the basis of self-nomination, recommendations of supervisors or by the HR department audience.

It is very necessary for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Raja, Furqan, & Muhammed, 2011).

2.2.3.3.Training Methods/Approaches

Once training has been selected or designed then the actual delivery of training can begin and a number of approaches and methods can be used to deliver it. Whatever the approach used, a variety of considerations must be balanced when selecting training delivery methods. The decision of how to teach is closely related to what to teach. In fact, these two questions comprise the essential issues of training methods.

A. Off-the job training

Off-the-job training is a method in which workers are required to undergo training for a specific period away from the work place (Bernatek, 2003). Beside on-the-job training methods, there are many off-the-job training techniques to push the frontier knowledge, skills and attitudes of employees. Off-the-job training can be provided in different way. It is best to bear in mind that there may be nothing wrong with the methods, but that they may be utilized ineffectively by the trainer or the learner. In other words, the key is to make the appropriate match between the training requirements of the employee and the training methods available (Armstrong 2006). An examples of off-the-job training are lecture, discussion, case study, role-playing, simulation and group exercises.

B. On-the-Job Training

On-the-job training is learning by actually doing a job (Dessler, 2011). It places the employees in actual work situations and makes them appear to be immediately productive. On-the-job training (OJT) is probably the most common approach to training. It can range from relatively unsophisticated observe and copy methods to highly structured courses built into workshop or office practice. Cannell (1997) defines OJT as training that is planned and structured that takes place mainly at the normal workstation of the trainee although some instruction may be provided in a special training area on site and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance. There are different types of on the job training which includes mentoring, shadowing, job rotation and E-learning.

For the effectiveness of training methods of training have to be selected. Some criteria of choosing training methods are comparing the advantages and disadvantages of the methods, which match the desired learning outcomes and the features that facilitate learning and transfer of training. Companies are using the traditional face-to-face training methods, including presentation, hands-on, and group building training methods. Presentation methods (such as lecturing) are effective for efficiently communicating information (knowledge) to a large number of trainees. Presentation methods need to be supplemented with opportunities for trainees to practice, discuss, and receive feedback to facilitate learning. The other one are hands-on methods include OJT, simulations, self-directed learning, business games, case studies, role-playing, and behavior modeling (Raymand A.Noë, 2017).

The researcher believes that for training to be effective, the fundamentals of training design will need to have been followed. These basics include selecting the right trainees, matching performance objectives to organizational outcomes, delivering at the right time and choosing the appropriate methods and delivery modes.

2.2.3.4. Training implementation

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of trainers, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and trainees and trainers performance is evaluated (Armstrong 2006). As expressed by Raymond A. Noe (2017), training implementation is the learning and transfer of training. Learning refers to a relatively permanent change in human capabilities that can include knowledge, skills, attitudes, behaviors, and competencies that are not the result of growth processes. A key part of learning is that trainees commit to memory (i.e., remember) what they have learned and can recall it. Transfer of training refers to trainees effectively and continually applying what they have learned in training to their jobs. Transfer of training includes both the generalization of training to the job and maintenance of learned material. Generalization refers to a trainee's ability to apply what they learned to on-the-job work problems and situations that are similar but not necessarily identical to those problems and situations encountered in the learning environment, i.e., the training program. Maintenance refers to the process of trainees continuing to use what they learned over time.

It is important to realize that for training to be effective, both learning and transfer of training are needed. Trainees can fail or incorrectly apply training content (what was emphasized in training) to their jobs, either because the training was not conducive to learning, the work environment provides them with the opportunity to use training content or supports its correct use, or both. Also, it is a mistake to consider transfer of training as something to be concerned about after training because it deals with the use of training content on the job. Instead, transfer of training

should be considered during the design or purchase of training. If you wait until after training to consider transfer of training, it is likely too late. Trainees' perceptions of the work environment and its support for training have likely influenced their motivation to learn and what, if anything, they have learned. The following figure shows model of learning and transfer of training.

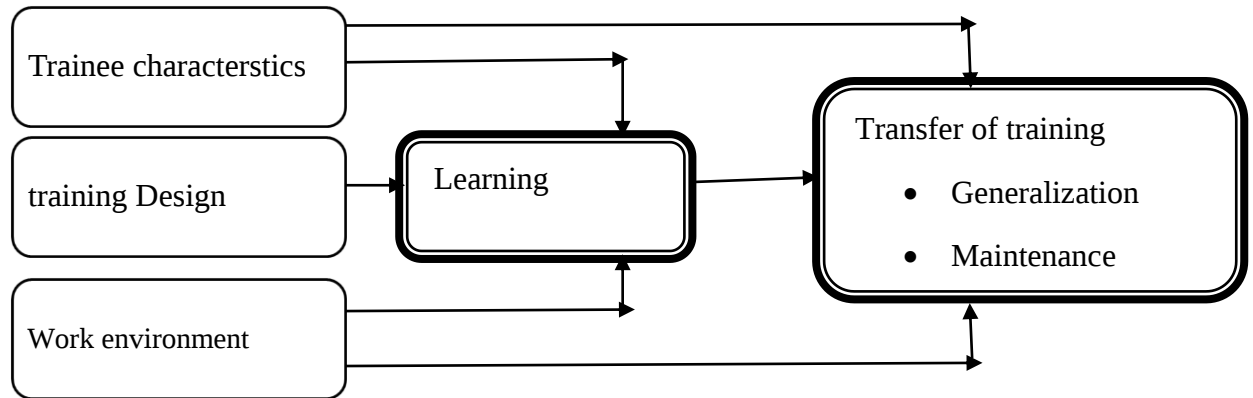


Figure 4: model of learning and transfer of training
Source: Raymond A. Noe (2017)

The researcher believes that after training has been designed properly, the most important decision to make is how the training will be implemented. This step is responsible for the instruction and delivery of the training program. Once organizations have designated trainers, the training technique must be decided (i.e. on-the-job training and off-the-job training). And before presenting a training session, the organizations should have a thorough understanding of the following characteristics of an effective trainer. For a training program to be successful, the trainer should be conscious of several essential elements, including a controlled environment, good planning and use of various training methods, good communication skills, and trainee participation.

2.2.3.5. Training Evaluation

Coetzee (2007:248) describes that the purpose of the evaluation of training is to determine whether the goals and objectives of the training interventions have been achieved. Coetzee (2007:442) further emphasizes that organizations invest much resources in various training interventions intended to improve performance, reduce costs and generally improve working conditions. Van Dyke *et al.* (2001:331) assert that evaluation of training is necessary to enable management to determine if the organization has received a financial return on its investment in training. Organizations need to answer the question whether training has been effective, taking into account the needs of management as well as the needs of the trainees. Coetzee (2013:456)

states that organizations often neglect to evaluate the training program because they are uncertain about what should be evaluated. The purpose of training evaluation is to determine whether the goals and objectives of the training interventions have been achieved. In essence every organization needs to ask questions like have the learners achieved the learning outcomes? , was the skills program effectively delivered? , did the skills program achieve its overall objective? , what could be done differently? , what needs to be changed? And how can the program be improved? Coetzee (2013:446)

The evaluation of training is similar to any research process, according to Coetzee (2013:471). These are identifying stakeholders, collecting background information, formulating research questions, identifying the evaluation dimensions and criteria, selecting and applying data collection tools, drawing up an evaluation plan, analyzing and interpreting the data, making recommendations and communicating the evaluation results.

According to Raymond A.Noel (2017) training evaluation refers to the process of collecting the outcomes needed to determine whether training is effective. It is the collection of information—including what, when, how, and from whom—that will be used to determine the effectiveness of the training program. Any organization that evaluates training has to be confident that training—rather than some other factor—is responsible for changes in the outcomes of interest (e.g., turnover, productivity). The degree of confidence that any changes in the outcomes of interest is due to training depends on the type of evaluation design that is used. He explained the reason of training evaluation as it provides a way to understand the investments that training produces and provides information needed to improve training. If the company receives an inadequate return on its investment in training, the company will likely reduce its investment in training or look for training providers outside the company who can provide training experiences that improve performance, productivity, customer satisfaction, or whatever other outcomes the company is interested in achieving. Training evaluation provides the data needed to demonstrate that training does offer benefits to the company. Training evaluation involves Formative and summative evaluation.

Formative evaluation refers to the evaluation of training that takes place during program design and development. That is, formative evaluation helps ensure that (1) the training program is well organized and runs smoothly, and (2) trainees learn and are satisfied with the program.

Formative evaluation provides information about how to make the program better; it usually involves collecting qualitative data about the program. Qualitative data include opinions, beliefs, and feelings about the program. Formative evaluations ask customers, employees, managers, and subject-matter experts (SMEs) their opinions on the description of the training content and objectives and the program design.

Summative evaluation refers to an evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program. That is, have trainees acquired knowledge, skills, attitudes, behavior, or other outcomes identified in the training objectives? Summative evaluation may also include measuring the monetary benefits (also known as return on investment or ROI) that the company receives from the program. Summative evaluation usually involves collecting quantitative (numerical) data through tests, ratings of behavior, or objective measures of performance such as volume of sales, accidents, or patents.

To Noe there are evaluation processes like Conducting needs analysis, developing measurable learning Objectives, analyzing transfer of training, developing outcome measures, choosing an evaluation strategy, plan and execute the evaluation.

Performance-Based Training Evaluation Measures

According to Decenzo & Robbins (Decenzo & Robbins, 2010), with or without benchmarking data, internal evaluations of training programs can be designed in a number of ways. These are the post-training performance method, the pre–post-training performance method, and the pre–post-training performance with control group method.

- i. **Post-Training Performance Method:** - is evaluating training programs based on how well employees can perform their jobs after training. Participants' performance is measured after attending a training program to determine if behavioral changes have been made. The post-training performance method may overstate training benefits.
- ii. **Pre–Post-Training Performance Method:** - is evaluating training programs based on the difference in performance before and after training. In the **pre–post-training performance method**, each participant is evaluated prior to training and rated on actual job performance. After instruction—of which the evaluator has been kept unaware—is completed, the employee is reevaluated. As with the post-training performance method, the increase is assumed to be attributable to the instruction. However, in contrast to the

post-training performance method, the pre–post-training performance method deals directly with job behavior. People often perform better when they know their efforts are being evaluated.

- iii. **Pre–Post-Training Performance with Control Group Method:** - is evaluating training by comparing pre- and post-training results with individuals. The most sophisticated evaluative approach is the pre–post-training performance with control group method.

Two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction; the experimental group does receive instruction. At the conclusion of training, the two groups are reevaluated. If the training is really effective, the experimental group's performance will not only have improved but will be substantially better than the control group. This approach attempts to correct for factors other than the instruction program that influence job performance.

Of the numerous methods for evaluating training and development programs, these three appear to be the most widely recognized. Furthermore, the latter two methods are preferred because they provide a stronger measure of behavioral change directly attributable to the training effort.

The most well-known and used model for measuring the effectiveness of training programs was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

Level 1 – Reaction: - measures the reactions of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010).

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

Level 2 – Learning: - measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained. (Decenzo & Robbins, 2010)

To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3 – Behavior: - measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants, supervisors, or trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance.

To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4 – Results: - measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Decenzo & Robbins, 2010)

The researcher believes that once a company implements a training program, it must evaluate the program success. Evaluation is part of an effective training system. Evaluation allows organizations to continue conducting training that works and to modify or discontinue training that does not work. Without it, organizations do not have a true indication of the effectiveness of the training.

2.2.4. Challenges of Training management

At the start of twenty first century a series challenge that faces society is to obtain full employment and sustained economic growth in the global economy. This challenge has recently become even more complex and difficult. Economic, social and technological changes are get-together and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomiz, 1995).

It has been increasingly recognized that people's endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilitates every bodies participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but

not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (Gomiz, 1995).

Human resource training and development programs might be hampered by different factors. The following are the major ones among others.

Management attitude and support: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Gomiz, 1995). Managers' at all level particularly top management should provide real support for training and development of the organization. In addition, managers should be committed to involve in the HRD process which are crucial in integrating the training and development activities to the strategic process.

Availability of resources: The other factor which affects the effectiveness of training program is the availability of adequate resources includes materials, facilities, personnel and time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Mondy, 1990). Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial constraints: financial problem is the major constraints that hamper the implementation of and effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. Biramham (1994) states the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. In addition, the implantation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination among various efforts, inadequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis and Jackson, 1997).

2.3. Empirical framework

Merawi (2010) has worked out on the practices of training program conducted by city administration urban management institute by taking 108 samples from urban management officials city officials and trainers. The study found need assessment prior to training were not found, the involvement of stakeholders and employees in setting training objective and content selection is neglected. So far, the entire training programs are off the job training. The factors attributed to such poor performance include due to poorly designed and implemented training programs; lack of management support inadequate organization facility. Based on the output of findings, Merawi (2010) forwarded recommendations such as need assessment to be carried out systematically, develop training directives which include guides for needs assessment, selection criteria and other issues, participation of stockholders in setting objectives and content selection for training endeavors incorporating and evaluation to be practiced all the way through training programs using various assessment techniques.

Another study was undertaken by Kassa (2011) has studied Human Resource Practices in the case of Commercial Bank of Ethiopia by taking 112 samples from staff of CBE. The study stressed on the practices of human resources and based on this study applicable recommendations were forwarded. The findings of the study revealed that there is lack of sophistication in the implementation of the HRD process; the employees of the bank do not think that the HRD system was effective in helping them in the job. As a way forward, recommendations were forwarded which is focusing on urgently developing systematic resource development approach substantiated by precise policy framework and oriented programs. In another recent study, Solomon (2014) studied on the effect of training on employee performance in Commercial Bank of Ethiopia by taking 367 staff from Addis Ababa. The study found that poor planning of need assessment has been and is still the biggest problem. However, currently the banking environment and options are getting better and better. The study revealed that there is a major problem of communication training objectives, irrelevance of training approach to the job functions.

As mentioned above studies were conducted on different titles in different public organizations. Most of the studies were conducted on the effect of training on the employee performance. However this study is the assessment on the practice and challenges of training management.

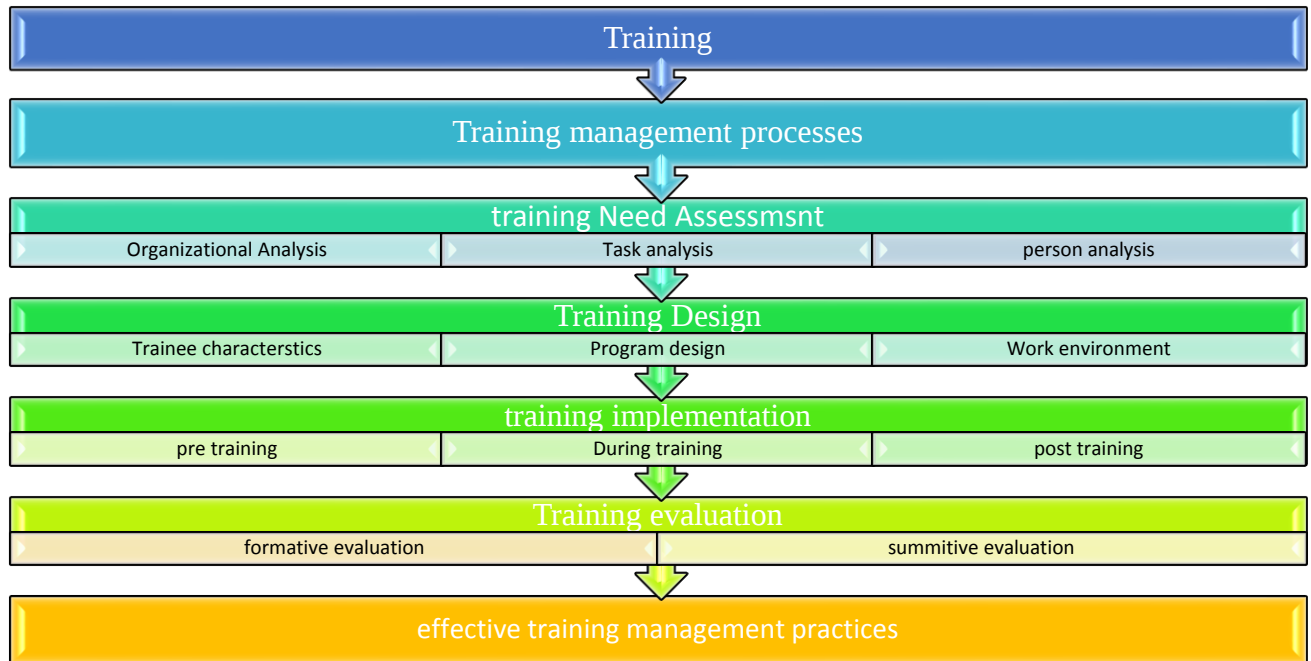
Other investigations were on the practices and challenges of training and development in their organizational context which may not be generalized to other public organizations.

The current study on the practices and challenges of training management in Oromia Land Bureau is focusing on the practices of training management which comprises training need assessment, training design, training implementation and training evaluation. In addition to this the study assesses the challenges facing to conduct training. Therefore the study fills the gap on the topic area and contributed to OLB in having the knowledge of training management so that effective training can be conducted.

2.4. Conceptual framework

To do this study, the most critical steps in training and development process i.e., training need analysis, training design, training implementation and training Evaluation will be considered as independent and effectiveness of training management practices as dependent variables. The four factors will be taken to see the effectiveness of training practices in Oromia Land Bureau, because a thorough needs assessment neither ignores relevant training nor accepts irrelevant ones and provides a clear picture for objective formulation. Sound and structured training methods also ensure training transferability. Moreover, without evaluation of training outcomes; realization of impacts as well as potential future improvements cannot be considered. To this end, the popular ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) is central to organizations training practices which involve phases of Training process (Armstrong, 2006)

Figure 5: conceptual frameworks for training practice



In general, developing an effective employee training program is vital to the long-term success of any public organizations. Training programs provide multiple benefits for employees and the organizations, but only if they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher performance improvement in organizations. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of training program will assist in creating a clearly defined and effective program.

CHAPTER THREE

3. Research design and methodology

3.1. Background of the organization

Oromia Land Bureau is located at Chirkos Sub-city of Addis Ababa around sarbet. It was established with proclamation number 14/2001 as urban and rural land use and administration which was merged to one organization to form Oromia land and environmental protection bureau. With proclamation number 179/2005 oromia land management and development agency was established separately to enforce the management of land development land resources in the region. With regulation number 142/2004 Oromia integrated urban land information system coordination project office was established to facilitate pre legal cadaster. With proclamation number 199/2008 Oromia rural land administration and use bureau was established by its own and as the same time Oromia land and land related property registration agency was established to implement legal cadaster in the region. Again the executive body of Oromia region that has the power of reorganizing decided to bring land related organizations in to one place and form Oromia land administration and use bureau with proclamation number 213/2011. At this moment the bureau's name was improved to Oromia Land Bureau whose aim is implimenting uptodate and modern system of land adminstration and use to ensure sustainable development and public importance in the region.

Land is one of the scarce resources and crucial to the life of human beings. However its administration is ignored for many years. This limited resource is exposed to illegal activities, improper land use and source of conflicts among the societies. In addition to this it became source of problems in good governance. These problems may emanate from the lack of having all land information, effective land administration and improper use of land resources. Because of these things and other land related issues it is for sure that land resources in Oromia region did not fully utilized for public use. Here, the Bureau is structured with 4 branches, 16 directorates and 29 team leaders. The total numbers of employees are 270.

The bureau has no planned and organized form of human resource development system, but it gives short term and long term trainings for the employees to facilitate their performance. Currently, the bureau has a plan to deliver short term and midle term trainings. Eventhough there are such type of traings in the bureau it is with out regular conducting of training need

assessment. There is no evidence that shows future plan of the bureau to impliment planned and systematic form of HRD and managment and leadership development as well.

3.2.Research method

In respective of the goal of the study is to assess the practices of training management and identify the challenges in carrying out training, mixed research method was employed. As expressed by Creswell (2012), the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. The reason why this method was used is that the population from which data collected have different level of understanding on the topic area. The sample population from the human resource management and capacity building directorate are expertise. Therefore it is important to collect detail qualitative data from them using interview purposively that enrich the study.

3.3.Research design

To assess how training management was practiced and identify the main challenges face to manage training, concurrent/triangulation research design was used in the study. This design can be expressed as QUAN-qual model which gives priority to quantitative and qualitative data as supportive and collect the data simultaneously.

3.4.Data Sources

Primary and secondary source of data were used in this study. The Primary data source of the study were Oromia Land bureau employees at the head office. The Bureau's managers, deputy mangers, directors, team leaders and all experts were participated in the study. Secondary data used for the study were the documents found in the Bureau and other related literatures.

The numbers of employees in Oromia Land Bureau and the sample taken from each directorate are indicated in the following table.

Table 1: population and sample size

S/N	Branch	Directorates	number of employees	Proportional Sample size
1	under general manager	1. preparation of plan, monitoring and evaluation	12	5
		2. Internal audit	6	3
		3. purchasing, property administration and finance	45	18
		4. Human resource administration and Capacity building	24	10
		5. Ethical development and monitoring	6	3
		6. Legal service	11	5
2	Land Dispute	7. Controlling and monitoring of illegal settlements	25	11
3	urban land	8. Urban land preparation and transfer	13	5
		9. Urban landholding administration	12	5
		10. Land reform performance monitoring and evaluation	12	5
4	Rural land	11. Rural land use plan implementation and research	14	6
		12. Land preparation, compensation issues and monitoring and controlling of investment land and others	10	4
5	cadaster	13. Adjudication of rural landholdings	20	9
		14. Adjudication of urban landholdings	20	9
		15. Land holding registration	20	9
		16. System development and administration	20	9
	Total		270	116

Source: HRD unit of the bureau and own calculated sample size

3.5.Sampling size and Sampling Techniques

Samples were selected using stratified sampling technique considering the directorates as strata of the population, then simple random sampling was employed to select the sample from each directorates depending on the proportional sample size of each directorate from the total sample size calculated using the formula developed by Yemane (1967) as shown on the table above to respond the questionnaires and the interview. Because, the total population of the employees can be accessed easily from human resource management and capacity building directorate. Here, the sample taken from human resource management and capacity building were purposively selected

for interviews. The reason of using this technique is that the researcher assumes they have an understanding of the research's topic area and provide valuable information for triangulation.

To collect data from employees total sample size was calculated using the formula developed by Yamane (1967) as the following:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = the desired sample size, N = Population size and e = level of precision

$$n = \frac{270}{1 + 270(.07)^2} = 116$$

The sample size to respond the interview purposively selected were 10 employees and the sample size for questionnaire were 106 as indicated on the table 1. Therefore the total sample size was 116.

3.6.Data Gathering Tools

Questionnaire:

Questionnaire was used to collect data from the employees that help in assessing the practices of training management and identify the challenges face training management. The questionnaire with closed- ended questions that measures by a five-point Likert scale (From Strongly Agree to Strongly Disagree) was developed by a researcher. It was prepared with six sections that can assess the TNA, training program design, training implementation and training evaluation. The questionnaire was prepared by English and translated to Afan Oromo to ease the language constraints of the respondents in understanding each part of the questionnaire.

Interview:

Unstructured Interview was employed to collect data from 10 sample employees that were taken from the human resource management and capacity building directorate of the bureau. It helps to collect detail information from those individuals or employees having knowledge about the title understudy. Five questions that were related to the basic questions were prepared and translated to Afan Oromo for the mater of understanding the interview in the first language of the interviewee. The interview conducted at the employees work class that had taken 15 minutes for each interviewee and recorded as the interview going on. Finally the responses of the interviewee was transcribed by the researcher to text and analyzed accordingly.

Document analysis

Document analysis was conducted to examine manuals, reports, brochures and other written materials on training that helps to triangulate and validate the data gathered from different sources. Check list were used to measure the presence of TNA, the contents of training program design, how training was implemented and evaluated in the Bureau.

3.7. Reliability and validity

3.7.1. Reliability

Mainly mixed research method was the strategy of the research and the reliability of the state which is how the collected data is free from random error was checked. For any measurement to be valid, it must first demonstrate reliability (Frey et al, 2000). So, the data collected should be checked whether it is valid or not. To check its validity, it is important to use cronbach's alpha test and it is good if it results more than 0.7. Therefore, the data collected was tests and get the result stated below in the table 2.

Table 2: Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.962	60

3.7.2. Validity

Validity is the degree to which at least measures what it intend to measure (Creswell, 2009).

Validity defined as the accuracy and meaningfulness of the inferences which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. It contends that the validity of the questionnaire data depends on a crucial way the ability and willingness of the respondents to provide the information requested. A pilot study was conducted to refine the test instrument which is a sample of 15 respondent's questionnaires before administering the final phase. Issues raised by respondents were corrected and questionnaires were refined. Finally, the questionnaire was commented by the suggested advisor and the improved versions of the questionnaires were used to ensure the validity.

3.8.Procedures of Data Collection

The researcher collected data using survey questionnaire from employees of the Oromia Land Bureau and through interview from human resource management and capacity building directorate. The questionnaires were distributed physically in person to the survey participants and follow-up calls were made to provide feedback, clarification and remainder. Sekaran (2001) suggests that questionnaires are an efficient data collection mechanism provided the researcher knows exactly what is required and how to measure the variables of interest. The questionnaires consists of closed-ended question items which had likert scale. Interview questions were unstructured items in which information was gathered by the interviewer with the sample from human resource management and capacity building directorate. The documents of the Bureau were analyzed with respect to the goal of the study in consideration. Manuals, reports, brochures and other written materials on training were analyzed with check list.

3.9.Data Analysis and Interpretation

The data collected using primary and secondary data sources were analyzed and summarized by using tables, frequencies, percentiles and mean of descriptive statistics for the general information and employees' perception of training management practices and challenges. The data was analyzed with the Statistical Package for Social Study (SPSS version 20). Analysis for the interview part was discussed with thematic analysis and the results of the interview questions were compared to the responses of employees through questionnaires and document analysis.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS & INTERPRETATION

In this chapter, the results obtained from the Oromia Land Bureau head office and the data obtained through questionnaire, unstructured interviews which are forwarded to human resource development and capacity building directorate of the bureau and documents in the bureau which are related to the topic under study are presented and analyzed. First, demographic characteristics of the respondents like gender and demographic profile are presented. Then it follows with description of the data gathered from respondents. In addition these data are discussed and analyzed carefully in order to assess the practices and challenges of employee training management in the case of Oromia Land Bureau. Presentation of finding has been organized in accordance with the stated objectives.

As stated in the previous chapter, the questionnaires were distributed to a total of 106 employees of Oromia Land Bureau. From these 95 questionnaires were appropriately filled and returned. Out of the total sample 11 questionnaires were not returned due to personal problems of the respondents.

4.1.Demographic characteristics of the respondents

Demographic variables of the respondents include age, gender, educational level and working experience. These variables mainly indicate the respondents' personal information. This first hand data was collected by questionnaire and 106 sample respondents were participated from the total population of 270. This response rate was acceptable for the analysis of the study.

Table 3: Respondents Background Information

Items	Category	Number of respondents	Percentage
Gender	Male	52	54.7
	Female	43	45.3
	Total	95	100
Age	18-35	63	66.3
	36-50	30	31.6
	51-60	2	2.1
	Above 60	-	0
	Total	95	100
Current educational level	Below diploma	1	1.1
	Diploma	2	2.1
	Degree	59	62.1
	Master degree	33	34.7
	PHD	-	
	Total	95	100.0
Total Service year	0-3	-	0
	4-6	9	9.5
	7-10	21	22.1
	Above 10	65	68.4
	Total	95	100.0

As indicated in Table 3 above, respondent's female to male ratio were 43 (45.3%) to 52 (54.7%) respectively is nearly approaching to each other and inclusive in. And also it helps to have different looks perceived in both gender about practices and challenges of employee training management in the bureau. The age of the respondents is mainly in the interval of 18-35 (63 (66.3%)) and 36-50 (30 (31.6%)) from the total respondents. Respondents in the age of are 51-60(2(2.1%)). From this we can understand that 30.6% of the respondents were having at best maturity level of age to understand for better understanding about the concept of employee training management. The majority 66.3% of the participants were in the age of 18-35 and this

implies that the employees' of the Bureau were young and strong who need enough training to perform more and more to exert the maximum outcome.

In the case of educational status, almost all of the respondents were first degree graduates 59 (62.1%) and also there were masters level respondents 33 (34.7%). Below diploma one (1.1%) and diploma two (2.1%) educational level are rare. From this data, it is perceived that all of the respondents had better understanding about the concept of employee training management as they were well educated.

The working experience of the respondents were about 4-6 years nine (9.5%), 7-10 years 21 (22.1%) and above 10 years 65 (68.4%). The researcher can conclude that, majority of the respondents were highly experienced in the organization and the composition of work experience of the representative samples may have a positive effect on the quality of the finding of the study as it incorporates the views of each group.

4.2. Analysis of practices of Employee training management

There are four phases in conducting training. The first phase is training need assessment, the second phase is training program design, the third phase is training implementation and the fourth phase is training evaluation. The phases as practice of training management data was collected from the responses of Oromia land bureau with questionnaire from the sample employees, purposively 10 employees from human resource management and capacity building directorate were interviewed and the documents pertaining to training which are in the bureau were analyzed presented with tables, frequency counts, percentages and mean as shown below.

4.2.1. Employees' response on training Need Assessment (TNA)

This part of employee training management practice is the first stage to be work on. It includes organizational level analysis task level analysis, and individual level analysis. The respondents and the interviewee were giving data based on those levels with respect to the bureau's current activities on it.

Table 4: Employee's response on Training Need Assessment practices

Items	Response(N=95)										Mean
	1		2		3		4		5		
	No	%	No	%	No	%	No	%	No	%	
Training Needs assessment was conducted.	14	14.7	45	47.4	7	7.4	27	28.4	2	2.1	2.56
Training provided in the OLB were necessary.	3	3.2	31	32.6	7	7.4	32	33.7	22	23.2	3.39
Stakeholders were participated in the Training needs assessment.	17	17.9	46	48.4	11	11.6	16	16.8	5	5.3	2.43
There was enough budget, time and expertise for training;	10	10.5	42	44.2	13	13.7	25	26.3	5	5.3	2.72
Trainees were properly selected.	8	8.4	44	46.3	17	17.9	19	20.0	7	7.4	2.72
Training objectives were aligned to the strategic objective of the bureau.	4	4.2	38	40.0	10	10.5	33	34.7	10	10.5	3.07
The necessity of training for what job was properly identified.	10	10.5	46	48.4	9	9.5	23	24.2	7	7.4	2.69
Training Need Assessment methods (eg. Observation, questionnaire, Focus Group Discussion, etc) were correctly selected.	11	11.6	50	52.6	12	12.6	18	18.9	4	4.2	2.52
Organizational analysis, person analysis, and task analysis were included during training need assessment.	14	14.7	50	52.6	13	13.7	13	13.7	5	5.3	2.42
It was determined Whether Training was the Best Solution for the performance gap identified.	7	7.4	48	50.5	13	13.7	22	23.2	5	5.3	2.68
There was the Support of Managers, Peers, and Employees for Training given.	7	7.4	35	36.8	15	15.8	28	29.5	10	10.5	2.99
I was motivated to learn in the training given	9	9.5	39	41.1	13	13.7	23	24.2	11	11.6	2.87
There is a clear written training policy.	15	15.8	46	48.4	14	14.7	15	15.8	5	5.3	2.46
Training plan is included in the strategic plan of the bureau.	6	6.3	37	38.9	16	16.8	22	23.2	14	14.7	3.01
Grand Mean	9	9.4	49	51.5	12	12.6	23	24	7	7.3	2.75

❖ Key: Strongly disagree(1); Disagree(2);Undecided(3);Agree(4) and Strongly agree(5)

Mean range values: 0-1.49(strongly disagree); 1.5-2.49(disagree);

2.5- 3.49(undecided); 3.50-4.49(agree); 4.50-5.0(strongly agree)

As indicated in Table 4, respondents have been inquiring questionnaire related to training need assessment practice. Conducting training need assessment was the first points and they have been agreed 27 (28.4%) and disagreed 45 (47.4%), undecided seven (7.4%), strongly agree two (2.1%) and strongly disagree 14 (14.7%) on conducting raining Needs assessment. Majority of

the respondents, affirmed in the mean (2.56), are sensing that they have confusing to decide whether it is done or not. But, as the result inclined to disagree, they have better intention to disagree. This implies that Oromia Land Bureau has not conducted training need assessment in its training practice. But, there are a lot of respondents agreed on conducting training need assessment.

In the point of the necessity of training provided in the Oromia Land Bureau, respondents were agreed 32 (33.7%), disagreed 31 (32.6%), strongly agree 22 (23.2%), strongly disagree three (3.2%) and undecided seven (7.4%). Standing from those figures, majority of the respondents are unable to decide in the mean result. Even they are in undecided perspective, it inclined to agree on the necessity of training provided for the employees.

Stakeholders' participation in the training needs assessment is also the other main point which was forwarded to the respondents. In this regard, those respondents were agreed 16 (16.8%), disagreed 46 (448.4%), strongly agreed 5(5.3%), strongly disagreed 17(17.9%) and undecided 11(11.6%) on the participation of need assessment. The majority of respondents, meanly, believe that it has disagree seen. Ongoing with this perspective, they inclined to disagree on the participation of training need assessment in the bureau. As the data implies, in the way to conduct training need assessment the bureau did not make to participate stakeholders.

In the point whether there was enough budget, time and expertise or not for training, respondents disagree 42(44.2%), agree 25(26.3%), strongly disagree 10(10.5%), and strongly agree 5(5.3%). undecided 13(13.7%), the majority respondents regard as to undecided in the mean and inclined to disagree with there was enough budget, time and expertise. This implies there was no enough budget, time and expertise for training in the bureau.

Respondents also gave their ideas on the proper selection of trainee in training. They were agree 7(7.4%), strongly agree 19(20%), undecided 17(17.9%), strongly disagree 8(8.4%) and disagree 44(46.3%). Majority of the respondents believe to disagree and inclined to undecided on the issue. The data implies that there was no proper selection of trainees in the bureau.

The other point rose for the respondents were about if there were training objectives aligned to the strategic objective of the bureau. The respondents were agree 33(34.7%), disagree 38(40%), undecided 10(10.5%), strongly disagree 10(10.5%) and strongly agree 4(4.2%) on this item. Majority of the informers disagree to the alignment of training objectives to the strategic

objectives of the bureau. Beside this, it also inclines to undecided mean wise. This figure implies that there was no alignment of training objective and bureau's strategic objective.

On the necessity of the proper identification of training for what job, 46(48.4%) of the respondents disagree, 23(24.2) agree, 9(9.5) undecided, 10(10.5) strongly disagree and 7(7.4) strongly agree. At the mean level respondents were unable to decide on the item, however majority of them were disagree on the proper identification of training for what job. This data implies that the bureau was not identify training for what job properly.

The data shown on the table 4.3 on the correct selection of training Need Assessment methods (eg. Observation, questionnaire, focus Group Discussion, etc) depicts that strongly disagree 11(11.6%); disagree 50(52.6%); undecided 12(12.6%); agree 18(18.9%) and strongly agree 4(4.2%). The perspective of the respondents inclines to undecided mean wise, but majority of them were disagree on the correct selection of training Need Assessment methods. This shows that the bureau did no select the correct method of training need assessment.

As the respondents requested on the statement whether the bureau to include Organizational analysis, person analysis, and task analysis during training need assessment, 14(14.7%) of them were strongly disagree, 50(52.6%) disagree, 13(13.7%) undecided, 13(13.7%) agree and 5(5.3%). The mean value (2.42) inclines to disagree on the statement. Majority of the respondents also disagree that there were similar perspective of the respondent with the mean. This reveals that the bureau was not include Organizational analysis, person analysis, and task analysis during training need assessment.

The response of respondents on the determination whether training was the best solution for the performance gap identified shows that majority of them disagree with 48(50.5%). In the other case some of them are strongly agree and strongly disagree with 7(7.7%) and 5(5.3%) respectively. 22(23.2%) of the respondents tend to agree and 13(13.7%) of them were unable to decide on the statement. The mean value (2.68) of the response of the respondents inclines to undecided. This data shows that even though the mean of the respondents unable decide on the statement majority of them believe that there was no determination of training was the best solution for the performance gap identified.

The respondents' idea on whether there was the Support of Managers, Peers, and Employees for training given shows that majority of them disagree with 35(36.8%). In the other case some of them are strongly agree and strongly disagree with 7(7.7%) and 10(10.5%) respectively.

28(29.5%) of the respondents tend to agree and 15(15.8%) of them were unable to decide on the statement. The mean value (2.99) of the response of the respondents inclines to undecided. This data shows that even though the mean of the respondents unable decide on the statement majority of them believe that there was no Support of Managers, Peers, and Employees for training given.

With regard to the motivation of employees during training, 9(9.5%) of the respondents were strongly disagree, 39(41.1%) disagree, 13(13.7%) undecided, 23(24.2%) agree and 11(11.6%) strongly agree. Mean (2.87) wise respondents idea inclines to undecided. This shows that even though there were confusion to decide on the statement among respondents majority of them were unmotivated during training.

The other point rose for the respondents were about if there is a clear written training policy in the bureau. The respondents were agree 15(15.8%), disagree 46(48.4%), undecided 14(14.7%), strongly disagree 15(15.8%) and strongly agree 5(5.3%) on this item. Majority of the informers disagree to if there is a clear written training policy in the bureau. Beside this, the mean value (2.46) confirms the disagreement of the respondents. This figure implies that there was no clear written training policy in the bureau.

As the respondents requested on the statement whether training plan is included in the strategic plan of the bureau, 6(6.3%) of them were strongly disagree, 22(23.2%) disagree, 16(16.8%) undecided, 37(38.9%) agree and 5(5.3%) of them were strongly agree. The mean value (3.01) inclines to undecided on the statement. However, mean respondents unable to decide on the statement, the data reveals that training plan is included in the strategic plan of the bureau.

Table 4 shows that the idea of the respondents on the general practices of TNA. It depicts that 9(9.4%) of the respondents strongly disagree, 49(51.5%) disagree, 12(12.6%) undecided, 23(24%) agree and 7(7.3%) of them strongly agree. The total mean value (2.75) tends to undecided on the statement. This reveals that even though respondents were not sure to decide the majority of the respondents were disagree on the general practices of TNA.

As interview conducted with 10 respondents from human resource development and capacity building directorate asked to respond on the question; to what extent training need assessment (TNA) is conducted in OLB? Were Organization analysis, person analysis, and task analysis

included in needs assessment? What types of techniques the bureau has been used to conduct TNA? All the interviewees revealed that there is no organized training need assessment in the bureau. One of the interviewees said, *“There was no training need assessment conducted that depends on the organizational analysis, task analysis and person analysis in the bureau. Just someone appoints training titles where he or she assumes to be there is a gap”*. The other two interviewees said that training gap or training need was identified as the wishes of some leaders that they expected there is weakness in some performance areas in the bureau. In the same wise the check lists of document analysis to check if there is training need assessment document in the bureau confirmed that there is no formal document which shows there is training need assessment in the bureau.

4.2.2. Employees Response on training Program Design

This is the second phase of employee training practices. Methodology, location, trainers and other essential stakeholders of the training will be assigned and prepared in this stage. Based on the need assessment, the overall framework of the training will be planned in this stage of training management practices. This training design also set objective to the training based on the need assessment result. The respondents were reflecting ideas about the training program design system of the bureau with respect to the statements in the questionnaire.

Table 5: Employee's response on Training program design practices

	Response(N=95)										Mean
	1		2		3		4		5		
	No	%	No	%	No	%	No	%	No	%	
Good training Site/room was Selected and Prepared.	9	9.5	41	43.2	15	15.8	22	23.2	8	8.4	2.78
There were appropriate Seating Arrangements for training	8	8.4	49	51.6	11	11.6	18	18.9	9	9.5	2.69
Competent trainers were selected for training	3	3.2	10	10.5	17	17.9	54	56.8	11	11.6	3.63
There was good provision of training materials	5	5.3	46	48.4	12	12.6	22	23.2	10	10.5	2.85
The trainer consider the age, generation, and personality differences of trainees in training.	7	7.4	50	52.6	13	13.7	21	22.1	4	4.2	2.63
The Curriculum, Course, and Lesson Designed were helps to achieve the objectives set	4	4.2	45	47.4	14	14.7	25	26.3	7	7.4	2.85
Design document was prepared as blue print to mangers and trainers	8	8.4	45	47.4	15	15.8	16	16.8	11	11.6	2.76
Vendor or Consultant for Training Services were properly selected for outsourced training	17	17.9	15	15.8	16	16.8	40	42.1	7	7.4	3.05
There is good communication to trainees.	7	7.4	13	13.7	17	17.9	49	51.6	9	9.5	3.42
Trainers arrange the training site and create an instructional environment that is conducive to learning	4	4.2	38	40.0	18	18.9	26	27.4	9	9.5	2.98
The training program designed was relevant to the objectives of the bureau and trainees.	7	7.4	10	10.5	13	13.7	53	55.8	12	12.6	3.56
Grand Mean	7	7.4	32	33.7	15	15.8	32	33.7	9	9.5	3.02

❖ Key: Strongly disagree(1); Disagree(2);Undecided(3);Agree(4) and Strongly agree(5)

As indicated in table 5, respondents have been inquiring questionnaire related to training program design practices. Selection and preparation of good training site was the first points and they have been agreed 22(23.2%) and disagreed 41(43.2%), undecided 15(15.8%), strongly agree 8(8.4%) and strongly disagree 9(9.5%) on selection and preparation of training site. Majority of the respondents, affirmed in the mean (2.78), are sensing that they have confusing to decide whether it is done or not. But, the result inclined to disagree. This implies that Oromia Land

Bureau has not select and prepare good training site in its training practices. But, there are a lot of respondents agreed on selecting and preparing good training site.

In the point of if there were appropriate Seating arrangements for training, respondents were agreed 18(18.9%), disagreed 49(51.6%), strongly agree 9(9.5%), strongly disagree 8(8.4%) and undecided 11(11.6%). Standing from those figures, majority of the respondents are unable to decide in the mean result. Even they are in undecided perspective, it inclined to disagree on the appropriate Seating arrangements for training.

The selection of competent trainers for training is also the other main point which was forwarded to the respondents. In this regard, those respondents were agreed 54(56.8%), disagreed 10(10.5%), strongly agreed 11(11.6%), strongly disagreed 3(3.2%) and undecided 17(17.9%) on the selection of competent trainers for training. The majority of respondents, meanly, believe that it has agree seen. Ongoing with this perspective, they inclined to agree on the selection of competent trainers for training in the bureau. As the data implies, in the way to select competent trainers for training the bureau did select competent trainers

In the point whether there was good provision of training materials, respondents disagree 46(48.4%), agree 22(23.2%), strongly disagree 5(5.3%), and strongly agree 10(10.5%). undecided 12(12.6%), the majority respondents regarded as to undecided in the mean and inclined to disagree with there was good provision of training materials. This implies there was no good provision of training materials in the bureau.

Respondents also gave their ideas on if the trainer consider the age, generation, and personality differences of trainees in training. They were agree 21(22.1%), strongly agree 4(4.2%), undecided 13(13.7%), strongly disagree 7(7.4%) and disagree 50(52.6%). Majority of the respondents believe to disagree and inclined to undecided on the issue. The data implies that trainer did not consider the age, generation, and personality differences of trainees in training in the bureau.

The other point rose for the respondents were about if the curriculum, course, and lesson designed were helps to achieve the objectives set. The respondents were agree 25(26.3%), disagree 45(47.4%), undecided 14(14.7%), strongly disagree 4(4.2%) and strongly agree 7(7.4%) on this item. Majority of the informers disagree to the curriculum, course, and lesson designed were helps to achieve the objectives set. Beside this, it also inclines to undecided mean wise.

This figure implies that Curriculum, course, and lesson designed were not helps to achieve the objectives set.

On the preparation of design document as blue print to managers and trainers, 45(47.4%) of the respondents disagree, 11(11.6) strongly agree, 15(15.8) undecided, 8(8.4) strongly disagree and 16(16.8) agree. At the mean level respondents were unable to decide on the item, however majority of them were disagree on preparation of design document as blue print to managers and trainers. This data implies that the bureau was not prepare design document as blue print to managers and trainers.

The data shown on the table 5 on if vendor or consultant for training services were properly selected for outsourced training, the respondents idea was that strongly disagree 17(17.9%); disagree 15(15.8%); undecided 16(16.8%); agree 40(42.2%) and strongly agree 7(7.4%). The perspective of the respondents inclines to undecided mean wise, but majority of them were agree on vendor or consultant for training services were properly selected for outsourced training. This shows that the bureau selects vendor or consultant for training services properly for outsourced training.

As the respondents requested on the statement whether the there is good communication to trainees. 7(7.4%) of them were strongly disagree, 13(13.7%) disagree, 17(17.9%) undecided, 49(51.6%) agree and 9(9.5%) strongly agree. The mean value (3.42) inclines to agree on the statement. Majority of the respondents also agree that there were similar perspective of the respondent with the mean. This reveals that there is good communication to trainees in the bureau.

The response of respondents on whether trainers arrange the training site and create an instructional environment that is conducive to learning shows that majority of them disagree with 38(40%). In the other case some of them are strongly agree and strongly disagree with 9(9.5%) and 4(4.2%) respectively. 26(27.4%) of the respondents tend to agree and 18(18.9%) of them were unable to decide on the statement. The mean value (2.98) of the response of the respondents inclines to undecided. This data shows that even though the mean of the respondents unable decide on the statement majority of them believe that there was no arrangement of training site and create an instructional environment that is conducive to learning by trainers.

The respondents' idea on if the training program designed was relevant to the objectives of the bureau and trainees shows that majority of them agree with 53(55.8%). In the other case some of

them are strongly agree and strongly disagree with 12(12.6%) and 7(7.4%) respectively. 10(10.5%) of the respondents tend to disagree and 13(13.7%) of them were unable to decide on the statement. The mean value (3.56) of the response of the respondents inclines to agree. This data shows that the mean value supports that the training program designed was relevant to the objectives of the bureau and trainees.

Table 5 shows that the idea of the respondents on the general practices of training program design. It depicts that 7(7.4%) of the respondents strongly disagree, 32(33.7%) disagree, 15(15.8%) undecided, 32(33.7%) agree and 9(9.5%) of them strongly agree. The total mean value (3.02) tends to undecided on the statement. However. Equal number of the respondents were agree and disagree on the statement. This shows that Oromia land bureau performs training program design practices half- and-half.

As an interview conducted with 10 respondents from human resource development and capacity building directorate asked to respond on the question; how does training program designed in Oromia Land Bureau? Are trainees, trainers and training site are selected properly? What about training materials and courses of the training? One of the interviewees said,” *In the process of designing training program the bureau prepare terms of references, short training curriculum and selects training site. But there was a problem in the selection of training site that only financial units do it, no participation of training experts to select the correct training site*”. The interviewees revealed that training program was not designed from the gap identified by TNA, but it was designed on the topic leaders assume to be it is important in the improvement of the performance of the bureau. After the topic area to be training will be given on was assigned experts were prepared terms of reference for the training and approved by concerned manager. Concerning the selection of trainees, the interviewees also confirms that there was no proper selection of trainees for training as the result of the questionnaire. In addition to this the site selected for training was most of the time hotels which was not conducive place for training. In the case of selection of trainers, competent trainers were selected but they selected by a good information the training coordinators have about the trainers. As the respondents show in the questionnaire the interviewees also confirm that training materials were not fully provided for trainees. Some of the training materials provided for trainees were training manuals, flip charts,

writing pads and pens. The courses of training were designed by trainers selected and finally evaluated with the assigned committee. As the results of the questionnaires reveal that training program design was performed half-and-half, the interviewees also confirmed that it was not performed scientifically but with some of the steps to design training program. In the same wise the check lists of document analysis shows that there are documents on training manuals, training plan and terms of reference which evidenced the performance of training design in the bureau.

4.2.3. Employees' response on training Implementation practices

This is the third stage of employee training management which is all about action. The ideas, principles and method planned in the training design will be come to the action in this implementation stage. As respondents did for the previous phase, they put their view on the points raised about implementation.

Table 6: Employee's response on training implementation practices

Items	Response(N=95)										Mean
	1		2		3		4		5		
	No	%	No	%	No	%	No	%	No	%	
Trainees were transferring training /learning to the job.	40	42.1	19	20.0	19	20.0	22	23.2	2	2.1	2.60
Objectives of the training program was known by the trainee	5	5.3	10	10.5	12	12.6	58	61.1	10	10.5	3.61
Training Content was Meaningful /related to the job of trainees	3	3.2	7	7.4	13	13.7	61	64.2	11	11.6	3.74
Trainees were given Opportunities to practice what they had learned	5	5.3	42	44.2	8	8.4	29	30.5	11	11.6	2.99
Trainers were used different Methods of presentations for committing training content to memory	5	5.3	39	41.1	11	11.6	30	31.6	10	10.5	3.01
Feedback was given to trainees for the attainment of training objectives	12	12.6	45	47.4	12	12.6	22	23.2	4	4.2	2.59
There was Observation, experience, and social interaction during training	8	8.4	16	16.8	14	14.7	47	49.5	10	10.5	3.37
There was Proper coordination and arrangement of the training program	7	7.4	18	18.9	11	11.6	49	51.6	10	10.5	3.39
There was encouraging of trainees to take responsibility learning and transfer of training.	7	7.4	10	10.5	12	12.6	58	61.1	8	8.4	3.53

The work environment of training supports learning and transfer.	6	6.3	40	42.1	12	12.6	27	28.4	10	10.5	2.95
There is effective time management in conducting training.	6	6.3	41	43.2	18	18.9	23	24.2	7	7.4	2.83
Online training was provided by the bureau.	53	55.8	16	16.8	13	13.7	8	8.4	5	5.3	1.91
Mean	13	13.7	25	26.3	13	13.7	36	37.9	8	8.4	3.04

❖ Key: Strongly disagree(1); Disagree(2);Undecided(3);Agree(4) and Strongly agree(5)

With regard to the transferring of training /learning to the job, 40(42.1%) of the respondents were strongly disagree, 19(20%) disagree, 19(20%) undecided, 22(23.2%) agree and 2(2.1%) strongly agree. Mean (2.60) wise respondents idea inclines to undecided. This shows that even though there were confusion to decide on the statement among respondents majority of them were strongly disagree on the statement. This implies that trainees did not transfer training/learning to their job.

The other point rose for the respondents were about if there is a clear written training policy in the bureau. The respondents were agree 15(15.8%), disagree 46(48.4%), undecided 14(14.7%), strongly disagree 15(15.8%) and strongly agree 5(5.3%) on this item. Majority of the informers disagree to if there is a clear written training policy in the bureau. Beside this, the mean value (2.46) confirms the disagreement of the respondents. This figure implies that there was no clear written training policy in the bureau.

As the respondents requested on the statement whether Objectives of the training program was known by the trainee, 5(5.3%) of them were strongly disagree, 10(10.5%) disagree, 12(12.6%) undecided, 58(61.1%) agree and 10(10.5%) of them were strongly agree. The mean value (3.61) inclines to agree on the statement. This shows that the mean and majority respondents supports each other to agree on the statement and Objectives of the training program was known by the trainees.

As indicated in table 6, respondents have been inquiring questionnaire related to training implementation practices. If training Content was meaningful /related to the job of trainees is the first points and they have been agreed 61(64.2%) and disagreed 7(7.4%), undecided 13(13.7%), strongly agree 11(11.6%) and strongly disagree 3(3.2%) on the meaningfulness of training content. Majority of the respondents, affirmed in the mean (3.74), are sensing that they agree on

the statement. In the same way the mean and majority of the respondents supports each other agreed on the issue. This implies that training Content was meaningful /related to the job of trainees as training was implemented.

In the point if trainees were given Opportunities to practice what they had learned, respondents were agreed 29(30.5%), disagreed 42(44.2%), strongly agree 11(11.6%), strongly disagree 8(8.4%) and undecided 11(11.6%). Standing from those figures, majority of the respondents are disagreed and the mean respondents unable to decide on the statement. This reveals that trainees were not given Opportunities to practice what they had learned in the process of implementing training.

The use of different methods of presentations for committing training content to memory is also the other main point which was forwarded to the respondents. In this regard, those respondents were agreed 54(56.8%), disagreed 10(10.5%), strongly agreed 10(10.5%), strongly disagreed 5(5.3%) and undecided 11(11.6%) on the use of different methods of presentations for committing training content to memory. Respondents, meanly, not sure to decide on the statement. Ongoing with this perspective, they inclined to agree use of different methods of presentations for committing training content to memory. As the data implies, trainers were used different methods of presentations for committing training content to memory.

On the point whether there was feedback given to trainees for the attainment of training objectives or not, respondents disagree 45(47.4%), agree 22(23.2%), strongly disagree 12(12.6%), and strongly agree 4(4.2%). undecided 12(12.6%), the majority respondents regarded as to undecided in the mean and inclined to disagree with feedback was given to trainees for the attainment of training objectives. This implies feedback was not given to trainees for the attainment of training objectives.

Respondents also gave their ideas on if there was observation, experience, and social interaction during training. They were agree 47(49.5%), strongly agree 10(10.5%), undecided 11(11.6%), strongly disagree 8(8.4%) and disagree 16(16.8%). Majority of the respondents believe to agree and inclined to undecided mean wise on the issue. The data implies that there was observation, experience, and social interaction during training in the bureau.

The other point rose for the respondents were about if there was proper coordination and arrangement of the training program. The respondents were agree 49(51.6%), disagree 18(18.9%), undecided 11(11.6%), strongly disagree 7(7.4%) and strongly agree 10(10.5%) on this item. majority of the informers agree to the proper coordination and arrangement of the training program. Beside this, it also inclines to undecided mean wise. This figure implies that there was proper coordination and arrangement of the training program.

On encouraging of trainees to take responsibility learning and transfer of training. 10(10.5%) of the respondents disagree, 8(8.4%) strongly agree, 12(12.6%) undecided, 7(7.4%) strongly disagree and 58(61.1%) agree. At the mean level respondents were also inclines to agree on the item. This data implies that there was encouraging of trainees to take responsibility learning and transfer of training in the bureau.

The data shown on the table 8 on if the work environment of training supports learning and transfer, the respondents idea was that strongly disagree 6(6.3%); disagree 40(42.1%); undecided 12(12.6%); agree 27(28.4%) and strongly agree 10(10.5%). The perspective of the respondents inclines to undecided mean wise, but majority of them were disagree on the work environment of training supports learning and transfer. This shows that the work environment of training did not supports learning and transfer training.

As the respondents requested on the statement whether there is effective time management in conducting training or not. 6(6.6%) of them were strongly disagree, 41(43.2%) disagree, 18(18.9%) undecided, 23(24.2%) agree and 7(7.4%) strongly agree. The mean value (2.83) inclines to undecided on the statement. Majority of the respondents disagree that there is effective time management in conducting training. This reveals that there is ineffective time management in conducting training in the bureau.

On the point online training was provided by the bureau, 16(16.8%) of the respondents disagree, 5(5.3%) strongly agree, 13(13.7%) undecided, 53(55.8%) strongly disagree and 8(8.4%) agree. At the mean level respondents were also inclines to disagree on the item. This data implies that online training was not provided by the bureau.

Table 6 shows that the idea of the respondents on the general practices of training implementation. It shows that 13(13.5%) of the respondents strongly disagree, 25(26.3%) disagree, 13(13.7%) undecided, 36(37.9%) agree and 8(8.4%) of them strongly agree. The total mean value (3.04) tends to undecided on the statement. However, Majority number of the respondents were agree on the statement. This shows that Oromia land bureau performs training implementation practices properly.

The interview conducted with employees from human resource management and capacity building directorate on the question how does training implemented in OLB? Describe your idea in terms of transfer of training, training content, practicing during training, quality of presentation, training coordination, feedback, learning environment and time management confirms that training was practicing by the trainees at their work place but there were turnover of the trained employees that inhibit the continuous transfer of training. In addition to this training content was meaningful and have relation with the job of the employees similar to the results of the questionnaire results. Concerning the practicing of training in the class was not practiced in the class but there were some form of group presentation in the class by trainees. This support each other with the questionnaire result that shows trainees did not given the chance of practicing in the class what they have trained. As responded by the interviewees the quality of training presentation of most of the trainers were good. In the same manner the interviewees' response on coordination of training programs, it was not properly coordinated in managing training which may different from the result of the questionnaire that respondents can have different perspective on the statement. In implementing training feedback was not given by the trainers as confirmed by the questionnaire result. The interviewees gave their idea that training environment was not conducive to training. At last, interviewees asked about time management that there was poor time management in performing training. In general the perception of employees on training implementation practices of Oromia Land Bureau was positive. From document analysis it was found out that there are training reports and trainee attendances which can evidenced the implementation of training practices.

4.2.4. Training Evaluation practices

This is the last stage of employee training practice. In this phase, every activity done in the training will be evaluated and examined whether it was going with the design or not. The results expected from the training also taken as an evaluation criteria and the improvement the gap solution will be seen deeply. As respondents do on the previous phase, they were reacting on the points raised about training evaluation.

Table 7: Employee's response on Training Evaluation practices

	Response(N=95)										Mean
	1		2		3		4		5		
	No	%	No	%	No	%	No	%	No	%	
The effectiveness of training was evaluated by the bureau.	45	47.4	23	24.2	13	13.7	12	12.6	2	2.1	1.98
Training evaluation was prepared with some criteria.	40	42.1	25	26.3	11	11.6	15	15.8	4	4.2	2.14
Pre training evaluation was performed by the bureau.	41	43.2	30	31.6	12	12.6	10	10.5	2	2.1	1.97
Evaluation during training was performed by the bureau.	39	41.1	26	27.4	14	14.7	13	13.7	3	3.2	2.11
Post training evaluation was performed by the bureau.	40	42.1	26	27.4	14	14.7	13	13.7	2	2.1	2.06
How training program was worthwhile and liked by trainee were evaluated by the bureau.	39	41.1	24	25.3	14	14.7	15	15.8	3	3.2	2.15
The extent to which the trainees have gained the desired knowledge and skills was evaluated by the bureau.	38	40.0	24	25.3	12	12.6	17	17.9	4	4.2	2.21
How training has been put to practice was evaluated by the bureau.	39	41.1	30	31.6	12	12.6	12	12.6	2	2.1	2.03
The outcomes of training was evaluated by the bureau.	40	42.1	29	30.5	10	10.5	13	13.7	3	3.2	2.05
There was appropriate use of training evaluation techniques.	41	43.2	27	28.4	13	13.7	12	12.6	2	2.1	2.02
Training Evaluation was trainee centered approach.	39	41.1	28	29.5	11	11.6	11	11.6	6	6.3	2.13
The findings obtained by evaluation was used for training improvement	40	42.1	25	26.3	9	9.5	16	16.8	5	5.3	2.17
Mean	40	42.1	26	27.3	12	12.6	14	14.7	3	3.1	2.09

❖ Key: Strongly disagree(1); Disagree(2);Undecided(3);Agree(4) and Strongly agree(5)

According to the table 7 above, there are statements which describes about training evaluation and respondents reflect their opinion on it. The first idea raised about training evaluation was about whether the effectiveness of training was evaluated by the bureau or not. Respondents were strongly agree 2(2.1%), agree 12(12.6%), undecided 13(13.7%), disagree 23(24.2%), strongly disagree 45(47.4%) on the idea. Based on the figure, respondents perceived as disagree mean wise and majority of the respondents strongly disagree in evaluating the effectiveness of training. This implies the effectiveness of training was not evaluated by the bureau.

If raining evaluation was prepared with some criteria was the other point respondents were requested. They strongly agree 4(4.2%), agree 15(15.8%), undecided 11(11.6%), disagree 25(26.3%) and strongly disagree 40(42.1%) were their response. The mean value shows respondents tends to disagree on the statement and majority of them strongly disagree. This implies if there were no training evaluation there was no criteria set for training evaluation.

If pre training evaluation was performed by the bureau was the other idea given for the respondents to see the evaluation practice. From the respondents, what is reacted was strongly agree 2(2.1%), agree 10(10.5%), undecided 12(12.6%), disagree 30(31.6%) and strongly disagree 41(43.2%). The above figure confirms the idea of the respondents that there were no training evaluation and no pre training evaluation as well.

Evaluation during training was seen by the respondent with the ideas of strongly agree 3(3.2%), disagree 26(27.4%), undecided 14(14.7%), strongly disagree 39(41.1%) and strongly disagree (2.9%). The above figure confirms the idea of the respondents that there were no training evaluation and no evaluation during training evaluation as well.

Post training evaluation was also the other opinion given for the respondents to get their feedback. In this statements, respondents were strongly agree 2(2.1%), disagree 26(27.4%), undecided 14(14.7%), agree 13(13.7%) and strongly disagree 40(42.1%). The above figure confirms the idea of the respondents that there were no training evaluation and no post training evaluation as well.

Evaluation of how training program was worthwhile and liked by trainee was one of the points given for the respondents. In this regard, they agree 15(15.8%), disagree 24(25.3%), undecided 14(14.7%), strongly agree 3(3.2%) and strongly disagree 39(41.1%) with It. Majority of the

respondents strongly disagree and mean of them disagree. The response of respondents shows that evaluation of how training program was worthwhile and liked by trainee was not performed. The evaluation of the extent to which trainees have gained the desired knowledge and skills is also raised for the respondents and reacted by saying strongly disagree 38(40%), disagree 17(17.9%), undecided 12(12.6%), agree 24(25.3%) and strongly disagree 38(40%). From the reaction given above, majority of the respondents are strongly disagree to the evaluation of the extent to which trainees have gained the desired knowledge and skills and disagree mean wise. This implies there was no evaluation of the extent to which trainees have gained the desired knowledge and skills the training.

The other point on training evaluation was the evaluation of how training has been put to practice by the bureau. Respondents replied with agree 12(12.6%), disagree 30(31.6%), undecided 12(12.6%), strongly agree 2(2.1%) and strongly disagree 39(41.1%). From this figure, evaluation of how training has been put to practice was not evaluated.

If outcomes of training was evaluated by the bureau was seen by the respondent with the ideas of strongly agree 3(3.2%), disagree 29(30.5%), undecided 10(10.5%), strongly disagree 40(42.1%) and agree 13(13.7%). The above figure confirms the idea of the respondents that there were no training evaluation and no evaluation of training outcome.

The use of appropriate training evaluation techniques was one of the points given for the respondents to react on. In this regard, they agree 12(12.6%), disagree 27(28.4%), undecided 13(13.7%), strongly agree 2(2.1%) and strongly disagree 39(41.1%) with it. Majority of the respondents strongly disagree and mean of them disagree. The response of respondents shows that the use of appropriate training evaluation techniques was not performed.

Whether training evaluation was trainee centered approach or not was also raised for the respondents and reacted by saying strongly disagree 39(41.1%), disagree 28(29.5%), undecided 11(11.6%), agree 11(11.6%) and strongly agree 6(6.3%). From the reaction given above, majority of the respondents are strongly disagree to the evaluation of the extent to which trainees have gained the desired knowledge and skills and disagree mean wise. This implies in place of training evaluation did not performed one cannot determine either training evaluation was trainee centered or not.

If the findings obtained by evaluation was used for training improvement was also the other opinion given for the respondents to get their feedback. In this statements, respondents were

strongly agree 5(5.3%), disagree 25(26.3%), undecided 9(9.5%), agree 16(16.8%) and strongly disagree 40(42.1%). The above figure confirms the idea of the respondents that the place where training evaluation did not conducted there is no evaluation findings.

Table 7 shows that the idea of the respondents on the general practices of training evaluation. It shows that 40(42.1%) of the respondents strongly disagree, 26(27.3%) disagree, 12(12.6%) undecided, 14(14.7%) agree and 3(3.1%) of them strongly agree. The total mean value (2.09) tends to disagree on the statement. In the same manner majority number of the respondents were strongly disagree on the statement. This shows that the effectiveness of training did not evaluated in Oromia land bureau.

An interview conducted to react on the question how Oromia Land Bureau is evaluate the effectiveness of training? Are formative and summative evaluations performed? What types of outcomes of the training are evaluated? One of the interviewees said, *“Once up on a time we tries to prepare the training evaluation tools and starts to evaluate the training at the end of training. However we drop to analyze the data collected, because there was no managers’ support to go on”*. In addition to this most of the interviewees told that there was no training evaluation practices in the bureau at all. They confirmed that the effectiveness of training was not evaluated yet in their bureau. From document analysis there was no evidence on training evaluation document found in the bureau.

Therefore, from the data collected and analyzed from the respondents with questionnaire interview and document analysis training evaluation was not practiced in the bureau.

4.3.Training Challenges in Oromia Land Bureau

Training challenges are the difficulty faced during training management in an organization. In the presence of such types of constraints the work of training may hindered. Therefore reducing or limiting the challenges faced in the organization should help to improve the provision of training. To see the issue employees in Oromia Land Bureau were asked to rate some of the challenges faced in the bureau and presented below.

Table 8: Employee's response on Training Challenges

	Response(N=95)										Mean
	1		2		3		4		5		
	No	%	No	%	No	%	No	%	No	%	
Lack of knowledge in carrying out training	16	16.8	52	54.7	15	15.8	9	9.5	3	3.2	2.27
Lack of communication skills among training providers	7	7.4	55	57.9	12	12.6	16	16.8	5	5.3	2.55
Lack of commitment of the trainer	10	10.5	57	60.0	16	16.8	9	9.5	9	9.5	2.35
Lack of well-designed training program	9	9.5	18	18.9	15	15.8	49	51.6	4	4.2	3.22
Low priority is given to training	2	2.1	20	21.1	17	17.9	51	53.7	5	5.3	3.39
Inadequate organizational facilities	8	8.4	18	18.9	13	13.7	49	51.6	7	7.4	3.31
Absence of clearly stated training policy	5	5.3	12	12.6	15	15.8	53	55.8	10	10.5	3.54
Absence of expertise to conduct training need analysis	9	9.5	20	21.1	13	13.7	16	16.8	37	38.9	3.55
The learner's negative attitude towards the training	13	13.7	53	55.8	12	12.6	15	15.8	2	2.1	2.37
Non-responsiveness and lack of motivation of the trainers	6	6.3	15	15.8	15	15.8	53	55.8	6	6.3	3.40
Lack of appropriate training institutions	13	13.7	45	47.4	16	16.8	17	17.9	4	4.2	2.52
Mean	8	8.4	33	34.7	14	14.7	31	32.6	9	9.4	2.95

❖ Key: Strongly disagree(1); Disagree(2);Undecided(3);Agree(4) and Strongly agree(5)

As indicated in table 8, respondents have been inquiring questionnaire related to training Challenges. One of training challenges faced in the bureau can be lack of knowledge in carrying out training and have been agreed 9(9.5%) and disagreed 52(54.7%), undecided 15(15.8%), strongly agree 3(3.2%) and strongly disagree 16(16.8%) on lack of knowledge in carrying out training. Majority of the respondents, affirmed in the mean, are disagree in the presence of the challenge. The result also inclined to disagree, they have better intention to disagree. This implies that Oromia Land Bureau has no lack of knowledge in carrying out training.

In the point of the lack of communication skills among training providers in the Oromia Land Bureau, respondents were disagreed 55(57.9%), agreed 16(16.8%), strongly agree 5(5.3%), strongly disagree 7(7.4%) and undecided 12(12.6%). Standing from those figures, majority of the respondents are unable to decide in the mean result. Even they are in undecided perspective, it inclined to disagree on lack of communication skills among training providers.

Lack of commitment of the trainer in training is also the other main point which was forwarded to the respondents. In this regard, those respondents were agreed 9(9.5%), disagreed 57(60%), strongly agreed 9(9.5%), strongly disagreed 10(10.5%) and undecided 16(16.8%) on the lack of commitment of the trainer in training. The majority of respondents, meanly, believe that it has disagree seen. Ongoing with this perspective, they also inclined to disagree on Lack of commitment of the trainer in training. As the data implies, in the way to conduct training there was no lack of commitment of the trainer in training.

In the point whether there was lack of well-designed training program or not for training, respondents disagree 18(18.9%), agree 49(51.6%), strongly disagree 9(9.5%), and strongly agree 4(4.2%). undecided 15(15.8%), the majority respondents regard as to undecided in the mean and inclined to agree with lack of well-designed training program. This implies there was lack of well-designed training program in the bureau.

Respondents also gave their ideas on low priority is given to training. They were agree 51(53.7%), strongly agree 5(5.3%), undecided 11(17.9%), strongly disagree 2(2.1%) and disagree 20(21.1%). Majority of the respondents believe to agree and also agree in the mean to the statement. The data implies that low priority is given to training was one of the training challenges in the bureau.

The other point rose for the respondents were about if there were inadequate organizational facilities. The respondents were agree 49(51.6%), disagree 18(18.9%), undecided 13(13.7%), strongly disagree 8(8.4%) and strongly agree 7(7.4%) on this item. Majority of the informers agree to inadequate organizational facilities of the bureau. Beside this, it also inclines to agree mean wise. This figure implies that inadequate organizational facilities was one of the training challenges in the bureau.

On the absence of clearly stated training policy, 12(12.6%) of the respondents disagree, 53(55.8) agree, 15(15.8) undecided, 5(5.3) strongly disagree and 10(10.5) strongly agree. At the mean level respondents were agree on the item and majority of them were agreed on the absence of

clearly stated training policy. This data implies that there was absence of clearly stated training policy in the bureau.

The data shown on the table 8 on absence of expertise to conduct training need analysis depicts that strongly disagree 9(9.5%); disagree 20(21.1%); undecided 13(13.7%); agree 16(16.8%) and strongly agree 37(38.9%). The perspective of the respondents inclines to agree mean wise and majority of them were also agree on the absence of expertise to conduct training need analysis. This shows that there was absence of expertise to conduct training need analysis.

As the respondents requested on the statement whether there is learner's negative attitude towards the training or not, 13(13.7%) of them were strongly disagree, 53(55.8%) disagree, 12(12.6%) undecided, 15(15.8%) agree and 2(2.1%). The mean value (2.37) inclines to disagree on the statement. Majority of the respondents also disagree that there were similar perspective of the respondent with the mean. This reveals that the learner's negative attitude towards the training was not the challenge of training in the bureau.

The response of respondents on the non-responsiveness and lack of motivation of the trainers shows that they disagree with 15(15.8%). In the other case some of them are strongly agree and strongly disagree with 6(6.3%) and 6(56.3%) respectively. 53(55.8%) of the respondents tend to agree and 15(15.8%) of them were unable to decide on the statement. The mean value (3.40) of the response of the respondents inclines to agree. This data shows that mean of the respondents and majority of them supports each other to agree on the statement. The respondents believe that non-responsiveness and lack of motivation of the trainers was one of the training challenges in the bureau.

Whether lack of appropriate training institutions was challenges in conducting training or not was also raised for the respondents and reacted by saying strongly disagree 13(13.7%), disagree 45(47.4%), undecided 16(16.8%), agree 17(17.9%) and strongly agree 4(4.2%). From the reaction given above, majority of the respondents are disagree to the lack of appropriate training institutions and unable to decide mean wise. This implies lack of appropriate training institutions was not the challenges of training in the bureau.

Table 8 shows that the idea of the respondents on the general training challenges. It shows that 8(8.4%) of the respondents strongly disagree, 33(34.7%) disagree, 14(14.7%) undecided, 31(32.6%) agree and 9(9.4%) of them strongly agree. The total mean value (2.95) tends to

undecided on the statement. However almost equal number of respondents were agreed and disagreed as well on the statement. This shows that not all of the statements provided to respondents to react on but there were some training challenges in managing training in Oromia land bureau.

An interview conducted on the question what are the main challenges faced to carry out training in OLB? Shows that the interviewees stipulate the following training challenges. These are unwillingness of managers to conduct training, interference of other bodies to carry out training other than training professionals, lack of identifying appropriate training need, lack of evaluating the effectiveness of training, ignorance of training professionals to initiate training in the bureau, counting training for incentives only by trainees, lack of transfer of training to the work place and low understanding of the importance of training by employees. In addition to this respondents identified lack of well-designed training program, low priority given to training, inadequate organizational facilities, absence of clearly stated training policy, absence of expertise to conduct training need analysis, non-responsiveness and lack of motivation of the trainers as the training challenges in carrying out training in Oromia Land Bureau.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter deals with the summary of the findings, conclusion drawn and recommendations forwarded as per the findings of the study.

5.1.Summary of findings

The major purpose of this study is to assess employee training management practices and challenges in Oromia Land Bureau and examine the problems they have encountered in managing training programs. The study forwarded viable recommendations that help to mitigate the problems of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training management practices and challenges in Oromia Land Bureau. In doing so, it benefits not only to leaders and experts of the human resource management and capacity building directorate, but also to managers and all staffs of Oromia Land Bureau, by giving them better information pertaining to employee training management practices and challenges.

Therefore, in order to address the research problem the study focused on answering the following basic questions. To what extent training need assessment is conducted in Oromia Land Bureau?, How is training program designed in Oromia Land Bureau?, How is training implemented in Oromia Land Bureau?, How is the effectiveness of training evaluated? And what are the main challenges faced to carry out training in Oromia Land Bureau?

Mixed research method was employed to conduct the research. Stratified sampling technique, simple random sampling and purposive sampling method were used to select sample

respondents. From the total target population of 270 employees of the Oromia Land Bureau, sample sizes of 116 respondents were selected. Questionnaires, interview and document analysis were used as data gathering tools. Based on this, 106 questionnaires were distributed to respondents, of which all usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics was used. Whereas, the data obtained via interview from 10 interviewees and document analysis has been analyzed qualitatively.

Finally, the data collected from the responses were analyzed; interpreted and major findings are summarized and presented as below:

5.1.1. Training Need Assessment (TNA)

From the presentation, analysis and interpretation of data on training need assessment, respondents disagreed that training need assessment was not conducted in Oromia land Bureau. In addition to this the specific activities of TNA practices were like necessity of training provided for the employees was agreed by respondents. In the same way it was disagreed to the participation of stakeholders in the process of conducting need assessment. Here, the respondents disagree that there was enough budget, time and expertise for training in the bureau. The other activity of TNA is proper selection of trainees which was disagreed by the respondents. They also disagreed on the alignment of training objective and bureau's strategic objective. In support of the above ideas respondents were disagreed to identify training for what job properly, select the correct method of training need assessment, include Organizational analysis, person analysis, and task analysis during training need assessment, determination of training was the best solution for the performance gap identified, Support of managers, peers, and employees for training given, motivation of trainees during training, clear written training policy in the bureau. However, they agreed that training plan is included in the strategic plan of the bureau.

Most of the above mentioned statements were the specific activities to be done in identifying training need. As their mean (2.75) reveals that respondents were not sure to decide on the issues the majority (51.5%) of the respondents were disagree on the general practices of training need assessment in Oromia land bureau.

The interview conducted with employees from human resource management and capacity building directorate also confirms that training need assessment was not performed in the bureau.

The training titles were identified just by leaders or the nearby professionals. As the researcher search and analyzed the documents pertaining to training there was no documents found on training need assessment.

5.1.2. Training Program Design

The data on training program design show that, respondents disagreed to the selection and preparation of good training site in Oromia land Bureau. In addition to this the specific activities of training program design practices were like the presence of appropriate Seating arrangements for training was disagreed by respondents. In the other case it was agreed to the selection of competent trainers for training in the process of training program design. Here, the respondents disagree on the provision of good training materials in the bureau. The other activity of training program design was trainer consideration of the age, generation, and personality differences of trainees in training which was disagreed by the respondents. They also disagreed on the Curriculum, course, and lesson designed were achieve the objectives set. In support of the above ideas respondents were also disagreed to the preparation of design document as blue print to mangers and trainers. However, they agreed on the proper selection of vendor or consultant for training services for outsourced training, good communication to trainees in the bureau and the relevancy of training program designed to the objectives of the bureau and trainees.

Most of the above mentioned statements were the specific activities to be done in training program design. The mean value (3.02) reveals that respondents were not sure to decide on the general practices of training program design in the bureau. However, equal number of the respondents were agree and disagree on the statement. This shows that Oromia land bureau performs training program design practices half- and-half.

The analysis conducted with employees from human resource management and capacity building directorate confirms that training program was not designed from the gap identified by TNA, but it was designed on the topic leaders assume to be it is important in the improvement of the performance of the bureau. The training titles were identified just by leaders or the nearby professionals. In the same wise the check lists of document analysis shows that there are documents on training manuals, training plan and terms of reference which evidenced the performance of training design in the bureau.

5.1.3. Training Implementation practices

Training implementation was the other process of employee training management. As the information obtained from respondents on training implementation shows that majority of the respondents agree on objectives of the training program was known by the trainees, training Content was meaningful /related to the job of trainees, trainers were used different methods of presentations for committing training content to memory, the presence of observation, experience, and social interaction during training, the proper coordination and arrangement of the training program and encouraging of trainees to take responsibility on learning and transfer of training. However, on the specific activities of training implementation like transfer of training/learning to their job, clear written training policy, Opportunities given to trainees to practice what they had learned, feedback given to trainees for the attainment of training objectives, work environment of training supports learning and transfer training, effective time management and provision of online training were disagreed by the respondents.

The analysis conducted with employees from human resource management and capacity building directorate confirms that training implementation practices of Oromia Land Bureau was positive. From document analysis it was found out that there are training reports and trainee attendances which can evidenced the implementation of training practices.

5.1.4. Training Evaluation practices

According to the analysis done on training evaluation practices majority of the respondents disagreed on evaluating the effectiveness of training by the bureau. The respondents' reaction on most of the specific activities of training evaluation like criteria set for training evaluation, pre training evaluation, evaluation during training evaluation, post training evaluation, evaluation of how training program was worthwhile and liked by trainee ,the extent to which trainees have gained the desired knowledge and skills in training, evaluation of how training has been put to practice, evaluation of training outcome, use of appropriate training evaluation techniques, determination of either training evaluation was trainee centered or not and the use of findings obtained by evaluation was used for training improvement was disagreement. All in all data

analyzed on training evaluation practices depicts that the effectiveness of training did not evaluated in Oromia land bureau.

The analysis conducted on training evaluation practices shows that there was no training evaluation practices in the bureau at all. They confirmed that the effectiveness of training was not evaluated yet in their bureau. From document analysis there was no evidence on training evaluation document found in the bureau. Therefore, from the data collected and analyzed from the respondents with questionnaire interview and document analysis training evaluation was not practiced in the bureau.

5.1.5. Training Challenges

The training challenges faced in employee training management identified by respondents from the questionnaire results were lack of well-designed training program, low priority given to training, inadequate organizational facilities ,absence of clearly stated training policy, absence of expertise to conduct training need analysis and non-responsiveness and lack of motivation of the trainers.

An interview result shows that the interviewees stipulate the following training challenges. These are unwillingness of managers to conduct training, interference of other bodies to carry out training other than training professionals, lack of identifying appropriate training need, lack of evaluating the effectiveness of training and ignorance of training professionals to initiate training in the bureau. The interviewees were also identifies training challenges which are conceded with the questionnaire results mentioned above.

5.2.Conclusions

The following conclusions are drawn on the basis of the above summaries:

Training need assessment is bedrock on which the other employee training management activities rest. It is a vital activity to identify performance deficiency and to decide whether training is the appropriate remedy or not to the deficiency. To be beneficial from training programs organizations should carryout training needs assessment. However, this was not the case in Oromia Land Bureau. Training offered in the bureau were not designed and implemented based on accurate identification

of performance gaps that exist in the bureau. Therefore, it is concluded that Oromia land Bureau did not conduct training need assessment to manage employee training.

Training program design is the practices of employee training management where the training need identified in the process of training need assessment will be planned and organized. The bureau done some of the activities in the process of training design and left with some of them. So, it is concluded that training program design is partially performed in Oromia Land Bureau.

Training implementation is the place where the planned training come ground. It is the application of the theoretically planned activities in the process of training program design. Depending on summaries of the findings Oromia Land Bureau is properly implemented training.

Evaluation is an essential part of employee training management. Organizations need to evaluate training program so as to improve the effectiveness of the program and identify their impacts on the job. Decisions made with respect to training programs in the bureau were not based on appropriate information which in turn affects the effectiveness of the programs. From the summaries of the findings it is concluded that the effectiveness of training did not evaluated in Oromia land bureau.

The main challenges faced to carry out training in Oromia Land Bureau are lack of well-designed training program, low priority given to training, inadequate organizational facilities ,absence of clearly stated training policy, absence of expertise to conduct training need analysis, non-responsiveness and lack of motivation of the trainers, unwillingness of managers to conduct training, interference of other bodies to carry out training other than training professionals, lack of identifying appropriate training need, lack of evaluating the effectiveness of training and ignorance of training professionals to initiate training in the bureau.

5.3.Recommendations

Based on the findings and the conclusions the following recommendations are forwarded.

1. Training needs assessment is the most pertinent and crucial training function before designing and implementing the program. It plays paramount role in organizations to identify where the program is needed, what kind of program is needed, who needs to be trained and benchmarks against which the effectiveness of the program can be evaluated. It is through needs assessment that organizations can develop appropriate training program and establish clear selection criteria of

trainees and trainers. Despite its importance, needs assessment was the ignored activity in Oromia Land bureau. Programs lack of such quality cannot demonstrate results of training on employees' competence and organizational effectiveness. Indeed, when resources of the bureau are spent on programs that do not alleviate their problems, it is pointless effort and wastage of resources. To reverse the problem, Oromia Land bureau should conduct needs assessment thoroughly by emphasizing on the performance deficiencies and existing competence of employees.

2. Better training implementation in organizations shows better training program design. However, Oromia Land Bureau is not satisfactorily design its training. Therefore to have training that is the solution for performance gap, the bureau should properly design its training program.
3. Training is functional and relevant only when it is evaluated. Evaluation has paramount importance in identifying the strengths and weaknesses of training program, in building credibility, and identifying the impact of the program and organizational constraints. However training evaluation is the neglected area in the bureau. Thus, the bureau should conduct training evaluation to judge the effectiveness of training.
4. It was found that the absence of clear written training policy is one of the training constraints in the bureau. This causes problem in specifying directions and guiding actions. Therefore, it is recommended that Oromia Land Bureau should formulate clear written training policy and communicate it to all the staffs.
5. The bureau should solicit ideas from employees by involving them in the training need assessment, preparation of plan, determination of objectives, selection of contents and other segments of training and development activities.
6. The study indicates that there were no clear and transparent selection criteria of trainees. In such case, it is not likely that the right trainees are selected for the right training. This also the source for grievance among employees. Selecting the right trainees is important to the success of the program. Oromia Land Bureau should establish clear and transparent selection criteria focusing on age, academic qualifications, experience, background and so forth of trainees on the basis of needs identified through needs analysis.
7. Training is an investment in terms of money, human, time and physical resources. It requires creating an environment that enhances learning by allocating adequate resources and facilities. However, it was found that adequate resources and facilities were not allocated to the program and lack of budget is one of the major constraints identified. Therefore, it is recommended

firstly that since resources are limited, bureau should wisely use the resources they have by proper plan and doing first things first. Second, the training department or the training designers in the offices should justify and sell the program to the managements to get from them financial support so as to furnish the program with necessary equipment and facilities.

8. Lastly, multi-faceted challenges of training programs prevailed in Oromia Land Bureau call for joint actions like experience sharing, technically supporting each other and working against the challenges to alleviate it.

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APENDICES (I-V)

Appendix I: Questionnaire in English

Addis Ababa University

College of Education and behavioral studies

Department of Educational planning and management

Dear Sir/Madam:

This questionnaire has been designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of Master degree in Educational leadership and Management in Addis Ababa University, College of Education and behavioral studies, under the title; “Assessment on the Practice and challenges of employee training in Oromia land Bureau”. Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions as clearly and genuinely as possible. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality.

Note

- ❖ Please don't write your name.
- ❖ Please answer by putting “X” mark on the box with point which highly reflects your idea parallel to your choice.
- ❖ All information will be treated confidentially.
- ❖ Your honest & unbiased response will greatly contribute for the research to achieve its objectives.

For any questions and comments please contact me through 09-13-29-78-14 (Geremew Daba)

I would like to thank you in advance, for your sincere cooperation and valuable assistance for the success of this research!!

Section I: Respondents Background Information

1	Gender	Male		Female	
2	Age	18-35		36-50	
		51-60		Above 60	
3	Current educational level	Below diploma		diploma	
		Degree		Master degree	
		PHD			
4	Total Service year	0-3		7-10	
		4-6		Above 11	

Section II: Information on Training Need Assessment (TNA)

Pertinent to the situation in which training needs assessment is carried out, indicate the level of your agreement/ disagreement regarding the practices in your organization as, 1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) in each box corresponding to

s/n	Items	1	2	3	4	5
1	Training Needs assessment was conducted.					
2	Training provided in the OLB were necessary.					
3	Stakeholders were participated in the Training needs assessment.					
4	There was enough budget, time and expertise for training.					
5	Trainees were properly selected					
6	Training objectives were aligned to the strategic objective of the bureau					
7	The necessity of training for what job was properly identified					
8	Training Need Assessment methods (eg. Observation, questionnaire, Focus Group Discussion, etc) were correctly selected.					
9	Organizational analysis, person analysis, and task analysis were included during training need assessment.					
10	It was determined Whether Training was the Best Solution for the performance gap identified.					
11	There was the Support of Managers, Peers, and Employees for Training given.					
12	I was motivated to learn in the training given by the bureau					
13	There is a clear written training policy.					
14	Training plan is included in the strategic plan of the bureau.					

each item.

Section III: Information on training program design

Pertinent to the situation in which training program design is carried out in, indicate the level of your agreement/ disagreement regarding the practices in your organization as, 1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) in each box corresponding to each item.

s/n	Items	1	2	3	4	5
1	Good training Site/room was Selected and Prepared.					
2	There were appropriate Seating Arrangements for training					
3	Competent trainers were selected for training					
4	There was good provision of training materials					
5	The trainer consider the age, generation, and personality differences of trainees in training.					
6	The Curriculum, Course, and Lesson Designed were helps to achieve the objectives set					
7	Design document was prepared as blue print to mangers and trainers					

8	Vendor or Consultant for Training Services were properly selected for outsourced training					
9	There is good communication to trainees.					
10	Trainers arrange the training site and create an instructional environment that is conducive to learning					
11	The training program designed was relevant to the objectives of the bureau and trainees.					

Section IV: Information on Training Implementation

Pertinent to the situation in which Training Implementation is carried out, indicate the level of your agreement/ disagreement regarding the practices in your organization as, 1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) in each box corresponding to

s/n	Items	1	2	3	4	5
1	Trainees were transferring training/learning to the job.					
2	Objectives of the training program was known by the trainee					
3	Training Content was Meaningful/related to the job of trainees					
4	Trainees were given Opportunities to practice what they had learned					
5	Trainers were used different Methods of presentations for committing training content to memory					
6	Feedback was given to trainees for the attainment of training objectives					
7	There was Observation, experience, and social interaction during training					
8	There was Proper coordination and arrangement of the training program					
9	There was encouraging of trainees to take responsibility learning and transfer of training.					
10	The work environment of training supports learning and transfer.					
11	There is effective time management in conducting training.					
12	Online training was provided by the bureau.					

each item.

Section V: Information on training evaluation

Pertinent to the situation in which training evaluation is carried out, indicate the level of your agreement/ disagreement regarding the practices in your organization as, 1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) in each box corresponding to each item.

s/n	Items	1	2	3	4	5
1	The effectiveness of training was evaluated by the bureau.					
2	Training evaluation was prepared with some criteria.					
3	Pre training evaluation was performed by the bureau.					

4	Evaluation during training was performed by the bureau.					
5	Post training evaluation was performed by the bureau.					
6	How training program was worthwhile and liked by trainee were evaluated by the bureau.					
7	The extent to which the trainees have gained the desired knowledge and skills was evaluated by the bureau.					
8	How training has been put to practice was evaluated by the bureau.					
9	The outcomes of training was evaluated by the bureau.					
10	There was appropriate use of training evaluation techniques.					
11	Training Evaluation was trainee centered approach.					
12	The findings obtained by evaluation was used for training improvement					

Section VI: Information on training challenges

Pertinent to the situation in which training challenges were faced in conducting training, indicate the level of your agreement/ disagreement regarding the practices in your organization as, 1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) in each box corresponding to each item.

s/n	Items	1	2	3	4	5
1	Lack of knowledge in carrying out training					
2	Lack of communication skills among training providers					
3	Lack of commitment of the trainer					
4	Lack of well-designed training program					
5	Low priority given to training					
6	Inadequate organizational facilities					
7	Absence of clearly stated training policy					
9	Absence of expertise to conduct training need analysis					
10	The learner's negative attitude towards the training					
11	Non-responsiveness and lack of motivation of the trainers					
12	Lack of appropriate training institutions					

Appendix II: Interview in English

Addis Ababa University

College of Education and behavioral studies

Department of Educational planning and management

Dear Sir/Madam:

This Interview has been designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of Master degree in Educational leadership and Management in Addis Ababa University, College of Education and behavioral

studies, under the title; “Assessment on the Practice and challenges of employee training management in Oromia land Bureau”. Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions as clearly and genuinely as possible. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality.

Note

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- ❖ Your honest & unbiased response will greatly contribute for the research to achieve its objectives.

For any questions and comments please contact me through 09-13-29-78-14 (Geremew Daba)

I would like to thank you in advance, for your sincere cooperation and valuable assistance for the success of this research!!

6. To what extent training need assessment (TNA) is conducted in OLB? Were Organization analysis, person analysis, and task analysis included in needs assessment? What types of techniques the bureau has been used to conduct TNA?
7. How does training program designed in OLB? Are trainees, trainers and training site are selected properly? What about training materials and courses of the training?
8. How does training implemented in OLB? Describe your idea in terms of transfer of training, training content, practicing during training, quality of presentation, training coordination, feedback, learning environment and time management.
9. How is OLB evaluate the effectiveness of training? Are formative and summative evaluations performed? What types of outcomes of the training are evaluated?
10. What are the main challenges faced to carry out training in OLB?

Appendix III: Check list of document analysis

Check list of document analysis

s/n	Types of documents found in the OLB	yes	No	If there is a document on training in the OLB what are the contents it has?
1	Is there training policy document in OLB?			
2	Is the strategic plan of the bureau contains training plan?			
3	Is there Training need assessment document?			

4	Is there separate training plan in the bureau?			
5	Is there training curriculum, courses and manual documents in the bureau?			
6	Is there training budget plan document in the bureau?			
7	Is there training evaluation documents in the bureau?			
8	Is there trainee and trainers attendance document in the bureau?			
9	Is there training reports in the bureau?			

10. What are other training materials available in the bureau?

Appendix IV: Questionnaire translated to Afan Oromo

Yuniversity Finfinnee(Addis Ababa University)

Kolleejjii Qu’annoo Barnootaa Fi Yaad-Qalbii

Muummee Bulchiinsaa Fi Karoora Barnootaa

Kabajamoo deeb-kennaa:

Kaayyoon gaafannoo kanaa qorannoo barnootaa gaggeessuuf odeeffannoo argachuufi. Qorannichi kan gaggeeffamu Yuniversity Finfinnee; kolleejjii qu’annoo barnootaa fi yaad-qalbii; muummee bulchiinsaa fi karoora barnootaa tti mata duree “sakatta’insa danqaalee fi gochaalee bulchiinsa leenjii hojjetootaa Biirroo Lafaa Oromiyaa” irrattii dha. kunis, digirii lammaffaa(MA) hoggansaa fi bulchiinsa barnootaa tiin argachuuf kan hojjetamuu dha. Haaluma kanaan odeeffannoo dhimma leenjiin wal qabatan gahaa ta’e kennuun hirmaannaan isin agarsiifan milkaa’ina qorannichaaf gahee guddaa gumaacha. Waan ta’eef, gaaffilee gaafatamaniif deebii kennuun akka deeggarsa keessan agarsiifan kabajaan isin gaafadha. Dhuma irratti odeeffannoon isin kennitan kunimmoo kaayyoo qorannoo kanaaf qofa kan ooluu fi deebiin keessanis icciitiin kan qabamu ta’uu garanumaa isinii mirakaneessuu barbaada.

HUB:

- ❖ Maqaa kee hin barreessin.
- ❖ Sirri yaada deebii kee calaqqisiisun sanduuqa qophaa’e keessatt mallattoo”X” kaa’i.
- ❖ Odeeffannoo hunduu icciittin qabamu.
- ❖ Deebii sirriin akka yaada keetti ati kennitu galma gahinsa kaayyoo qorannoo kanaa tiif gahee guddaa qaba.

Gaafannoo kana yeroo guuttan gaaffii fi yaada yoo qabaattan karaa lakkoofsa bilbilaa 09-13-29-78-14 (Garraaw Dhaabaa) tiin na argattu.

Milkaa'ina qorannoo kanaaf deeggarsa hammana hinjedhamne isin taasftaniif guddan isin galateeffadha!!

Kutaa I: Odeeffannoo dhuunfaa gaafatamtootaa

1	saala	Dhiira		Dhalaa	
2	umurii	18-35		36-50	
		51-60		Above 60	
3	Sadarkaa barnootaa ammaa	Dippiloomaa gadi		dippiloomaa	
		Digirii calqabaa		Digirii lammaffaa	
		PHD			
4	Muuxannoo hojii walii gala	0-3		7-10	
		4-6		10 ol	

Kutaa II: Odeeffannoo sakatta'insa fedhii leenjii (Training Need Assessment)

Sakatta'insa fedhii leenjii gaggeessuun haalota walqabatan ilaalchisee wantoota Biiroo kee keessatti raawwatamaa jiran; sadarkaa waliigalinsa yookaan waliigalinsa dhabuu kee; (1=baay'ee itti walii hin galu; 2=itti walii hin galu 3= murteessuu hin danda'u; 4= ittan walii gala; 5= baay'een itti walii gala) tokkoon tokkoo yaadota jiran fuulduratti mallattoo "X" sanduuqa keessa kaa'uun agarsiisi.

T/L	Haalota sakatta'insa fedhii leenjii	1	2	3	4	5
1	Sakatta'insi fedhii leenjii gaggeeffamaa ture.					
2	Leenjiin biiroo kana keessattii keennamaa jiru barbaachisaa dha.					
3	Dhimnamtootni sakatta'ina fedhii leenjii keessatti ni hirmaatu.					
4	Baajata, yeroo fi ogeessi gahaan leenjiif oolu jira.					
5	Leenjifamtootni karaa sirrii ta'een filatamu.					
6	Kaayyoleen leenjii kaayyoo tarsiima'aa Biirichaa wajjin wal simata.					
7	Gita hojii kamiif leenjiin akka barbaachisu sirriitti adda bahama.					
8	Malootni sakkatta'insa fedhii leenjii(fkn.daawwannaa, gaafannoo, marii garee,kkf) karaa sirrii ta'een filatamu.					
9	Xiinxalli dhaabbataa, namaa(hojjetaa) fi hojii sakkatta'insa fedhii leenjii gaggeeffamu keessatti ni hammachiifamu.					
10	Hanqina raawwii adda bahameef leenjiin fala ta'uu fi dhabuu isaa ni murta'aa.					
11	Leenjii kennamuuf deeggarsi hoggantootaa, hojjetootaa fi qaamolee biro jira.					
12	Leenjii biirichi kennu si'aayinaan barachaa ture.					
13	Imaammatni leenjii ifa ta'e barreeffamaan jira.					
14	Karoorri leenjii karoora tarsiima'aa biirichaa keessatti hammatamee jira.					

Kutaa III: Odeeffannoo wixinee sagantaa Leenjii(Training program design)

Sagantaa leenjii wixineessuun haalota walqabatan ilaalchisee wantoota Biiroo kee keessatti raawwatamaa jiran; sadarkaa waliigalinsa yookaan waliigalinsa dhabuu kee; (1=baay'ee itti walii hin galu; 2=itti walii hin galu 3= murteessuu hin danda'u; 4= ittan walii gala; 5= baay'een itti walii gala) tokkoon tokkoo yaadota jiran fuulduratti mallattoo "X" sanduuqa keessa kaa'uun agarsiisi.

T/L	Haalota wixinee sagantaa leenjii	1	2	3	4	5
1	Kutaan yookaan naannoon leenjii gaarii filatamuun ni qophaa'a.					
2	Haalli gurmaa'insa teessoo leenjiif mijataa ta'e jira.					
3	Leenjistootni gahumsa qaban ni filatamu.					
4	Dhiyeessi Meeshaalee leenjii gaarii ta'e jira.					
5	Leenjisaan garaagarummaa umurii,dhalootaa fi namummaa leenjitoota ilaalcha keessa galchuun leenjii kenna.					
6	Sirni barnootaa, koorsiin barnootaa fi baranoo wixineeffaman kaayyoo leenjii taa'an galmaan gahuuf kan gargaaranii dha.					
7	Wixineen dokumeentii leenjii akka galmee haadhootti gargaaru hoggantootaa fi leenjistootaaf ni qophaa'a.					
8	Gorsitootni tajaajila leenjii alaa kennan seeraan ni filatamu.					
9	Qunnamtii gaariin leenjitootaaf ni taasifama.					
10	Leenjistootni iddoo leenjiin itti kennamu gurmeessuun naannoo mijataa leenjiif ni uumu.					
11	Sagantaan leenjii wixineeffamu kaayyoo tarsiima'aa Biirichaa fi haala leenjitootaan kan wal simuu dha.					

Kutaa IV: Odeeffannoo hojii irra olmaa leenjii

T/L	Haalota hojii irra oolmaa leenjii	1	2	3	4	5
1	Leenjitootni leenjii fudhatan iddoo hojii isaanitti hojii irra ni oolchu.					
2	Kaayyooleen sagantaa leenjii leenjitoota biratti ni beekama.					
3	Qabiyyeen leenjii hiikkaa kan qabuu fi hojii leenjitootaan walitti dhufeenya kan qabuu dha.					
4	Leenjitootaaf leenjii fudhatan akka shaakalan gabbifataniif carraan ni kennamaaf.					
5	Qabiyyeen leenjii leenjitootaaf akka qabatamuuf leenjistootni maloota dhiyeessa leenjii adda addaa ni fayyadamu.					
6	Leenjitootni kaayyoo leenjii galmaan gahachuu fi dhiisuu isaanii beekuuf duub-deebiin ni kennama.					
7	Yeroo leenjiin kennamuu daawwannaan, muuxannoo wal jijjiirran fi walitti dhufeenyi hawaasummaa ni taasifama.					

8	Sagantaan leenjii qindaa'aa fi gurmaa'aa sirriin jira.					
9	Leenjitooni ittigaafatamummaa fudhatanii barachuun fi leenjii hojiitti akka jijjiiran ni jajjabeeffamu.					
10	Naannoon hojii leenjichaa fudhachuufis ta'ee hojii irra oolchuuf deeggarsa kan taasisuu dha.					
11	Leenjii gaggeessuuf bulchiinsi yeroo(time management) bu'a qabeessi jira.					
12	Biirichi interneetii fayyadamee(online) leenjii ni kenna.					

Leenjii hojii irra oolchuun haalota walqabatan ilaalchisee wantoota Biiroo kee keessatti raawwatamaa jiran; sadarkaa waliigalinsa yookaan waliigalinsa dhabuu kee; (1=baay'ee itti walii hin galu; 2=itti walii hin galu 3= murteessuu hin danda'u; 4= ittan walii gala; 5= baay'een itti walii gala) tokkoon tokkoo yaadota jiran fuulduratti mallattoo "X" sanduuqa keessa kaa'uun agarsiisi.

Kutaa V: Odeeffannoo madaallii leenjii

Madaallii leenjii gaggeessuun haalota walqabatan ilaalchisee wantoota Biiroo kee keessatti raawwatamaa jiran; sadarkaa waliigalinsa yookaan waliigalinsa dhabuu kee; (1=baay'ee itti walii hin galu; 2=itti walii hin galu 3= murteessuu hin danda'u; 4= ittan walii gala; 5= baay'een itti walii gala) tokkoon tokkoo yaadota jiran fuulduratti mallattoo "X" sanduuqa keessa kaa'uun agarsiisi.

T/L	Haalota madaallii leenjii	1	2	3	4	5
1	Biirichi bu'a qabeessummaa leenjii beekuuf madaallii leenjii ni gaggeessa.					
2	Madaalliin leenjii ulaagaa ta'e irratti hundaa'uun qophaa'a.					
3	Madaalliin leenjii duraa biirichaan ni gaggeeffama.					
4	Madaalliin yeroo leenjiin gaggeeffamaa jiruu biirichaan ni gaggeeffama.					
5	Madaalliin leenjii boodaa biirichaan ni gaggeeffama.					
6	Sagantaan leenjichaa hammam faayidaa akka qabuu fi leenjitootaan akka jaallatame ni madaalama.					
7	Leenjitooni hammam beekumsaa fi ogummaa barbaadamu akka argatan ni madaalama.					
8	Leenjiin kenname hammam hojiitti akka hiikkatee ni madaalama.					
9	Bu'aan leenjii fide inni dhummaa ni madaalama.					
10	Itti fayyadamni tooftaalee madaallii leenjii sirrii jira.					
11	Haalli madaallii leenjii leenjitoota kan giddugaleeffatee dha.					
12	Argannoon madaalliin argame fooyya'insa leenjiif itti ni fayyadama.					

Kutaa VI: Odeeffannoo danqaalee leenjii

Danqaalee leenjiin haalota walqabatan ilaalchisee wantoota Biiroo kee keessatti raawwatamaa jiran; sadarkaa waliigalinsa yookaan waliigalinsa dhabuu kee; (1=baay'ee itti walii hin galu;

2=itti walii hin galu 3= murteessuu hin danda’u; 4= ittan walii gala; 5= baay’een itti walii gala) tokkoon tokkoo yaadota jiran fuulduratti mallattoo “X” sanduuqa keessa kaa’uun agarsiisi.

T/L	Haalota danqaalee leenjii	1	2	3	4	5
1	Leenjii gaggeessuuf beekumsa dhabuu.					
2	Dandeettii qunnamtii dhabuun dhiyeessitoota leenjii jidduu jiraachuu.					
3	Leenjistootni Kutannoo dhabuu.					
4	Sagantaan leenjii akka gaaritti wixineeffame dhabamuu.					
5	Dursi gadi aanaa leenjiif kennamuu.					
6	Biirichi faasiliitii leenjii gahaa dhabuu.					
7	Imaammatni leenjii ifa ta’e barreeffamaan dhabamuu.					
9	Ogeessi beekumsa xiinxala leenjii gaggeessuu qabu dhabamuu.					
10	Ilaalcha gadhee leenjitooni leenjiif qabaachuu.					
11	Leenjistootni si’aayinaa fi duub-deebii kennuu dhabuu.					
12	Dhaabbileen leenjii kennan sirriin dhabamuu.					

Appendix V: Interview translated to English

Yuniversiitii Finfinnee(Addis Ababa University)

Kolleejjii Qu’annoo Barnootaa Fi Yaad-Qalbii

Muummee Bulchiinsaa Fi Karoora Barnootaa

Kabajamoo deeb-kennaa:

Kaayyoon af-gaaffii kanaa qorannoo barnootaa gaggeessuuf odeeffannoo argachuufi. Qorannichi kan gaggeeffamu Universitii Finfinnee; kolleejjii qu’annoo barnootaa fi yaad-qalbii; muummee bulchiinsaa fi karoora barnootaa tti mata duree “sakatta’insa danqaalee fi haala bulchiinsa leenjii hojjetootaa Biirroo Lafaa Oromiyaa” irrattii dha. kunis, digirii lammaffaa(MA) hoggansaa fi bulchiinsa barnootaa tiin argachuuf kan hojjetamuu dha. Haaluma kanaan odeeffannoo dhimma leenjiin wal qabatan gahaa ta’e kennuun hirmaannaan isin agarsiiftan milkaa’ina qorannichaaf gahee guddaa gumaacha. Waan ta’eef, gaaffilee gaafatamaniif deebii kennuun akka deeggarsa keessan agarsiiftan kabajaan isin gaafadha.Dhuma irratti odeeffannoon isin kennitan kunimmoo kaayyoo qorannoo kanaaf qofa kan ooluu fi deebiin keessanis icciitiin kan qabamu ta’uu garanumaa isinii mirakaneessuu barbaada.

HUB:

- ❖ Odeeffannoo hunduu icciittin qabamu.
- ❖ Deebii sirriin akka yaada keetti ati kennitu galma gahinsa kaayyoo qorannoo kanaa tiif gahee guddaa qaba.

Milkaa’ina qorannoo kanaaf deeggarsa hammana hinjedhamne isin taasftaniif guddan isin galateeffadha!!

1. Biiricha keessatti sakatta'insi fedhii leenjii hammam gaggeeffamaa jira jettee yaadda? Xiinxalli dhaabbataa, namaa(hojjetaa) fi gita hojii sakatta'insa keessatti ni hammachiifamaa? Tooftaalee sakatta'insa fedhii leenjii kam faatti fayyadamu?
2. Sagantaan leenjii biiroo keessan keessatti akkamitti wixineeffama? Filannoon leenjitootaa, leenjistootaa fi iddoo leenjii seeraan ni gaggeeffamaa? Haalli meeshaalee leenjii fi koorsiiwwan leenjiif kennamanii yoo maal fakkata?
3. Biiroo keessan keessatti leenjiin akkamitti hojii irra oolaa jira? Yaada kee leenjii fudhatan hojiitti jijjiiruu, qabiyyee leenjii, shaakala yeroo leenjii jiruu, qulqullina dhiyeessa barnootaa, leenjii qindeessuu, duub-deebii kennuu, haala naannoo barnootaa fi bulchiinsa yeroon walqabatee waan jiri ibsi.
4. Biiron Lafaa Oromiyaa bu'a qabeessummaa leenjii akkamitti madaala? Madaalliin adeemsa leenjii keessattii fi leenjiin boodaa ni gaggeeffamaa? Bu'aa leenjii maal faatu madaalama?
5. Danqaalee ijoo leenjii gaggeessuu keessatti muudatan maal fa'i?