

EVALUATION OF SELECTION  
PROCEDURES FOR HIGHER EDUCATION  
SPONSORSHIP IN GONDAR UNIVERSITY  
ATTITUDE SURVEY BASED ON SELECTED STAFF

By: Tewodros Tegegne



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Advisor

Dr. Krishna Murthy



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**ADDIS ABABA UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
MBA PROGRAM**

**EVALUATION OF SELECTION PROCEDURES FOR HIGHER  
EDUCATION SPONSORSHIP IN GONDAR UNIVERSITY:  
AN ATTITUDE SURVEY BASED ON SELECTED STAFF**

By

Tewodros Tegegne

Approved by The Board of Examiners:

Dr. G. K. Muluget

Advisor

[Signature]

Signature

21/07/08

Dr. Mekerej Ayenew

Examiner

[Signature]

Signature

July 22  
2008

\_\_\_\_\_  
Examiner

\_\_\_\_\_  
Signature



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MBA 99

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# Acronyms

1. **B.A:** Bachelor of Arts
2. **B.SC:** Bachelor of Science
3. **GCMS:** Gondar College of Medical Sciences
4. **HERQA:** Higher Education Relevance and Quality Assurance
5. **ICT:** Information Communication Technology
6. **MA:** Master of Arts
7. **MSC:** Master of Science.
8. **PHC & TC:** Public Health College and Training College
9. **TNA:** Training Needs Analysis
10. **UoG:** University of Gondar

## **Abstract**

Despite the attempts made by higher educational institutions to advance the existing staff through further education; whether selections and need assessments are made according to requirements of the job and individual interest or because opportunities are there for further education, is not clearly defined. The objective of the study, therefore, is to uncover and evaluate the practices of selection and educational needs assessment in light of the merits that could be achieved through appropriate planning at the University of Gondar (UoG). Descriptive survey method was used to assess and analyze the different practices that are being made in the institution.

According to the analysis of the findings, there is a gap between the programs being offered and the organizational and individual interest over the programs. Research /consultancy, students compliant about academic performance and passive participation in the university's affairs are some of the observed problems in the university. Based on the findings the research forwarded some recommendations.

## Chapter One

### Introduction

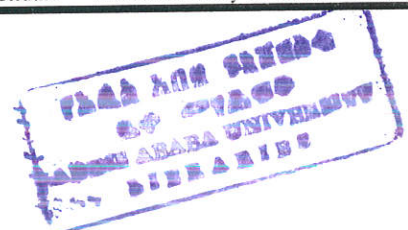
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#### 1.1 Background of the Study

Human resource is the most vital factor to bring about sustainable growth and development in any type of organizations. Especially in higher education institution where human resource is the key factor to determine the quality and viability of the programs being offered, it calls for the continual capacity improvement as new policies are introduced and new programs are launched. To do so, educational institutions usually create opportunities to upgrade the skill of their staff through different educational and training programs that may be conducted either in country or abroad.

To ensure the invaluable contribution of trained work force for the development of the country the Ethiopian government is currently trying to reach the most population by establishing new universities with varied programs in different regions. The expansion of such educational institutions necessitates well qualified academic staff capable of running the programs effectively.

Even though newly established universities secure their staff requirements by recruitment from the market, most of the newly employed staff is only B.A/B.SC degree holders where they need to upgrade themselves through further education programs. Even those who are MA/MSC holders need additional education to appropriately meet the demand.



Therefore, the major goal of these institutions \_\_producing capable and competent work forces to the country\_\_ is met, among other things, if staff is accurately selected for further education according to the need of the programs and personal interests to attend the program. And institutions are creating opportunities for development by assessing what skill is required from prospective individual for further education. This can be done through appropriate selection based on educational need assessment.

According to William J. et al (2000) training enables an organization; to arm employees with job related skills, knowledge and attitudes. If training is supposed to give employees with qualities the work is expecting from each individuals, selection for training (And /or development )should focus on what kind of knowledge / skill or behavior is expected to be acquired in the institutions to meet the need of each program currently running and future openings. This in turn requires selecting appropriate staff that will fit the requirements.

In this study an attempt is made to assess how Ethiopian government owned universities select staff for further education (as part of the development requirements) and how needs are identified. According to the assessments made, the researcher has recommend mechanisms that enable institutions identify their program needs and made selection as required by their policy objectives.

## 1.2 Statement of the problem

Government higher institutions in Ethiopia are trying to develop their staff through education programs offered both in country and abroad. Despite the attempts made by these institutions to advance the existing staff through further education; whether selections and need assessments are made according to requirements of the job and individual interest or because opportunities are there for further education, is not clearly defined. A friend of mine from one of our universities, is currently studying “fishery Economics” in one of the European universities through the university grant, (in which the university has no intention to open programs related to “fishery”). But the question is “will this person with his new education; contribute additional value to the university in particular, and the country in general?”

There are a number of such cases where neither programs have personal benefits nor institutional, but simply people get educated in fields which are irrelevant to the institution and has less contribution to the country. This is happening almost in all of the government universities in the country. It may be because the institutions are not conducting need assessment for sponsored further education (according to priorities) and select individuals based on the assessment.

There are different statements that scholars have pointed out in connection with the importance of making training need assessment during selection for the success of organizational objectives.

- Without information about what and how critical the needs are training and development efforts are likely to continue the “spray and pray” strategies than other wise (Raymond, 1998).
- The return on investment in the human resources capital of the organization is likely to be higher if a systemic approach to training need assessment is taken rather than a random or casual one (Robyn Peterson, 1999)



- Employees, whose training skills are ignored in the work place, training may not be consistent with actual needs (Gupta, 1999).

Taking into accounts these facts the research is designed in a manner which will be suitable to gather adequate and reliable information that in turn answer the following questions.

**Basic research questions:**

- What are the needs, importance, and objectives of development program?
- What are the significant factors to be considered in educational need assessment and selection for sponsorship?
- What are the roles of the personal, task and organizational variables to need assessment and selection in the institution under consideration?
- What key management and organizational priorities are as reflected in need analysis and selection for sponsorship and support accorded by the management?

### **1.3 Objective of the study**

The general objective of the study was to uncover and evaluate the practices of selection and educational needs assessment in light of the merits that could be achieved through appropriate planning at the University of Gondar (UoG).

The specific objectives of the study include:

- To review the way how sponsored educational selection and need assessment are being made.
- To investigate the kind of organization, performance and individual revealed variables that can be considered in the organization to assess the needs and selection for evaluating candidates.
- To suggest possible recommendations in light of the programs to be observed in the institution under consideration.



## 1.4 Significance of the study

Needs assessment before selecting employees for further education in a particular program, assists an institution to have a clear insight if the advanced education can make valuable contribution. It is a must for an educational institution to upgrade the skill of its staff. But knowingly or unknowingly, most of the programs for staff development are given without prior need assessments. Either individuals got scholarship by themselves (or the university grant) or university demand some of the staff to train in the fields the institution wishes to open in the future for which the individual is not qualified (without the willingness of the individuals under consideration). Even sometimes people attend a study because they didn't have another chance. Due to such and other Problems (which are not the concern of this study) many of individuals who got the chance for further education are not willing to return back to the institution after their study.

Therefore, by and large, the result of this study is believed to contribute a valuable insight for the institution to assess the educational requirements and selection of individuals based on merit to the organization objectives (taking in to account individual qualification and interest). The study was also believed to have the following significances.

- Contributes the existing knowledge of the Ethiopian literature where most of them have focused on training need assessments in business organizations.
- Assists officials of the university to have a close attention on how to assess the educational training needs and select individuals accordingly.
- Encourage other researchers to make thorough study on the subject
- It helps the student researcher to get experience with business research methodologies.



## **1.5. Research Methodology and Source of data**

Descriptive survey method was used to assess and analyze the different practices that are being made in the institution (University of Gondar). This method was employed to gather data of different kinds that assist in developing a clear description of the current status of educational need assessment practice and their selection in Government owned higher educational institutions (University of Gondar in particular), thereby identify areas in which the institution improve selection processes as per requirements. So that appropriate recommendations are provided to remedy the weaknesses.

### **1.5.1 Data collection methods**

To conduct this research both primary and secondary data were used to secure adequate and relevant information. The primary data gathering tools include interview and questionnaire. Interviews were conducted with selected officials of the university (head of departments, faculty deans and the promotion and scholarship committee chair persons) to gather information about the current practices of selection for further education. And also staff members of the university who have got chance of further education were approached and copies of the questionnaire are distributed. These staff members were good source of information for how they got these chance (whether or not they have been selected using the needs assessment according to organizational requirement, the program requirement, and individual interest and area of qualifications).

The secondary sources of information were the strategic plan of the university concerning staff promotion and scholarship grants, and scholarship manuals and guidelines of the university.

### 1.5.2 Sampling design

Even though there are about twenty three government universities currently available (including newly established ones and those upgraded to university), the researcher focused only on the University of Gondar to make it more manageable with the time frame available. I also believe that the result can be directly inferred to other universities.

In the university officials (academic dean, department heads and a scholarship committee chairperson), were interviewed and given questionnaire. Regarding staff members, those who are studying at post graduate schools were given questionnaire. About 40 staff currently attending their study and 10 who have already completed are approached, out of about 300 who have given sponsorship yet. Hence this is a sample study, the size of the sample being 16.67%.

### 1.5.3 Measurement

The study's Measurement of results is by comparing the exiting practice of the university's advanced education need assessments with what is expected of the learning acquired as measured by the dimensions indicated below. According to Harris and Desimone (1994:165-7) evaluation of an effective training program involves the systematic collection of information according to a predetermined plan /objective to ensure that organizational objectives are achieved.

Therefore, to measure dimensions Kirkpatrick's model of evaluating training results is used. According to him the training effort can be evaluated based on any or all of four criteria: **reaction** (what do individuals perceive about the program?), **learning** (did individuals acquire knowledge according to objectives?),

**Job behavior** (do the learning can be reflected in the job?), and **Result** (Has the training effort improved organizational performance?). (1994:171)



The study assumed that all of the measurement criteria stated above have equal power to evaluate academic staff performance after study. And a *five scale* (Likert scale) measurement method is used to see the respondents' reaction.

#### 1.5.4 Analysis

The descriptive information obtained as to the current practice of selection of staff for sponsored advanced education was analyzed by comparing the current practices with measurement dimensions of the learning acquired. In addition to the dimensions of measurements, stated earlier, the data gathered are analyzed using statistical tools of frequency measurements, means and summary of the results is provided.

#### 1.6 Scope and Delimitation of the study

The focus of this study was to assess and evaluate how government owned universities (Gondar University in particular) in Ethiopian, select staff for further education. Due to the limited time I had for the project and also the similarities of practices concerning the issue, I have concentrated only on the University of Gondar.

The study is again limited to on the evaluation of selections made for further education, and there will be no attempt to see how educational needs and selection can be related with or affect other variables (like turnover). The absence of prior studies conducted on the issue (concerning Ethiopian universities) may create difficulty to relate the out put of the studies and suggest additional values

Though there are many variables raised to evaluate the sponsorship program of the university, the research does not relate or tries to sea the effect of one variable over the other.

## **1.7 Organization of the paper**

The study is comprised of five different Chapters each containing its subsection. The first chapter gives a brief introduction about the study. The second chapter conveys important ideas by consulting different literature (empirical studies) about the training need assessment and selection for training. The organizational background of institution under consideration is described in the third chapter. Chapter four presents, analyze and interpret the data collected. Conclusions and recommendations are given in the last chapter.

## Chapter Two

### Literature Review

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#### 2.1. The need for training and selection

A growing diversity of student population, a dynamic society and its needs, continuous changes in expectations about the quality and assessment of education plus rapid changes in information and technology, lead schools and instructors to face with tasks and greater expectations with respect to government and society.

Schultz (1981) stated that investment in population quality and in knowledge determines to a great degree the future of mankind. It is already known that inadequate education is associated with poverty, unemployment and deviant behavior. As long as the quality of education is not improved, students won't be prepared for a contributing role in adult society. The key point to improve an educational system is to reform instructors education (Hallinan and Khmelkov, 2001). According to Walter, Wilkinson and Yarrow (1996) "the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development". Without well trained, qualified and committed teaches it is impossible to deliver effectively functioning educational systems (Unwin, 2005). In fact, to meet the challenges of globalization, teachers are required to gain the necessary skills and knowledge. As Smaldino, Lowther and Russell (2008) state, the teacher in tomorrow's classrooms needs to

exemplify a willingness to explore and discover new technological capabilities that enhance and expand learning experiences.

In this aspect, professional development programs for teachers have always been essentially important. Those programs enable teachers to become highly qualified by improving, increasing and advancing their knowledge through a better understanding of effective instructional strategies. On the other hand, to improve teacher quality, teacher development needs should be identified first.

Human resource is, therefore, the most vital factor to bring sustainable economic growth and development in a nation. Especially in developing countries where there is scarcity of capital and technological resources, the contribution of the labor force is so enormous. Thus, increased investment in human capital enables these countries to enhance national productivity and output there by improves their standard of living. To provide the skilled and knowledgable work force to the country and to the economy, teachers in the universities need to be learned with skills and educations that will enable them fit with the requirements of the environment.

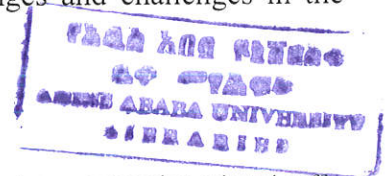
At present the Ethiopian higher education is experiencing problems expressed in the form of shortage of experienced academic staff, weak research output, and declining educational quality. It is in the middle of these shortcomings that the higher education system in the country is rapidly expanding both in the number of universities and student intake. There were only two universities in the country before 2000. In addition to the nine public universities established in less than five years since 2000, there are additional 13 more universities established. The number of students in both public and private higher learning institutions has increased from 43,843 in 1997/98 to 147,954 in 2002 (Ministry of Education, 2003), with an annual enrollment growth rate of 28%, which is mentioned as the highest in the world. (Zenawi Zerihun2005.)

Government as a key component of this expansion strategy and such tertiary institutions now host 24% of all tertiary students (Ministry of Education, 2003).

Cognizant of the shortcomings stated above and the rapid expansion that followed, the government has started a comprehensive reform to improve the higher education system so that the sector directly assists the national strategy for economic growth and poverty reduction. In recent years, the Ministry of Education has started undertaking a higher education system overhaul with the intention of improving the governance, management and leadership in the higher education system, in order to achieve the objectives of the reforms indicated in the Higher Education Proclamation Number 315/2003 (Federal Democratic Republic of Ethiopia 2003). The Ministry has also constituted the Higher Education Relevance and Quality Agency (HERQA) that is believed to play a significant role in ensuring the relevance and quality of the training program through visiting the institutions, developing and disseminating proposals on good institutional practice (Higher Education Proclamation, No. 351/2003). As one of its powers and duties, the Agency will also assess the relevance of the curriculum in the universities to Ethiopia's development needs. Hence, guidelines will be communicated to the institutions so that they should review the process periodically.

In this connection, Wandell French asserted that the increasingly competitive and ever-changing business and economic environment required training and development activities to support and shape the organizations strategy (1995:215)

Therefore, staff development is a tool of shaping the learning behaviors of individuals that will contribute to organizational goals. In addition, it can be a power full tool in implementing new policies, in effecting organizational changes, in meeting major changes and challenges in the



external environment as well as in solving particular organizational problems.

Generally, development programs are strategic tools to match the employee specification with the job requirement and organizational needs and to meet the demand of future strategic objectives of institutions. Similarly it enables the organization to take advantage of existing and new policy demands, to enhance individual capacity to carry out obligations, self confidence, and cope with challenges inflicted by possible threats.

Thus as Ready has noted:

*Training and development programs can be a plat form for organizational transformation. A mechanism for continuous individual and organizational renewal and a vehicle for global knowledge transfer. But such range of importance can only be realized if and only if it is inextricably intertwined with institutional needs, objectives and strategies (1995: 29)*

## 2.2 The Role of Need Assessment

Training involves the development or strengthening of three main aspects: **knowledge, skills** and **attitudes**. Usually these three aspects have to be taken together. All of them need to be addressed, if a person is to develop him/her self to contribute effectively to a group or organization to which s/he belongs. So training and development are about enabling people to gain knowledge, to practice their skills and to shape their attitudes. A training and/or educational need is a need for human performance improvement that can be best be spelled out in clear, behavioral oriented terms.

A need is not a want or a desire. It is a gap between “what is” and “what ought to be”. Needs assessment is used for identifying gaps and to provide information for a decision on whether the

gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to **knowledge, skills and attitudes**.

In general, needs are defined as a gap between what is expected and the existing conditions. Mitchell (1993) describes needs analysis as "an examination of the existing need for training within an organization". It identifies performance areas or programs within an organization where training should be applied. A needs analysis identifies the problem or need and then proceeds to identify the aims, content, implementation, target population and outcome of an intervention (Cohen, Manion and Morrison, 2003). According to Kaufman, Herman & Watters (1996), it is important to differentiate wants from needs. Knowing the difference between where instructors are now and where they want to be plays an important role in determining the contents of a training program. Applying need analysis before a teacher-training program defines fields in which teachers need to develop their skills. This also provides a baseline against which teacher training accomplishment can be measured. In fact, teachers need a wide variety of ongoing opportunities to improve their skills. Effective professional development of teachers begins with an understanding of teachers' needs and their work environments (Gaible, Burns, 2005). Conrad (2000) stated that needs analysis begins with problem identification and definition. It is believed that a main step in any training program is to determine whether training is needed and, if so, to specify what that training should provide. Although the majority of teachers consider themselves to be knowledgeable and confident, at the same time, due to the new expectations and challenges, they have a perception of a gap between their current knowledge and what they need to know to become an expert teacher. If in-service



teacher training programs are established with the involvement of participants, Butler (1989) considered that they will evolve to meet participants' needs, level of awareness, mastery, and concerns. Through the professional development activities, it is also important to take into account the teachers' perceived self-proficiency about the topics in which they feel knowledgeable and those in which they do not. The training programs are most effective when they are based on an analysis of these needs of the teachers.

Unfortunately needs analysis is usually ignored as a critical first step in the development of most teacher training plans. This leads to a waste of time, human resources and money while damaging the motivation and enthusiasm of the majority of people involved in those programs. According to Wanzare and Ward (2000), staff development for the twenty first century should give teachers an opportunity to contribute to programs which address their own in-service training needs.

As an initial step, in order to plan and conduct a needs analysis, different categories of needs should be considered. This helps us to determine the type of information to gather. Based on the category of the need, an effective planning can be designed focusing on job classification or target audience. Next, a strategy should be developed for collecting the needs' data. For instance, well-designed questionnaires can be developed and conducted among the teachers to determine their needs and also goals of the training program. Moreover, through conducting interviews data on teachers' views are gathered. The opinions of teachers help us to understand their priorities. By analyzing those data through both descriptive statistics and inferential statistical models, some of the areas which instructors mention as a need in their teaching proficiency will be identified/classified. Finally, the staff development team will develop some qualified programs

based on the results.

Generally, the main aim will be to decrease gaps in teachers' proficiencies in different educational needs. It should be remembered that teachers in different branches have a wide range of specific knowledge needs. They may show different characteristics based on their education, experiences, needs, the subjects they teach, and factors affecting their perceived proficiencies. These aspects lead us to develop professional development programs with different contents and methods based on their needs and priorities. Courses which focus on the teachers' interests and needs, and enable them to reflect on and improve their practice, are those most likely to improve the quality of the institution and develop the individual (Black, Harvey, Hayden and Thompson, 1994).

Unfortunately, in the existing training programs, a distinction between different groups of teachers is rarely found. Indiscriminate teacher training leads to inevitable ignorance of teachers' educational requirements. In that case, teachers will not be likely to attend and follow further professional development programs with greater enthusiasm and interest.

Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals.

### **2.3. Why should we conduct an educational need assessment?**

The primary purpose of the training needs assessment is to ensure that there is a need for training and to identify the nature of what a training program should contain.

A training needs assessment provides the information needed for developing a training plan that is based on the learning needs of the participants. It increases the relevance of the training and the commitment of the learners, as they are involved in the preparation of the training design that reflects their expressed needs. Thus, it helps to foster a rapport between the facilitators and the participants. The facilitators can acquire basic knowledge of the strengths and limitations of the participants and the learners can become partners in analyzing their own learning needs.

As Getahun Tafesse disclosed historical development experience and analysis of growth models have ascertained the crucial role of human resources in the economic development process. The human element is a determining factor, not only in the formation of physical capital it self but also it's productivity, improving and sustaining it. In fact what is observed in the world is that there are certain nations which haven't been able to deploy yet despite they have abundant financial capital or societies with similar development potential based on their natural endowments had developed very differently due to differences in human capital (1997:182)

## **2.4. Training need analysis**

The analysis of training need is the process of examining training needs to determine how best they might actually be met. In this process such considerations as organizational priorities, costs, resources and the precise nature of the learning involved come to play. Information about performance objectives and problems or behavioral discrepancies, any change observed in external environmental factors, changes introduced within the organization, in the job and etc. must be gathered and analyzed. So that the root causes of performance problems can be clearly spelled out. This indeed implies that training may not be the panacea for all kinds of

organizational performance problems.

As a result, the decision to provide training to employees has to be objectively supported by training needs identification or prior need assessment.

As Robyn Peterson has disclosed:

*Once the training needs discovered and identified they must be analyzed in them selves and in their relation to all the relevant surrounding factors such as practicality, cost, priorities, learning issues involved, organizational plans, and so forth, including learning hierarchies and the logical clustering of needs.*(1998:13)

From the forgoing statement, it is a crystal clear that educational need assessment would enable an organization to identify whether or not the educational needs identified is practical compared to the existing objective realities of the institution. Make cost benefit analysis to ensure that the institution or the country is able to afford the program\_ the only way to have truly cost effective training is to make sure it is based on solid need assessment.

Ensure that the needs identified are in line with the management priority issues/areas. Develop learning hierarchies and rational ways of grouping similar needs. Identify those kinds of performance problems that can be addressed by providing training. This means training need assessment will clearly distinguish between those behavioral discrepancies or performance problems for which training is remedial solution and those for which other meanses of management intervention are required.

Wendell French (1990) has stressed the basic reasons for prior determination of the existing training needs in an institution as:



*Training can be expensive that is required to provide equivalent benefits...training that is not of sufficient quality to meet the needs of the organization and its members can actually be demanding...over trained worker can become discouraged because of boredom with an unchallenging jobs or frustration with lack of appropriate promotion opportunities.*

Thus to get rid of improper training that can increase cost with no corresponding benefit with maximizing the benefits with maximizing the benefits of good training, the institution providing training should make the underlying need assessment by gathering adequate, complete, reliable, accurate and relevant information. Otherwise, employees who remain under trained for the range of activities their job is demanding could develop a sense of discouragement or discontent and lack of self confidence.

Generally, providing training on the basis of unsubstantiated views and personal preferences is equally assumed to be futile exercise, wastage of resources and too costly, perhaps without any apparent corresponding benefits. Making training need assessment, therefore, reveals where and what performance gap exists, the kind of training needed to fill the gap, the possible implementation of training on budgets, the learning outcomes expected to be achieved.

Hence need assessment for selection and analysis of the needs identified is generally believed to be the prerequisite for execution of any training program in any institution, irrespective of size, complexity and nature of operations.

## **2.5. Fundamental Variables in Need Assessment**

Generation training is assumed to enable an organization to build core capabilities (both organizational and individual) and arm employees with job related skills, knowledge and attitude. It also enables the organization to cope with the challenges imposed by technological, social,

political, legal, and economic environmental factors. Any training program can ring in fruitful results and benefits to the organizations as well as to the service calls for proper, accurate, timely and complete consideration of **organizational, task and personal variables**.

**Organizational Variables** include: Changes in external environmental factors, such as Technological factors, social factors, political legal factor; and Economical factor.

Change in organization strategy policies, objectives and procedures, human resource planning and objectives etc

**Task variables** The determination of training needs and the translations of these needs in to training objectives provides direction and purpose to training effort. One of the fundamental categories of variables that should be taken in to account in training needs analysis is task and performance variables

It includes job analysis and job description, the characteristics of the the job to be performed after training has ben aquired and the behavior individuals are expected to reflect on the work environment.

**Personal variables** are those variables ( both psychological and social) that individduals want to achieve through education. It involves the determination of who needs what kinds of training based on an emphasis placed on measuring how well the employees demonstrate the knowledge skill and abilities required of the job. Teachers may not be professionals and they need to be professionalized. However, from time to time, resources and training are far from being responsive to their needs and their professional roles. Sometimes, their training may even be neglected due to limited financial resources. For a satisfactory and effective teacher training program, it is absolutely essential that teachers, as the most valuable human resource in the educational systems, should be improved properly.



They need a wide variety of ongoing educational opportunities to improve their teaching skills. Meanwhile, in recent years there has been a community demand from students and the society for high-quality teaching. Being concerned about the quality of teaching in universities, empowerment of teachers to strategically develop their own professional competence is also critical for quality of education.

Management and the human resource staff should be alert to any indications that employees need additional training. As Wendell and French explicitly stated;

*Training will be needed when..... Excessive complaints about services, excess waste material, high employee turnover in a department, excessive mistake by employees are observed in an organization (1990; 75)*

These kinds of information can be gathered with the help of observing employees, listening to employees about their problems and deficiencies asking supervisors about employees training needs performance appraisal and examining the problem employees have. Active solicitation of suggestions from employees, supervisors, managers, and training committees can provide training need ideas.

In general providing training based on prior needs assessment that considers organizational, task and personal variables can be effective in bringing about are increases in performance standard. (keneth F Robinson 1985; 19)

A shift from command economy to a market oriented economy, government measures such as privatization, foreign trade liberalization, deregulations, exchange rate liberalization and domestic as well as international competitiveness strongly necessitates well trained, competent

and efficient man power resources to build competitive advantage, improve product or service quality, expand market share and meet customer interest and expectations.

Similarly a continuous advancement of technology has brought about changes in work structure design and process (Taye Birhanu 1997-29-39)

The main point here is business can enjoy such wide range of advantages emanating from technological innovations if and only if their employees are trained well, armed with the necessary skill and knowledge of that particular technology.

Gerally, it seems that many activities can be used to raise the status and quality of the teaching, and ensure a good supply of highly qualified and motivated teachers. However, from time to time this vision has been difficult to put into practice. Teacher training programs are required to review and develop teachers' educational knowledge and implement a program to provide a firm foundation in relevant new approaches and techniques for them. This process should be based on a well-designed needs analysis phase. A needs analysis may identify more than one training need. These needs should be prioritized, and either placed into a formal training plan, or prepare a database for future training. Information and communication technology should be considered as an important tool to enhance the quality of these training programs.

## **2.6. Management support in selection and need assessment for training**

An educational program that has substancial benefit in the form of achieving organizational goals, satisfying employees needs and performance effectiveness tends to recieve management attention and support considerably. Nevertheless, if programs has insignificant or no apparent benefits, the management pays less attension and there should also be cut in training budget.

Gupta expressed his concern about the need for management support to carry out selection of employees for training and analysing the needs as well as cooperation to be exercised with organizations to make programs successful.

*The training need analysis process can be effective if it bears management's (top decision makers) cooperation. Otherwise, it will lack authority and it might become seriously flawed through the provision of inadequate information. People working at various levels know how an institution operate most efficiently and effectively for their work area, spot the important little things that almost always escape the top management, and know the kind of change or support most likely to make them fully effective as employees.*

Therefore, reliable and sound training need assessment and selection can be realized if management shows interest and support the activities and members of the organization are actively involved in the process.

## Chapter Three

### Organizational Background

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#### 3.1. Mission, Mandate and Value of the University of Gondar

##### Vision

University of Gondar would be a leading center of university knowledge, taking in to consideration the changing world environment, geared towards poverty reduction, welfare improvement and the development of science and technology in Ethiopia. The university will also be a center of excellence in public health, biotechnology and tourism management.

##### Mission

The University of Gondar strives to bring sustainable socio-economic development by producing competent, compassionate and responsible professions and citizens using curricula tailored to address the needs and of society and with focus on community oriented practical education.

The University of Gondar conducts basic and applied researches aiming at understanding and getting solutions needs problems. It disseminates its research findings and strives for the application of the outcomes of the research.

The University provides community services in order to assist the society in developing itself culturally, socially and economically.

**Mandate**

According to Higher Education proclamation No. 351/2003 and its own charter the University of Gondar is entrusted with the following mandates.

Based on the needs of the country the University shall develop programs of study to produce skilled manpower in quantity and quality. Undertake problems solving researches disseminate them and contribute for the practical application of research findings. Provide appropriate and efficient services in health care, training and consultancy to the society at large. Establish linkages with national and international bodies including institutions of higher learning.

Award different academic diplomas including degrees and give recognition or award prizes to persons of outstanding achievements.

Provide support for primary and secondary education institution and encourage the undertaking of study and research in the priority areas.

**Values of the University of Gondar**

University of Gondar values the commitment of students to the understanding and application of knowledge; Faculty to the highest standards of teaching, research and community services; and Supportive and technical staff to the highest standards of services.

The University of Gondar recognizes students as partners of the teaching – learning process.

The university values the opportunities afforded by the long-experience in teaching research and community services in medicine and health sciences. Faculty, Staff and student of the University of Gondar are involved in the community by providing educational programmers, working with a wide array of community partners that serve in Gondar and the Amhara region, offering expert

care and assistance to patients and clients, and engaging in field research spanning virtually over every academic discipline.

As an aspiring leader in fostering collaborative relationship UoG values collegiality cooperation, creativity, innovation and entrepreneurship, honesty, integrity, transparency efficiency and support for open inquiry and dissemination of findings.

The University of Gondar is committed to the personal and professional development of a diverse campus community of students, faculty and staff, to continuous improvement of its programmers and services; and to building a strong welcoming campus community for all.

The University of Gondar attaches significant values for democratic culture and tolerance so that persons of different ethnic, language, religious and racial background can work together for the development of the university and for the common goal of the country at large.

### **3.2. Overall goals of the University of Gondar**

In light of the vision, mission, mandate and the values the university of Gondar the following strategic goals have been formulated.

#### **Education**

By the year 2009/10, the University of Gondar will enroll at least 12,000 student in 7 faculties, 1 College and 1 Institute.

The University will offer at least 35 degree programs and 10 post graduate programs, i.e. five in clinical, two in pre clinical, two in public health, and at least one in a non\_ medical field.

The diploma programs will be phased out and only be offered as extension courses and /or special trainings.

The UoG strives to have at least three centers of excellence in the area of health **science**,



**Tourism Management, and Biotechnology by 2010**

By the year 2010, 30% of all the graduates of the UoG will be females.

Curricula at the UoG will be, where relevant and possible, problem\_ oriented and have a practical student \_centered approach.

It strives specifically to design post-graduate programmers, which are characterized by being modular, student –centered and having problem solving research.

It will stimulate the use of new technologies, such as information and communication Technology (ICT) both as part of its curricula, working technology, and information management with the objective of facilitating teaching –learning enhancing management information system and optimizing training costs.

The UoG will establish an internal quality monitoring and enhancement system in order to regularly review the curricula based on national developments and international standards.

Each faculty and the university as a whole shall develop and maintain links with national and international partners to strengthen its educational programmers.

The university will attain an optimal level of staff profile through training and employees of Ethiopian staff and by creating conducive environment for expatriate professionals.

The UoG will improve student services and campus life with strong participation of students in management and decision-making.

**Research**

The UoG will develop a research strategy based on national research policies and priorities, and part of this strategy will be the creation of at least 2 additional research-founding schemes.

The priorities for research will be based on societal needs and academic inquiries.

The UoG requires that all academic staff of all faculties participate actively in research for 25%of

their contract hours.

By the year 2010 the UoG will have, in relation with the centers of excellence at least three major research fields, i.e. Tourism Management, Health Sciences and Biotechnology.

Strategic alliances for research will be worked out with Amhara regional state and Bahir Dar University.

The UoG will strengthen national and international links in order to build capacity in research methods and facilities as well as knowledge about the different research fields/

The UoG will actively promote the results of its research and strive to improve significantly the dissemination of the results.

### **Community Services**

The UoG will maintain its high quality health services provision to the community, both by its referral hospital and the community health centers. It will expand the capacity of the hospital to 700 beds. It will be able to treat 350 patients on a daily basis

The UoG will continue to deliver health services in the existing four community health centers, and strengthen and fully equip its mobile healthcare and training facilities.

The UoG will expand its current HIV/AIDS activities in to an HIV/AIDS prevention and treatment centre. The service will give emphasis to individual based approach.

By the year 2010, the UoG will enroll at least 5,000 extension and special program students and will have a diversified training program, based on the needs of its stakeholders and policy directions.

The UoG will develop and start distance education programmes on a small-scale basis

The UoG will provide special training in computer applications and information and communication technology (ICT) to both the students as well as to the local community.

The UoG will offer consultancy services to its stakeholders, utilizing the expertise of its faculty, excellence centers and research institutes.

The UoG will develop a strategic alliance with the regional government in order to transfer knowledge, experience and skill.

The UoG will share its facilities, such as the library, conference halls and sports and cultural activities in the community.

The UoG will play an active and advocacy role in the conservation and protection of natural environment.

#### **Staff composition of the University of Gondar**

<b>Staff category</b>	<b>Number</b>
<b>Administrative</b>	<b>1347</b>
<b>Academic</b>	<b>540*</b>
<b>Total</b>	<b>1880</b>

\* This number include Diploma holder laboratory technical assistants

Source: Personnel department of the University

### **3.3. Organization, Management and Governance**

The UoG will develop its organizational structure and management systems to optimize the realization of its strategic goals.

The UoG will professionalize its management and supporting system, in order to create conductive and democratic working environment.

The UoG will develop adequate budget and cost allocation system, and supportive management information systems for the efficient implementation of the block grant budgetary allocation, students' cost-sharing scheme and income generating activities.

The UoG will develop adequate Human resource management polices and systems in order to attract develop and retain qualified professionals working in the academic and administrative offices.

The UoG will develop a Quality Assurance System to monitor the quality and relevance of its education, research and community services.

### **3.4 Establishment**

Th current University of Gondar has its root in the Gondar College of Medical Sciences(GCMS). GCMS was established in 1954 as a Public health college and a training centre ( PHC & TC) by the Ministry of Health, World health Organization( WHO), UNICEF and USAID. It is the oldest medddical training institute in the country, located in the hitorical town of Gondar. The Establishment of the PHC & TC was dictated by the pressing and enormous health problems that existed in the fourties and early fifties. The aim of the public health centre was training of teams of middle level health personnel. This was the start of the philoshophy of team approach and community based teaching of health proffessionals. Until 1960, the ministry of Health was responsible for the college. In 1961, the college joined the then Haileselassie I University, now known as Addsiss Ababa University, by the act of internal decree called "Charter of Haillesselassie I University". In 1978, announcement was made for the establishment of a Medical Faculty in the Public health College by bilateral agreement reached between Karl Marx University in Germany and Addiss Ababa University. In the academic year 1980/81, the name Gondar College of Medical Scinces was given to the GPHC & TC. It was a land mark in the

lengthy history of the college as it was a major transformation that resulted the practical establishment of Medical education. Training was given by German medical experts. It was also an opportunity for successive training of Ethiopian in Germany to substitute the German spacialists to whom the college's succes fully attributed. The college was given autonomy to stand by itself , separeted from Addiss Ababa University, in 1992.

In 2001, the first new faculty , i.e, the Faculty of Business and Economics was oppened. In the spring of 2003, the name of the college was changed in to Gondar University College GUC). It was at this time that two new faculties , i.e. the Faculty of Applied Natural Sciences and the Faculty of Social Sciences and Humanities, were added.

The College has also experienced some crisis. In 1976, the Public Health training was abruptly terminated and resrarted in 1996. In tha academic year 1989/90, the German staff abandoned the college because of political tension and the continued civil war around Gondar.

### **Current programs of University of Gondar**

#### **Education**

In the 2003/04 accademic year UoG was offering 24 under graduate degree and 2 post graduate programs in four faculties, i.e., Colege of Medicine and Health Sciences, Business and Economics, Applied Natural Sciences, and Social sciences and Humanities. In addition to the undergraduate and postgraduate programs , 10 diploma level programs, six in the health sciences and four in the business were being offered. Now expanding the programs the university is planning to open another faculty in Technology by the 2008/9 academic year.

## Research

Until now the research programs conducted at the UoG concerns mostly the medical and other health science fields. Since the establishment of the institution, about 600 published articles have been produced by the college the college staff. Research is conducted both by students as a requirement for partial fulfillment of medical training (MD) and by the public health students (BSC) as well as by the academic staff members. The establishment of an intrastitutional research grants has greatly improved the research activity in the college.

A specific type of research carried out in the medical field is, the development of innovative mechanisms for delivering preventive, curative, or promotive health services, for instance for chronically ill patients. When these innovative mechanisms have proven themselves, they will be handed over to the ministry of health, to make them available for the whole country.

In carrying out the research UoG is collaborating with different national and international institutions, such as Institute of Pathobiology, Armour Hanson Research institute, University of Leipzig, Leicester University, Karolin-sky institute, Gondar teachers teaching college and Addis Ababa University.

Besides the regular budget of the University allotted for research, at present the main source of funding for research are : the Ethiopian Science and Technology Commission, the Ministry of health, The European Union, the World Health Organization(WHO), the Tropical Health and Education Trust, the Regional Health Bureau, the Gondar Leicester Medical link, several other organizations.

Results of the research undertaking are presented annually at the GCMS annual staff and students research conferences published in various reputable journals.



### **Community Services**

The most important services delivered by the UoG to the community are health care provision, teaching in extension programs and consultancy services. The primary and referral medical clinical services in the referral hospital and in the rural training centres are rendered in relation with community orientation philosophy that prevailed in the teaching tradition of the college. The teaching hospital has various departments for both teaching and clinical services. The university also owns five rural training centers. In the future the university is planning to arrange three additional sites as the need is increasing due to the rising number of students and the opening of additional fields of study.

## Chapter Four

### Data Analysis and Presentation

#### Evaluation of the Selection Procedures for Sponsorship Programs

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Based on the information gathered through the questionnaire distributed to 50 (fifty) academic staff of the University of Gondar, the following analysis is made. Each analysis and interpretation is based on the questions indicated in the questionnaire which are believed by the researcher to measure and evaluating the effectiveness of the sponsorship programs and selection being undertaken by the University of Gondar

This chapter presents and analyzes facts gathered through the questionnaire and interview made with the officials of the University of Gondar by segregating in to different sections for better understanding. These sections include the presentation and analysis of the general information, which will give a clear understanding of the behavior of respondents. The other section deals with the analysis of data concerning the sponsorship experience of the University for higher educations. Following the general experience of the university is about issues concerning the perception and attitude of respondents (academic staff concerned) as to the outcomes of the sponsored programs – out comes include: *the individual perception about learning acquired, the practicality of the knowledge aquired, the impact of the learning acquired through education on institutional performance (to be described), and the institutuions perception of acquired knowledge*. And finally the data presentation and analysis will focus on the university's management concern and attention given to such sponsored programs, without which

it cannot be effective.

All the analysis made is developed by the help of SPSS program. Descriptive analysis tools are used to generate the out puts of the data collected like: cross tabulation of measurement variables, frequency distribution of respondents concerning a variable, mean responses, range and standard deviation of responded are employed.

### 4.1 Respondents' characteristics

Generally 50 questionnaires were distributed to 50 respondents. And only 42 of the questionnaire are collected with full response (the response rate is found to be 84%). As it is clearly indicated in the age \* sex\* Academic rank cross tabulation table below (table 1), the majority of respondents are male, it accounted about 76.5% of all respondents.

Table 1. age,sex academic rank cross tabulation

				Sex * Academic Rank * Age Crosstabulation			
				Academic Rank			Total
				Graduate Assistant	Assistant Lecturer	Lecturer	
20-30	Sex	Male	Count	5	21		26
			% within Sex	19.2%	80.8%		100.0%
			% of Total	14.7%	61.8%		76.5%
	Female	Count	3	4	1	8	
		% within Sex	37.5%	50.0%	12.5%	100.0%	
		% of Total	8.8%	11.8%	2.9%	23.5%	
	Total	Count	8	25	1	34	
		% within Sex	23.5%	73.5%	2.9%	100.0%	
		% of Total	23.5%	73.5%	2.9%	100.0%	
31-40	Sex	Male	Count	1	1	2	4
			% within Sex	25.0%	25.0%	50.0%	100.0%
			% of Total	14.3%	14.3%	28.6%	57.1%
	Female	Count			3	3	
		% within Sex			100.0%	100.0%	
		% of Total			42.9%	42.9%	
	Total	Count	1	1	5	7	
		% within Sex	14.3%	14.3%	71.4%	100.0%	
		% of Total	14.3%	14.3%	71.4%	100.0%	
41-50	Sex	Female	Count		1		1
			% within Sex		100.0%		100.0%
			% of Total		100.0%		100.0%
	Total	Count		1		1	
% within Sex		100.0%		100.0%			
% of Total		100.0%		100.0%			
Total				9	27	6	42

Source : Analysis of the questionnaire

According to the interview made with the officials of the university, up to recent times the majority of the recruitment of academic staff was dominated by male employees. But this time because of the special concern given by the government to enhance female participation in all development sectors of the county, female academic staff is increase about in number and in quality (academic achievement). This is evidenced by the increase in the percentage of female teachers in tertiary education from 5.83% (in 1996/97) to 10.3 %( in 2004/05) (ministry of education, 2005)

It is observed also in the cross tabulation that majority of the respondents are in the rank of Assistant lectures. About 27 from 42 of the respondents are in this rank. The researcher considered this as an advantage because, these staff are those who are looking for some kind of education to advance themselves and they might be the right persons (close to the information concerning education) to evaluate the practice of further education programs in the university.

The present position of the respondents in the university is presented on the following table (table2). Accordingly the majority of respondent are instructor (about) and there are few department heads and deans included in the sample. Of course the interviews made are with officials (department beads and deans) of the university of Gondar) this helped the researcher evaluate the attitude towards the sponsorship programs and associated selection procedures both on individual sponsored staff and from the management responsible to these programs.

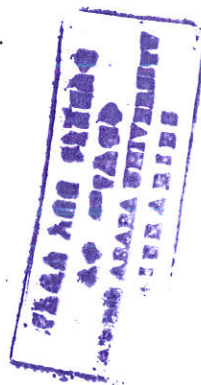


Table 2. sex age academic rank cross tabulation

				Present Position in the University			Total
				Instructor	Academic Dean	Instructor and Department Head	
<b>Sex * Present Position in the University * Age Crosstabulation</b>							
Age	Sex						
20-30	Sex	Male	Count	21	2	3	26
			% within Sex	80.8%	7.7%	11.5%	100.0%
			% of Total	61.8%	5.9%	8.8%	76.5%
	Female	Count	8			8	
		% within Sex	100.0%			100.0%	
		% of Total	23.5%			23.5%	
	Total	Count	29	2	3	34	
		% within Sex	85.3%	5.9%	8.8%	100.0%	
		% of Total	85.3%	5.9%	8.8%	100.0%	
31-40	Sex	Male	Count	3	1		4
			% within Sex	75.0%	25.0%		100.0%
			% of Total	42.9%	14.3%		57.1%
	Female	Count	3			3	
		% within Sex	100.0%			100.0%	
		% of Total	42.9%			42.9%	
	Total	Count	6	1		7	
		% within Sex	85.7%	14.3%		100.0%	
		% of Total	85.7%	14.3%		100.0%	
41-50	Sex	Female	Count	1			1
			% within Sex	100.0%			100.0%
			% of Total	100.0%			100.0%
	Total	Count	1			1	
	% within Sex	100.0%			100.0%		
	% of Total	100.0%			100.0%		
<b>Total</b>				<b>36</b>	<b>3</b>	<b>3</b>	<b>42</b>

Source: Analysis of the questionnaire

#### 4.2. Data presentation and Analysis concerning information related to research questions

The researcher attempt to evaluate the selection procedures of staff sponsored for educations. In doing so, basic research questions are formulated/ raised to help the research understand and evaluate the current practice of the University of Gondar. The basic research question assess information related to the need/importance of general development and educational programs, the

internal and external factors to be considered in selecting staff and educational need assessment, the role of personal task and organizational variables in need assessment and selection, and the key management and organization priorities in selection and support accorded.

These research questions are addressed directly or indirectly on the questionnaire distributed and interview conducted. And following are the data presentation and analysis concerning the questions raised in the questionnaire and interviews.

#### **4.2.1 Does the university sponsor further education and make selection?**

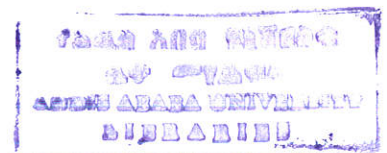
To begin with the evaluation of the selection program being implemented, the researcher begins with the question of whether or not the university sponsors such programs and makes selection.

With this regard it seems there is almost a consensus among respondents that indeed the university sponsor further education and make selection for these programs.

This was a good ground for the researcher that if there is in fact sponsorship and selection made, how could such process be handled so that it could help the strategic objectives of the institution was worth investigating. Questions following this basic question helped the researcher to evaluate the exact figure of the experiences being made by the institution.

#### **4.2.2. How do respondents evaluate the sponsorship programs in the University?**

In this question I tried to raise some variables that could evaluate the objective of sponsorship programs in the eye of respondents. The variables included under this question are to assess whether or not the sponsorship programs in the university are designed to: *improve staff capacity, develop staff loyalty and commitment, develop staff initiative, develop staff modal, and meet institutional and government policy objectives.*



As it is depicted in the table below (table 3.) the majority of the respondents agree that sponsorship programs in the university is believed to contribute the development of staff commitment and to meet institutional and government policy objective. But it doesn't tell us; even though it is believed to create values to staff, institution and gov'ernmentt, whether it is actually being implemented as it is intended to be or not. May be because some variables are missed that could be integrated with the sponsorship programs intended.

Table 3. Respondents evaluation of sponsorship programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	2	4.8	4.8	14.3
Less Agree	11	26.2	26.2	40.5
Agree	22	52.4	52.4	92.9
Strongly Agree	3	7.1	7.1	100.0
Total	42	100.0	100.0	

Source: Analysis of the questionnaire

The following question addressed whether the major variables in selection of staff for sponsored programs are incorporated during selection or not.

#### 4.2.3 What variables are integrated with the sponsorship program?

Respondents were asked to answer whether the variables identified by the researcher are incorporated during selection for sponsorship. These variables include: *Interest of sponsored staff, Requirement of staff academic position, strategic plan of the institution, and the need of the program intended*. The researcher believed that for any kinds of training and development programs the interest of stakeholders must be inculcated for better achievement of desired objectives. But as can be seen in the table (table 4.) the interest of individuals, the programs intended, and the strategic objectives of the university are not considered

(Or given little emphasis) in selecting and sponsoring individuals for sponsorship. This implies the presence of a gap between the programs being offered and the organizational and individual interests over the programs. Of course respondents have reaction as to the consideration of the requirements of staff academic positions. That is good side of the program in initiating staff moral keeping expected academic hierarchy

Table 4. Variables integrated with selection of staff for sponsorship

Is the sponsorship program integrated with individuals sponsored interest?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	11.9	11.9	11.9
	agree	5	11.9	11.9	23.8
	Less Agree	7	16.7	16.7	40.5
	disagree	23	54.8	54.8	95.2
	Strongly dis Agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Is the sponsorship program integrated with staff academic position requirement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	9.5	9.5	9.5
	Disagree	1	2.4	2.4	11.9
	Less Agree	8	19.0	19.0	31.0
	Agree	29	69.0	69.0	100.0
	Total	42	100.0	100.0	

Is the sponsorship program integrated with the strategic plan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	11.9	11.9	11.9
	Disagree	2	4.8	4.8	16.7
	Less Agree	19	45.2	45.2	61.9
	Agree	11	26.2	26.2	88.1
	Strongly Agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

Source: Analysis of the questionnaire

### 3.2.4 Is sponsorship programs proactive or reactive?

The research also assessed the respondents reaction whether the sponsorship programs are proactive (to anticipate and meet future strategic plans) or reactive (to respond to existing opportunities)

Table 5. respondents' reaction to the anticipative behavior of sponsored programs

**The Sponsorship Programs are Anticipative or Proactive**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	2	4.8	4.8	14.3
Less Agree	28	66.7	66.7	81.0
Agree	3	7.1	7.1	88.1
Strongly Agree	5	11.9	11.9	100.0
Total	42	100.0	100.0	

Source: Analysis of the questionnaire

Table 6. respondents' reaction to the reactive nature of sponsored programs

**The Sponsorship Programs are Reactive**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	4.8	4.8	4.8
Less Agree	24	57.1	57.1	61.9
Agree	14	33.3	33.3	95.2
Strongly Agree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

Source: Analysis of the questionnaire

Table 5 and 6 summarized the respondents' reaction. Accordingly the programs being offered are neither proactive to anticipate strategic plans and changes nor reactive to respond opportunities. About 66.7% and 57.1% of respondents do not agree with proactive and reactive behavior of the program respectively

This implies that the management of the university does not organize and use the sponsorship programs offered as to the strategic plans and anticipated future changes in the environment.

#### **4.2.5. Factors considered in selecting staff for sponsored educational programs?**

*The management priority issues, the need to respect the required learning hierarchy, candidates preferred field of study and candidates current performance* - were the variables raised by the researcher as major factors to be included while selection for sponsorship.

The respondents agree that the sponsorship programs are based on the management priority issues and to respect learning hierarchy of individuals. This is the good side of the program. Because the management might have designed programs and objectives that need to be achieved better through providing staff with the opportunity of attending further education. These objectives can be achieved better through appropriate selection of staff who can meet the management priority areas.

The selection of sponsorship programs is also to respect the learning hierarch of individuals (about 76.2% of respondent agree on this factor- table 7). In any institution, especially in higher education institutions, respecting the learning hierarchy of staff is a must, as staff is required to be engaged in activities like research/consultancy, community services e.t.c. all demand additional skill and exposure of individuals.



Table 7. factors that are given emphasis when need assessment is made

**Management Priority issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	3	7.1	7.1	16.7
Less Agree	9	21.4	21.4	38.1
Agree	13	31.0	31.0	69.0
Strongly Agree	13	31.0	31.0	100.0
Total	42	100.0	100.0	

**The Need to Respect the Required learning Hierarchy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	3	7.1	7.1	16.7
Less Agree	2	4.8	4.8	21.4
Agree	32	76.2	76.2	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

**Candidates' Preferred field of Study**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	1	2.4	2.4	11.9
Less Agree	20	47.6	47.6	59.5
Agree	12	28.6	28.6	88.1
Strongly Agree	5	11.9	11.9	100.0
Total	42	100.0	100.0	

**Current Performance of the Candidate**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	4.8	4.8	4.8
Disagree	9	21.4	21.4	26.2
Less Agree	28	66.7	66.7	92.9
Agree	2	4.8	4.8	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Source: analysis of the questionnaire\

In this regard the University of Gondar respects learning hierarchy of staff through selecting staff that need to be learned to meet the next hierarchy. The staff considered to the expected hierarchy will develop a sense of concern and loyalty to the achievement of the organization mission.

Despite the strong side of the factors considered in selection of staff (like management priority issues, and respecting learning hierarch), the university failed to consider the candidates preferred field of study, and current performance of individuals (about 47.6% and 66.7% of respondents do not agree with the consideration of their field of study and their performance in selection respectively\_ table 8. below)

Table 8. Factors considered in selecting staff for sponsored educational programs

**Management Priority issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	3	7.1	7.1	16.7
Less Agree	9	21.4	21.4	38.1
Agree	13	31.0	31.0	69.0
Strongly Agree	13	31.0	31.0	100.0
Total	42	100.0	100.0	

**The Need to Respect the Required learning Hierarchy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	9.5	9.5	9.5
Disagree	3	7.1	7.1	16.7
Less Agree	2	4.8	4.8	21.4
Agree	32	76.2	76.2	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	



**Candidates' Preferred field of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	9.5	9.5	9.5
	Disagree	1	2.4	2.4	11.9
	Less Agree	20	47.6	47.6	59.5
	Agree	12	28.6	28.6	88.1
	Strongly Agree	5	11.9	11.9	100.0
	Total	42	100.0	100.0	

**Current Performance of the Candidate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.8	4.8	4.8
	Disagree	9	21.4	21.4	26.2
	Less Agree	28	66.7	66.7	92.9
	Agree	2	4.8	4.8	97.6
	Strongly Agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

.Source: Analysis of the questionnaire

Though the university is good enough to incorporate the management priority issues and respect learning hierarchies in selections, if they are not integrated with the preference of individuals, it would be fruit less. Because it is through the individual candidates that the learning acquired can be reflected on the work environment and achieve management priorities. The university failed to associate the management priority issues with individuals preferred field of study. These impede the achievement of sponsorship objectives, among other things.

#### **4.2.6 Criteria applied for selecting candidates in the University**

The research attempted to evaluate the sponsorship program of the university in terms of the criteria that might be applied in selecting candidates include

### **A. Effectives teaching as evaluated by students and supervisors.**

According to the responses gathered through the questionnaire and interview made with official of the university, it is found that the university strictly evaluate candidates based the performance measures of each individual as evaluated by students and department heads (or any other immediate supervisors). According to the interview made with the dean of the faculty of management sciences and economics, only those instructors who score more than 3 point average in all evaluations (based on 5 scale evaluation techniques) will be granted sponsorship. If there is someone below 3 point average, other criteria will be considered to grant the individuals offer.

### **B. Research and Publications**

The University of Gondar has major strategic goals for research and publications. The university developS a research strategy based on national research polices and priorities. And the priorities for research will be based on social needs and academic inquiry. To this end the university requires that all academic staff of all faculties participate actively in research and publication for 25% of their contract hours (university of Gondar strategic plan, 2004).

The above strategic goals of the university will be achieved only when staff are adequately trained and learned with appropriate knowledge in light of expected out comes.

Accordingly one of the selection criteria for staff sponsorship could be research and publications. But as it is summarized in the table below, (Table 9.), the majority of respondent irrespective of the sex, age and academic rank, do not agree with the above fact. If strategic plans of the university need be addressed, the university would have made selections for further education based on the strategic goals it wants to pursue.

Table 9. Summary of responses concerning criteria in selecting staff for scholarship

**Sex \* Publications \* Academic Rank Crosstabulation**

Academic Rank				Publications					Total
				Strongly Disagree	Disagree	Less Agree	Agree	Strongly Agree	
Graduate Assistant	Sex Male	Count		2	2	2		6	
		% within Sex		33.3%	33.3%	33.3%		100.0%	
		% of Total		22.2%	22.2%	22.2%		66.7%	
	Sex Female	Count	1		2			3	
		% within Sex	33.3%		66.7%			100.0%	
		% of Total	11.1%		22.2%			33.3%	
	Total	Count	1	2	4	2		9	
		% within Sex	11.1%	22.2%	44.4%	22.2%		100.0%	
		% of Total	11.1%	22.2%	44.4%	22.2%		100.0%	
Assistant Lecturer	Sex Male	Count	1	8	6	6	1	22	
		% within Sex	4.5%	36.4%	27.3%	27.3%	4.5%	100.0%	
		% of Total	3.7%	29.6%	22.2%	22.2%	3.7%	81.5%	
	Sex Female	Count			5			5	
		% within Sex			100.0%			100.0%	
		% of Total			18.5%			18.5%	
	Total	Count	1	8	11	6	1	27	
		% within Sex	3.7%	29.6%	40.7%	22.2%	3.7%	100.0%	
		% of Total	3.7%	29.6%	40.7%	22.2%	3.7%	100.0%	
Lecturer	Sex Male	Count			2			2	
		% within Sex			100.0%			100.0%	
		% of Total			33.3%			33.3%	
	Sex Female	Count			4			4	
		% within Sex			100.0%			100.0%	
		% of Total			66.7%			66.7%	
Total	Count			6			6		
	% within Sex			100.0%			100.0%		
Total				2	10	21	8	1	42

Source: Analysis of the questionnaire

### C. Active participation to the university's affairs and the community services

The University has formulated the strategic objectives concerning services in three different area, which are: *Health service, Education service and consultancy services.*

The following table (table 10.) summarizes the respondents' reaction as to whether or not the strategic goal is incorporated with the selection criteria. About 57.1% and 71.4% of the

respondents do not agree with the incorporation of active participation in university's affairs and community services respectively, with selection criteria.

Tables.10, active participation of staff on the university's affairs and community service

**Active Participation in the University's Affairs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.4	2.4	2.4
Disagree	6	14.3	14.3	16.7
Less Agree	24	57.1	57.1	73.8
Agree	9	21.4	21.4	95.2
Strongly Agree	2	4.8	4.8	100.0
Total	42	100.0	100.0	

**Active Service to the University and to the community at large**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.4	2.4	2.4
Disagree	7	16.7	16.7	19.0
Less Agree	30	71.4	71.4	90.5
Agree	2	4.8	4.8	95.2
Strongly Agree	2	4.8	4.8	100.0
Total	42	100.0	100.0	



Source: Analysis of the questionnaire

This implies the university fail to recognize the fact that it is those who are trained and educated further are the one who will be active participants of the university's affairs through committee membership, assuming management posts and engaging in different areas of interest. And it is these people that gained new skills and knowledge that provides constructive consultation to social problems.

Therefore it is a black and white fact that for better utilization of the learning to be acquired through further education programs, the selection of staff would have to consider the expected learning outcomes on identified strategic objectives.

#### 4.2.7. Factors within the university that demanding the staff to advance themselves through further education.

The researcher tried to look at the presence of some factors that staff will consider sponsorship programs as a way out of achieving those factors. Therefore selection plays a vital role in meeting individual's interest for further education.

The first two factors identified to see if there are cases where staff is required to advance their skills include: **competition for research and publication** and *expected opening of programs requiring better qualification*.

The respondents' reactions for these two factors are summarized by the following tables. About 42.8% and 66.7% of respondents for competition in research and expected opening of new programs respectively, agree that they look sponsorship programs as a means of competitive advantage in the area of research and publication and taking opportunities and challenges associated new program openings.

Table 11. Factors demand the staff to advance their knowledges.

**Competition for Research and Publication**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	16.7	16.7	16.7
Disagree	2	4.8	4.8	21.4
Less Agree	11	26.2	26.2	47.6
Agree	18	42.9	42.9	90.5
Strongly Agree	4	9.5	9.5	100.0
Total	42	100.0	100.0	

**Expected opening of Programs that demand Better Qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	14.3	14.3	14.3
Disagree	2	4.8	4.8	19.0
Less Agree	5	11.9	11.9	31.0
Agree	28	66.7	66.7	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Source: Analysis of the questionnaire

It can be inferred from the figures that the academic staff of the university needs to upgrade their skill and knowledge through education so as to meet these factors. Therefore training and other educational opportunities are inevitable to fulfill the interest of the staff.

The second two factors include: *achieving academic rank* and *better incentives with status*

It is a crystal clear fact that with additional knowledge and skills acquired the academic rank and associated rewards (like promotion, recognition) will be improved. According to the questionnaire distributed, the majority of respondents believes, and looks forward to attain, the presence of better academic rank and accompanying rewards. ( appendix A)

From the above two categories of factors, we can understand that the interest of staff in attending further education is not considered, except to expect. In one way or the other, these factors influence the selection criteria set by the university, for the right person selected will contribute the best of the learning acquired through further education.

#### 4.2.8. Presence of problems that may be alleviated through further education

Training and/or other educational development programs can not be the panacea for all problems observed. Or they should not be given simply because there are opportunities. But, especially in educational institutions, where staff is required to fill all the requirements of organizational and environmental changes and challenges, need to provide further educational programs that will address the problems being observed and expected in the future.

The researcher identified three problem areas that may require / alleviated through further education. These areas include the presence of problems in: *Research /consultancy, student's compliant about academic performance and passive participation in the university's affairs.*

The respondents reaction gathered through the questionnaire are summarized with the following table. Accordingly ( table 12.) 61.9% of all respondents said that the above mentioned problems are serious in the university.

Table 12 presence of problems demanding education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Problems are not Serious	1	2.4	2.4	2.4
Some Problems are Serious	15	35.7	35.7	38.1
Problems are Serious	26	61.9	61.9	100.0
Total	42	100.0	100.0	

Source: Analysis of the questionnaire

When we look at the analysis of each problem observed ( see appendix, B ), respondents strongly agree the seriousness of the problems observed in the research and consultancy, but students' compliant and passive participation to institutional affairs are not as serious as the problems in research and consultancy.

If, therefore, there are problems observed, and are believed to be alleviated through education, further education programs have immense contribution to the solution. But it is observed in the university that the current practice of selection and corresponding sponsorship programs do not alleviate or at least minimize the problems demanding education nor are designed in a way to address these problems.

#### **4.2.9. Factors considered in selecting staff for education**

From the foregoing observations, it is observed that there are some basic factors requiring the staff advance their skill and knowledge through education, also there are problems observed in the university that might be solved through further education.

To overcome the problems observed and enhance the staff capacity, the right person must be selected and given opportunity. The researcher has identified identified some basic factors for selecting staff for education. **The nature of programs intended, prior educational qualification, service years the staff has served, and staff contribution to the attainment of the university objectives.** (the summary of the data attached on appendix C.)

Information were gathered through questionnaire and interviews made to officials concerning the factors considered in selection. The majority of respondents ascertained that prior educational qualification and service years of the academic staff are highly considered for selection. About 57.1% and 52.4% of respondents agree with the consideration of prior education and service years for selection respectively. But concerning the nature of the program intended and staff contribution for attainment of objectives as factors for selection are not considered. The respondents accounted 45.2% and 64.3% respectively do not agree with the argument that selection considers the nature of the program, and staff contribution to the attainment of objectives.

Even though the consideration of prior qualification and service year the staff has served are incorporated in selecting staff for additional education, failure to incorporate the nature of the program and contribution for objectives will impede the intended purpose of providing education and training. Principally selection for training and development program is supposed to meet the required on investment in the human resources capital of the institution.

#### **4.2.10. The management support and concern**

The training need assessment and selection for training process can be effective if it bears management's (top decision makers) cooperation. Otherwise it will lack authority and it might become seriously flawed through the provisions of inadequate or inaccurate information.

The management can show its concern and can give support to the learning programs of the institution for better achievement of learning objectives. The research attempted to discuss the different area of management support and concern for learning programs. The support and concern of the management is evaluated based on; *in carrying out learning need assessment, creating good environment around departments and faculties for proper selection of staff, allocating adequate resources to the learning process, creating link with universities that will grant scholarship and provide appropriate information concerning scholarship opportunities.* All these variables to measure the management support/ concern are summarized in the following table (table 13.)

The frequencies obtained from the data are categorized by the researcher to evaluate the concern given by the management. Accordingly (as shown in table below) about 45.2% of respondents said that the management provides little support in selecting staff for attaining objectives.

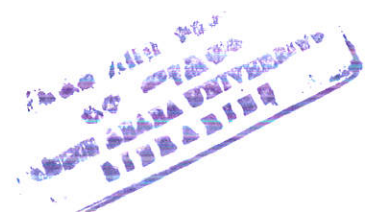


Table 13. management support and concern-average frequency

**The Management's Concern and Support to Sponsorship Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Supportive/Concerned	9	21.4	21.4	21.4
	Somehow Supportive/Concerned	19	45.2	45.2	66.7
	Supportive/Concerned	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

Source: Analysis of the questionnaire

Though good portion of the respondents (about 33.3%) agree with the support given by the management, to gain the substantial benefit of educational programs in the form of achieving goals, satisfying staff interests and performance effectiveness, it necessitate the considerable attention\concern by the management.

According to the information gathered the university's attention and concern given to selection of sponsorship programs is not satisfactory. For any training and development program the management's support is a key factor for the success or failure of the programs. Respondents attribute to the failure of programs in achieving their objectives to the management's negligence in encouraging, coordinating and facilitating the selection procedures and staff for education and related concerns.

#### 4.2.11. How does the university evaluate the learning acquired?

The following tables show the respondents reaction concerning the evaluation of the learning they acquire through sponsorship programs.

Table 14: evaluation of the learning acquired through education



### The Learning acquired as can be reflected on the Work Required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	21.4	21.4	21.4
	Less Agree	20	47.6	47.6	69.0
	Agree	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

### The sponsored Individuals' Perception of the learning Acquired

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	21.4	21.4	21.4
	Less Agree	25	59.5	59.5	81.0
	Agree	6	14.3	14.3	95.2
	Strongly Agree	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

### The Learning Impact on the Institutional Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	33.3	33.3	33.3
	Less Agree	15	35.7	35.7	69.0
	Agree	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

### The Learning Impact on the Institutional Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	33.3	33.3	33.3
	Less Agree	15	35.7	35.7	69.0
	Agree	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

Source: Analysis of the questionnaire

The purpose of any training and development program is to upgrade the skill and knowledge of attendants so as to meet the desired objectives, and fit to requirements of both internal and external influences. To ensure whether or not acquired knowledge can be reflected to the basic

objectives desired, it must be evaluated based on some criteria.

In this research, in order to evaluate the learning acquired through further education, the researcher identified some measurement variables; accordingly the learning is evaluated based on these criteria. These include

**A. The learning acquired as reflected on the work (job behavior).**

This measurement variable measures whether or not the learning acquired through different sponsorship programs can be directly reflected on the job the individual is expected to perform. For a training program to be called effective and successful, the knowledge and skill acquired through the learning must support the work and transfer to the job the individual is doing (learning is after all the transfer of knowledge). Respondents were asked to evaluate if the learning they acquire, or wish to acquire, can be directly reflected on their work. Many of the respondents, about 69.0% of all respondents, do not agree with the question. They argue that usually the sponsorship programs and the programs they attend cannot be directly traced to their work environment they attend because they attended programs because they have got the chance.

**B. The sponsored individuals' perception of the learning acquired.**

Many times training and other learning programs are conducted to meet the management priorities, the work environment and other intended purposes. Despite the fact that considering such interests has tremendous importance for the success of training programs, sometimes the human element is ignored. People need to perceive the knowledge acquired is so important to them and to the work. Only when they give value to their learning that the objectives of learning can be achieved. Respondents were asked about how they perceive the learning acquired. 25 (about 59.5%) of the respondents do not have good perception about the learning they have. If

individuals do not perceive what they get as good and valuable it will be difficult to transfer the learning to the work environment. Selection of individuals for sponsored programs, must therefore be based on the individuals interest. When individuals are learned some kind of skills, they need to have good perception of the what they get. But in the university the individuals have negative perceptions about the about the sponsorship programs and it is difficult to transfer knowledge acquired somewhere.

### **C. Individuals acquired knowledge in the eye of the university and the learning impact on the institutional performance.**

One of the measurement variable identified by the researcher to evaluate the learning acquired through some kind of training is the learning acquired as perceived by the institution and its impact on performance.

About 50% and 35.7% of the respondents said that the university does not perceive positively, nor believes that it has appropriate impact on performance, respectively.

The current practice of the university reveals that there is no connection among sponsored educations acquired, institutional perceptions, and its impact on performance.

Table. 15 Individuals evaluation of sponsorship programs

**Respondents' Evaluation of Sponsorship Programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negative	25	59.5	59.5	59.5
	Positive	17	40.5	40.5	100.0
	Total	42	100.0	100.0	

Source: Analysis of the questionnaire

All in all any learning acquired in one way or the other will affect the overall performance of any organization. And for the success of learning acquired through additional education must have value in the eye of the individual learned and the organization.

## **Summary**

The analysis is made to see if the selection procedures of the university for education is based on and taking in to account needs assessment at all levels and considering institutional and personal variables in to consideration. For collecting data related to this issue about 50 questionnaires were distributed and 42 of them are returned filled. According to the data collected the majority of respondents are male; it accounted about 76.5% of all respondents and the remaining was female. Most of the respondents approached were in the position of instructors, who in one way or the other need some kind of education.

The research attempted to evaluate the selection procedures of staff sponsored for educations. In doing so, basic research questions are formulated to help the researcher understand and evaluate the current practice of the University of Gondar. The basic research question assess information related to the need/importance of general development and educational programs, the internal and external factors to be considered in selecting staff and educational need assessment ,the role of personal task and organizational variables in need assessment and selection, and the key management and organization priorities in selection and support accorded. The variables included under this question are to assess whether or not the sponsorship programs in the university are designed to: *improve staff capacity, develop staff loyalty and commitment, develop*

*staff initiative, develop staff modal, and meet institutional and government policy objectives.*

Though the university is good enough to incorporate the management priority issues and respect learning hierarchies in selections. The university failed to associate the management priority issues with individuals preferred field of study. These impede the achievement of sponsorship objectives, among other things.

Following the analysis of the above variables the research tried to measure them based on the results expected of any training. The learning acquired as reflected on the work, the sponsored individuals' perception of the learning acquired, individuals acquired knowledge in the eye of the university, and learning impact on the performance of the organization—were the tools of measurement of the learning.

According to the results about how they perceive the learning acquired. 25 (about 59.5%) of the respondents do not have good perception about the learning they have. If individuals do not perceive what they got as good and valuable it will be difficult to transfer the learning to the work environment and the majority of them argue that usually the sponsorship programs and the programs they attend cannot be directly traced to their work environment.

About 50% and 35.7% of the respondents said that the university does not perceive the learning acquired positively, nor believes that it has appropriate impact on performance, respectively.

The current practice of the university reveals that there is no connection among sponsored educations acquired, institutional perceptions, and its impact on performance.

All in all any learning acquired in one way or the other will affect the overall performance of any organization. And for the success of learning acquired through additional education must have value in the eye of the individual learned and the organization



## Chapter Five

### Conclusions and Recommendations

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The reasearch tried to assess the sponsorship programs and accompanying selection procedures in the University of Gondar. In light of the analysis made and the findings presented, the following conclusions and recommendationd have been given as possible remedies to the problems observed.

#### 5.1. Conclusions

- The majority of the respondents agree that sponsorship programs in the university are believed to contribute the development of staff commitment and to meet institutional and government policy objective.
- There is a gap between the programs being offered and the organizational and individual interest over the programs. It is evidenced by the respondents reaction as the evaluation of the sponsorship programs in the university
- The programs being offered are neither proactive to anticipate strategic plans and changes nor reactive to respond opportunities. This implies that the management of the university does not organize and use the sponsorship programs offered as to the strategic plans and anticipated future changes in the environment.
- The sponsorship programs are based on the management priority issues and to respect learning hierarchy of individuals. This is the good side of the program. Because the management might have designed programs and objectives that need to be achieved better through providing

staff with the opportunity of attending further education. These objectives can be achieved better through appropriate selection of staff who can meet the management priority areas. Despite the strong side of the factors considered in selection of staff (like management priority issues, and respecting learning hierarch), the university failed to consider the candidates preferred field of study, and current performance of individuals.

- The majority of respondent irrespective of the sex, age and academic rank, do not agree with selection criteria for staff sponsorship incorporated, as requirement, research and publications.
- The academic staff of the university needs to upgrade their skill and knowledge through education so as to meet those factors demanding additional knowledge (like competition for research, and publication, possible oppeninings of programs and other environmental demands). Therefore training and other educational opportunities are inevitable to fullfil the interest of the staff.
- Research /consultancy, students compliant about academic performance and passive participation in the university's affairs are some of the observed problems in the university. According to the information gathered, these problems are serious in the institution. Respondents strongly agree the seriousness of the problems observed in the research and consultancy, but students' compliant and passive participation to institutional affairs are not as serious as the problems in research and consultancy.
- Even though the consideration of prior qualification and service year the staff has served are incorporated in selecting staff for additional education, failure to incorporate the nature of the program and contribution for objectives will impede the intended purpose of providing education and training. Principally selection for training and development program is supposed to meet the

required on investment in the human resources capital of the institution.

➤ According to the information gathered the university's attention and concern given to selection of sponsorship programs is not satisfactory. Respondents attribute the failure of programs in achieving their objectives to the management's negligence in encouraging, coordinating and facilitating the selection procedures and staff for education and related concerns.

➤ All in all any learning acquired in one way or the other will affect the overall performance of any organization. And for the success of learning acquired through additional education must have value in the eye of the individual learned and the organization. Individuals perception about the learning acquired is negative. They donot value what they have got through furtur education.



## 5.2. Recommendations

The following recommendations are given based of the findings presented in the previous chapter and the major problems observed. The researched doesn't believe that these recommendations are the panacea for all problems observed. But it will give direction for the officials of the university to make use of the sponsorship programs for achieving organizational and individual interests.

- The university selected ( UoG) has large number of young and energetic staff who can make change and bring sucess in the university's objectives. This opportunity canbe explored only whenthe right persons who can make the objectives realized are selected for further education. Such endeavor leads to assuring the quality of programs being provided, meet external environmental requirments(like government and society), enhance staff moral and initiate research findings that can alieviate social problems.
- To minimize the gap between the programs being offered and the organizational and individual interest over the programs, the university is advised to make need assessment at all levels before selection of staff for training or some kind of additional education. It will give the institution a clear picture of what is required of the learning expected there by minimizing the gap observed.
- It is observed in the finding that programs being offered are neither proactive to anticipate strategic plans and changes nor reactive to respond opportunities. But for better achievement of objectives programs need to be designed to meet institutional goals and take the advantage of the environment. Educational programs need to anticipate changes in the internal and external environment and react to the react at the same time. Selection of staff as the same time should also focus on how to go with and cope up the environment.

- Selection need to consider different variables like management priority issues, individual and institutional variables. The problems observed in the incorporation of individual interest and requirement of the program intended for selection of staff. Instead of relaying on management priority areas only during selection, it would be better to incorporate individual interests and program requirements. Because it is through individuals learned that programs can be effectively implemented and only the right program addressed can solve organizational problems and achieve objectives.
- Publications, research, consultancy, and community services are major parts of obligations of any academic staff in institutions. Sponsorship and selection of staff for sponsorship should also be geared towards achieving these obligations.
- The finding shows that respondents are attributing the failure of programs in achieving their objectives to the management's negligence in encouraging, coordinating and facilitating the selection procedures and staff for education and related concerns. The management is required and expected to give the utmost concern and attention to learning programs of the university. It may be in providing all the resources and the support required.
- To carry out complete and workable training need assessment and corresponding selection, the management of the university has to make increasing, relentless and sustainable support interms of providing financial as well as informational resources in addition to encouraging the effort.

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# Appendix

**Appendix A: A question raised to see if there are some factors that require staff advance themselves through education.**

**Competition for Research and Publication**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	16.7	16.7	16.7
	Disagree	2	4.8	4.8	21.4
	Less Agree	11	26.2	26.2	47.6
	Agree	18	42.9	42.9	90.5
	Strongly Agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

**Achieving Academic Ranks/Status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.8	4.8	4.8
	Less Agree	2	4.8	4.8	9.5
	Agree	22	52.4	52.4	61.9
	Strongly Agree	16	38.1	38.1	100.0
	Total	42	100.0	100.0	

**Expected opening of Programs that demand Better Qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	14.3	14.3	14.3
	Disagree	2	4.8	4.8	19.0
	Less Agree	5	11.9	11.9	31.0
	Agree	28	66.7	66.7	97.6
	Strongly Agree	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

**Better Incentives With Status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	9.5	9.5	9.5
	Disagree	3	7.1	7.1	16.7
	Less Agree	5	11.9	11.9	28.6
	Agree	26	61.9	61.9	90.5
	Strongly Agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	



Source: Analysis of the data

Source: Analysis of the data

## Appendix B: presence of problems that may demand additional knowledge/education

Presence of problems related to research and consultancy in the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	11.9	11.9	11.9
	Less Agree	4	9.5	9.5	21.4
	Agree	4	9.5	9.5	31.0
	Strongly Agree	29	69.0	69.0	100.0
	Total	42	100.0	100.0	

Presence of students' compliance about performance of instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	14.3	14.3	14.3
	Less Agree	10	23.8	23.8	38.1
	Agree	23	54.8	54.8	92.9
	Strongly Agree	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Is passive participation in the university's affairs passive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.4	2.4	2.4
	Disagree	6	14.3	14.3	16.7
	Less Agree	5	11.9	11.9	28.6
	Agree	23	54.8	54.8	83.3
	Strongly Agree	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

## Appendix C: Factors considered during staff selection

### The Nature of the Program Intended

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	11.9	11.9	11.9
Disagree	3	7.1	7.1	19.0
Less Agree	19	45.2	45.2	64.3
Agree	14	33.3	33.3	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

### Prior Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.4	2.4	2.4
Disagree	5	11.9	11.9	14.3
Less Agree	9	21.4	21.4	35.7
Agree	24	57.1	57.1	92.9
Strongly Agree	3	7.1	7.1	100.0
Total	42	100.0	100.0	

### Service Years the Staff has Served since last Sponsorship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.4	2.4	2.4
Disagree	2	4.8	4.8	7.1
Less Agree	9	21.4	21.4	28.6
Agree	22	52.4	52.4	81.0
Strongly Agree	8	19.0	19.0	100.0
Total	42	100.0	100.0	

### Staff's contribution to the Attainment of the University's Objectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.4	2.4	2.4
Disagree	4	9.5	9.5	11.9
Less Agree	27	64.3	64.3	76.2
Agree	9	21.4	21.4	97.6
Strongly Agree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Source: analysis of data

# Certificate

Dr. Krishna Murty.

Faculty of Business and Economics

Department of Management

Addis Ababa University



This is to certify that Tewodros Tegegne has worked on “Evaluation of the selection procedures for higher education sponsorship in Gondar University: an attitude survey based on selected staff” under my supervision. This work is original in nature and it is suitable for submission of the partial fulfillment of the requirements for degree of Masters of Business Administration(MBA).


  
Research advisor

21/07/08

## Declaration

I, Tewodros Tegegne, declare that this work titled “Evaluation of the selection procedures for higher education sponsorship in Gondar University: an attitude survey based on selected staff” is my own effort and study. I have produced it independently except for the guidance and suggestion of the research supervisor.

This study has not been submitted for any degree or diploma in this or other university. It is offered in partial fulfillment of the requirement of the degree of Masters of Business Administration(MBA)



Tewodros Tegegne

