

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

***PRACTICES AND PROBLEMS OF TRAINING AND DEVELOPMENT
PROGRAMS PROVIDED FOR LINE AND STAFF WORKERS IN
EDUCATION SECTOR OF ILU ABA BORA ZONE***

**BY
MEBRATU TAFESSE**



JUNE 2009

ADDIS ABABA

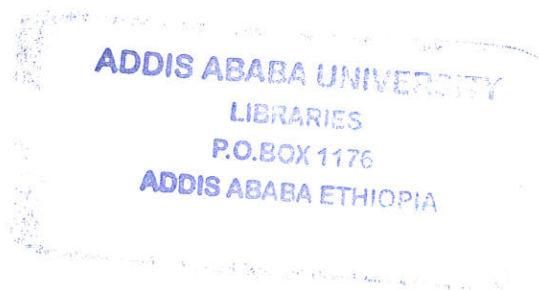
**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**Practices and Problems of Training and Development Programs
Provided for Line and Staff Workers in Education
Sector of Ilu Aba Bora Zone**

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

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

**By
MEBRATU TAFESSE**



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Acknowledgments

First of all, I would like to thank my thesis advisor Ato Adane Tessera (Asst.Prof.) for his professional assistance and technical advice that enabled me to complete this thesis in time.

My special thanks also extended to IT-Doctoral program staffs that provided me moral and material assistance.

My sincere thanks go to Ilu Aba Bora Zone Education Desk and Woreda Education Offices employees for their cooperation and support in providing me with necessary information.

Finally, I would like to thank my wife Zenebech Mamo and my brothers Gashahun, Teshome, Tekalign, Bedilu and Ephrem for their continuous moral encouragement and support through out my study.

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Abbreviations

KSSO: Komishinii Siviil Servisii Oromiyaa
KSA: Knowledge, Skill and Attitude
MCB: Ministry of Capacity Building
MOE: Ministry of Education
NGO: Non Government Organization
OJT: On-the-Job Training
REB: Region Education Bureau
TD: Training and Development
TDNA: Training and Development Needs Analysis
TDP: Training and Development Program
TTC: Teachers Training College
WEO: Woreda Education Office
ZED: Zone Education Desk

Abstract

The major purpose of this study was to assess the practice and problems of training and development programs provided for line and staff workers in education sector of Ilu Aba Bora zone over the last three years from 1998-2001 E.C. Descriptive survey method was employed to conduct the research. Questionnaires, interviews and document analysis were used as data gathering tools. Probability and non probability sampling methods were used to select sample respondents, woreda education offices and zone education desk. Out of 22(Twenty two) woreda education offices ten (10) of them were randomly selected and zone Education Desk was purposely included as a sample of the study. All available 130 (64 line and 66 staff) employees were involved in the study from ten (10) woreda education offices and zone education desk. The data were analyzed using percentage, mean and t-test.

The findings of the study revealed that woredas education offices and the zone education desk found to have no formally set staff training and development policy and there was no practice of conducting training and development needs analysis. Besides, training and development objectives were not achieved as per the plan and lack of awareness, adequate budget, training facilities and trained man power were the major constraints to design and implement effective and efficient training and development programs. Moreover, on-the-job and off-the-job training and development methods were not exhaustively used and there was no system of evaluating training and development programs in the organizations. From the findings of the study it can be concluded that appropriate training and development programs were not designed and implemented in the zone that can improve the knowledge, skill and attitude of employees and the overall performance of the organization.

Based on the findings, the following recommendations were forwarded. Oromia education bureau should develop regional training and development policy and provide technical assistance to zone and woreda education offices in developing and implementing their own organizational training and development policies. Needs analysis is the base for effective and efficient design and implementation of training and development programs and helps to identify the gap actual exists. Therefore, organizations should cooperate with public college (Metu TTC) and private colleges and/ or organize committee that comprises representatives that have the knowledge, skill and commitment from different process owners of their organization to conduct comprehensive training and development needs analysis. More over, all employees in the office should be aware of the benefits and cost effective nature of on-the-job methods through series of work shops/seminars so that both employees and the organization can benefit from applying these methods complimentary to off-the- job training and development methods. Mechanisms such as using standardized format and other strategies should be set to evaluate the outcomes of training and development programs. Finally, the education offices should include training and development programs in its annual budget plan and allocate adequate budget and/or develop convincing training and development proposal and submit to non governmental organizations like Men shin for men shin, World vision to obtain fund for designing and implementing training and development programs.

Chapter One: The Problem and its Approach

This Chapter deals with the problem and its setting. It Contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study.

1.1. Background of the Study

Organizations all over the world operate in a very competitive and rapidly changing environment. This dynamic environment is filled with a series of factors that exert pressure up on their day to day operations. In order to cope up with the ever changing social, economic, political, technological developments and customer demand for improved products and services organizations have to strive to produce competent manpower that can help them to survive and adapt with the changing environment (Gray,et al.,1997:187; kubr, 1996:345;Mathis and Jackson, 1997:314).

Training and development has become increasingly vital to the success of organizations. It plays a central role in nurturing and strengthening employees' competencies and major strategy in the implementation of organizational goals. In addition, rapidly changing technologies requires employees continuously improve their knowledge, skill abilities to cope up with the changes. This is because in rapidly and ever changing world, organizations need different kinds of resources (material, financial, information and human) for the achievement of organizational goals. Among these, human resource is the most important and decisive for any organization to remain competent as well as to meet the current and future need of the organizations (Wossenu, 2001:47).

In relation to this, Harris and DeSimone (1994:2) state that in order to meet the current and future needs organizations should begin training and development activities when an employee joins an organization and continue throughout his/her career's whether he/she is an executive or not. This indicates that employee training and development is a continuous process where employee

knowledge and skills are enhanced to perform their job effectively and efficiently and improve the achievement of organizational goals.

Harris and DeSimone (1994:2) further state that those programs that are designed to develop people in organizations should be integrated to long-term plans and strategies of the organization.

The success and effectiveness of training and development programs, among others, depends on genuine analysis of training and development needs as well as the match between overall organizational objectives and contents of the program. Therefore, to be effective and achieve the intended goals, the training and development programs should consider the objectives of the organization and the needs of the employees.

Employee training and development program is an organized, planned and systematic learning activities arranged within or out of an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization. In relation to this Gomez-Mejia, et al. (1995:296), state that the training and development programs offered should meet the development needs of both the organization and the employees otherwise it will become futile exercise, source of frustration and wastage of resources which does not contribute to the development of employees and organizational goal achievement.

Thus, the above statements state that training and development program needs to be designed in a systematic, realistic and logical ways and should start with a complete understanding of training and development needs of the organization to bring the desired results. It helps the organization to grow, adapt to economical, social, political and technological developments. Moreover, it is crucial to employees' personal growth in enlarging their capacity to successfully handle greater responsibilities and fosters greater satisfaction to employees and managers (Mondy and Noe, 1990:270).

The process and result of training and development programs should be evaluated continuously by the organizations. Evaluation is not a one shot activity which is performed at the end of the program. It is a continuous and cyclical process which is conducted at each phase throughout the training and development program. Evaluating the success of training and development program is an important element in training and development program. It is an important tool by which the degree or level of effectiveness of a program is determined in reaching out its target (Harris and DeSimone, 1994).

Generally, training and development programs improve the competency of employees and the overall performance of organizations. It is a means of achieving effective performance and hence must be seen as an integral and vital part of the whole system of work.

When we come to the case of the Ethiopian civil service organizations, the importance of training and development of civil servants was clearly indicated in the proclamation ratified in 1962 to establish central personnel agency, a body which was responsible for civil servants of the country (Negarit Gazeta, 1962, No 28). The proclamations stated the importance of training and development aimed to provide effective and efficient services to the society. As a result, training and development sections were established in government offices to run training and development programs.

Currently, the Ethiopian government has given greater emphasis to improve the capacity and competencies of civil servants and thereby achieve better performance and prepare them to higher responsibility based on career development (Federal Negarit Gazeta, 2002, No.8). In line with this, every government organization is required to develop the capacity and potentials of all its employees irrespective of their status through training and education by identifying training and development needs of its organization and preparing the necessary plan and budget for training and development programs.

In Ethiopia with the formulation of the new Education and Training Policy in 1994, the education management system was reorganized in to different levels. At Federal Level, the Ministry of Education (MOE), at Regional level, Regional Education Bureau (REB), at Zonal level, Zone Education Desk (ZED), at Woreda level, Woreda Education Office (WEO) and the schools. All of which have their own authority and responsibility to undertake training and development programs (MCB, 2005:27).

When we come to Oromia, regional state of Oromia has made a proclamation on civil servants confirming that there should be training and development opportunities for civil servants to improve their capability and achieve better performance and be prepared for higher responsibility based on career development (Megeleta Oromia, 2001, No.61).

In the region, the education system was organized under regional, Zonal, Woreda and school level hierarchical structures with their own different authorities and responsibilities as well as human resources which facilitates the training and development programs for their employees.

Currently, the region has eighteen (18) zones and two hundred sixty two (262) Woredas. Of these zones, Ilu Aba bora is the one which is found to the west of the region. This time the zone has twenty two (22) Woredas (KSSO, 2001).

Like other government sector organizations Ilu Aba Bora Zone Education Desk adopted the civil service reform program and has been implementing it at its zone education desk and Woreda education offices (KSSO, 2001). In light of this, the zone education desk and woreda education offices have the mandate and responsibilities to organize different training and development programs to improve the competencies of their educational personnel. Based on this, currently there is an attempt to provide training and development programs to improve the performance of employees and achieve organizational goals.

These days, in education sector of the zone, there are many training and development opportunities that are provided for employees and managers. Government organizations like Federal, Regional, Zonal and Woreda Capacity Building and Education Offices; and Non government organization like Men shin for Men shin and World Vision have been offering trainings on business process reengineering, leadership, supervision, planning, project management, and prevention of HIV/AIDS etc. It is believed that if these training and development opportunities are carefully planned, managed and implemented they can contribute in achieving the intended goals for the sector. Therefore, training and development needs should be assessed and systematically planned, designed and implemented to help both the organization as well as the employees to accomplish their objectives.

This study tries to assess the practices and problems of training and development programs provided for line and staff workers in education sector of Ilu Aba Bora zone and come up with plausible recommendations that will help the zone education desk and woreda education offices for proper design and effective and efficient implementation of training and development programs.

1.2. Statement of the Problem

In contemporary world, organizations operate in a very dynamic and ever changing environment. To cope up with this dynamism, organizations need to train and develop their human resources continuously. This may help organizations to improve quality of services, increase productivity, reduce turnover, and improve over all achievement of the organizational goals and competitiveness of the organization (Cowling and Mailer, 1998:61; Graham and Bennet, 1998:283; Pont, 1991:1).

Organizational effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This can be achieved through appropriate training and development programs that can develop the capacity and competencies that can respond to the changing environment.

Basically, the primary goal of training and development is to contribute to the organizations overall goal and should be developed in line with the organizational goals and strategies (Sherman, et al., 1998:215).

However, many organizations never make the connection between their strategic objectives and their training and development programs. As a result, much of an organization's investment can be wasted i.e., training programs are often misdirected, poorly designed, inadequately evaluated (Sherman et al., 1998:215). Thus, all these problems directly affect organizational performance in general and the effectiveness of training and development in particular.

In Ethiopia the public sectors have been characterized by a lot of problems. The services rendered to the public by civil services have been said inefficient and ineffective because of lack of trained manpower that can implement government directives (Getachew, 1998:220; MCB, 2002:5; Zenebe and Wossenu, 1999:25). This indicates that the largest portion of Ethiopian civil servants in general and those of zones and woredas in particular do not have the opportunity of training and development to improve the quality of their performances to provide proper services to the society.

In Ethiopia, the current education and training policy under its education and management (MOE, 1994) indicates the importance of employee development that the management of teachers and other professional personnel need professional development. The policy states that employees will be provided continuous education and trainings to develop their competencies. It is however, essential to see whether the ideal expectation of the policy has gone accordingly in the world of practical application in the education sector of the zone.

Besides, the delivery of efficient and effective training and development programs maximize the productivity of employee and improve the performance and competitiveness of the organization. An effective training starts with

assessment of needs and evaluation at its initial stage and continues throughout the process (Rae, 1986).

One can understand that before delivering training and development program, it is important to identify training and development needs and evaluation should also starts at the initial stage and continue through out the processes. However, according to Altaye (2005:57) the practice of designing and implementing training programs undertaking need assessment in civil service organizations is low. In some organizations even though there is an attempt, it is highly influenced by supervisors while the request of trainees was not given due attention.

Moreover, for training and development programs to be effective, contents should consider the interest of the employees and objectives should be clearly stated inline to the training and development policies and guide lines of the organization. However, Eshetu (2004:103) stated that organizations did not clearly or adequately state training objectives and the selection of training and development contents did not consider the interest of their employees and stakeholders.

As research results indicate the selection of trainees and trainers are based on personal relationships and organizations did not have clear selection criteria (Altaye, 2005:58; Melaku, 2004:92). Such kind of inappropriate selection affect the effectiveness of training and development programs as well as the over all performance of employees and the organizations.

Furthermore, organizations do not have evaluation plan by which outcomes of training and development programs are evaluated (Altaye, 2005:58; Melaku,2004:92; Yoseph, 2005:69).In addition, in some organizations training programs are evaluated at the end rather than at each stages of the program (Eshetu, 2005:105).

Moreover, from its practical experience and observation of few woreda education offices and frequent complains of employees and heads of the organization, the researcher understood that in most cases in woreda education offices less emphasis was given in the selection of appropriate trainees, trainers, content of trainings and training opportunities were given to individuals who had no proper relation with the job based on the personal relation ship with the supervisors. In addition to this, most of the time fresh or newly transferred employees were forced to undertake their jobs with out proper training and development programs. Thus, these problems may create a gap between the job requirement and the actual performance of employees that affect the overall performance of the organization.

Therefore, it is wise to guess the possibility of the existence of the aforementioned challenging problems in a wide education sector of the zone. Thus, it is timely and important to see the practice and problems of training and development programs provided for employees of zone education desk and woreda education offices of Ilu Aba Bora Zone. These help educational officials of the zone and woredas to know the outcomes and drawbacks of training and development activities accomplished so as to take corrective measures to run the programs as per intended. Thus, this study aims at assessing the practice and problems of training and development programs provided for line and staff workers of zone education desk and woreda education offices of Ilu Aba Bora Zone over the last three years (1998-2001E.C).Hence, the study attempted to answer the following basic questions.

1. Do Zone Education Desk and Woreda Education Offices integrate training and development programs with their strategic plans?
2. Do Zone Education Desk and Woreda Education Offices conduct training and development need assessment? If they do, how do they assess such needs?
3. What are the most commonly used training and development methods?

4. How are training and development opportunities offered to line and staff employees of the organization?
5. How frequent do offices evaluate the training and development programs they carry out?
6. What problems do they face in training and development of their employees?

1.3. Objectives of the Study

The study has the following General and Specific objectives.

1.3.1. General Objective

The general objective of this study is to assess the practices of training and development programs that have been carried out by Ilu Aba Bora zone education desk and woreda education offices and to investigate the problems they have encountered in designing and implementing training and development programs and to provide possible recommendations that help alleviate the problems of training and development in the education sector of Ilu Aba Bora zone.

1.3.2. Specific Objectives

The study has the following specific objectives.

1. To find out the mechanism used by zone education desk and Woreda education offices to identify the training and development needs, methods used to provide and evaluate the outcomes of training and development programs.
2. To identify how the training and development opportunities are provided to the employees of the organization.
3. To identify the problem they have encountered in training and development of employee and to recommend possible solutions to alleviate the problems.

1.4. Significance of the Study

The result of this study is expected to be taken up by Ilu Aba bora zone education desk and Woreda education offices in the zone to improve their employee training and development programs. In addition, it provides valuable information for decision makers of ZED and WEO with regards to training and development programs of their employees, thus, the findings of this study would specifically be significant to each level for the following reasons:

1. The result of the study provides valuable input and direction to the organizations in assessing, designing, implementing and evaluating training and development programs following the conventional processes.
2. It helps to identify the major problems of employee training and development endeavors in the zone education desk and Woreda education offices and bring to the attention of all concerned to take corrective measures in due time.
3. It brings the attention of top officials to take the necessary measures in formulating employee training and development policies, guidelines, strategies and plans for their respective organizations.
4. It helps to foreword some specific and practical recommendations for future actions on the basis of the findings.
5. The study serves as a reference material to those individuals who have the desire to deal with such similar matter.

1.5. Delimitation of the Study

Currently there are twenty two (22) Woreda education offices in Ilu Aba Bora Zone. Since it is difficult to include all Woreda education offices because of time and financial constraints, the study was delimited to ten (10) randomly selected Woreda education offices and zone education desk which was purposely included in the study. In addition to this, the study is confined to practices and problems of training and development programs provided for line and staff

workers in zone education desk and Woreda education offices of Ilu Aba Bora Zone since 1998 E.C.

1.6. Limitation of the Study

Reluctance of respondents to fill and return the questionnaires on time, unavailability of heads of the offices for interview and absence of organized documents related to training and development practices were the major limitations of the study. Moreover, lack of relevant and adequate references related to training and development in Ethiopian context and lack of experience and skills of conducting such relatively comprehensive study on the part of the researcher were other challenges that probably affect the findings of the research. However, the researcher has been able to manage the resource limitations by making an extensive use of library materials in and out side of Addis Ababa University Premises.

1.7. Definitions of Terms

Employee refers to all managerial and non managerial civil servants working in the education sector of the zone.

Line employees are those employees that are directly responsible for the achievement of organizational goals .

Organization/Office refers to zone education desk and woreda education offices. In this study both terms were used interchangeably.

Staff employees are those employees that are responsible to provide assistance and support for line employees for the achievement of organizational goals.

Woreda refers to the lower government administrative level next to zone and upper than kebele.

Zone refers to the intermediate administrative level between regions and woreda.

1.8. Organization of the Study

The study consists of five chapters. The first chapter deals with the problem and its approach. The nature of the problem and its magnitude, the importance and urgency of the study, and the areas to which the conclusions will be confined are briefly discussed in the chapter. The review of the related literature is treated in the second chapter. This chapter presents the conceptual framework or a brief review of related studies that serve as grounds and evidence to support the basic questions of the study. Chapter three addresses research design and methodology. It explains the methods, approaches, procedures and tools that were used to achieve the purpose of the study. The fourth chapter focuses on the analysis and interpretation of the data collected. In the chapter the data collected from the field were organized, processed and interpreted. The last chapter treats summary, conclusion and recommendations. It briefly discusses the major findings, the researcher's judgment drawn from the major findings and the suggestions forwarded to alleviate the existing problems in conducting training and development programs.

Chapter Two: Review of the Related Literature

This chapter deals with the review of literatures related to the problem under study. It provides theoretical background training and development programs.

2.1. Overview of Employee Training and Development

Every organization needs to have well adjusted, trained and experienced people to perform the activities that must be done. As jobs in today's dynamic organizations have become more complex, the importance of employee training and development has increased to equip employees with adequate skills and knowledge that help them perform their work more effectively and efficiently (Decenzo and Robbins, 1999: 227).

Employee training development helps employees, to maximize their potential to perform their current and future jobs. It focuses to enhance the personal qualities of employees such that the improvements made will lead to greater organizational productivity (Decenzo and Robbins, 1999:17).

Training and development has become increasingly vital to the success of modern organization. Organizations often compete on competencies which is the core sets of knowledge and expertise that give them an edge over their competitors. Training and development plays a central role in nurturing and strengthening these competencies, and in this way has become part of the backbone of strategy in implementation organizational goals. In addition, rapidly changing technologies requires that employees continuously hone their knowledge, skill abilities to cope with new processes and systems. Currently, Jobs that requires little skill and knowledge in the previous are rapidly being replaced by jobs that require more complex technical, interpersonal and problem solving skills and knowledge (Sherman, et al.1998:214).

Employee training is defined in different ways by a number of scholars. However, almost all the definitions have similar connotations. For instance, Dessler (2005: 270) defined training as the methods used to give new or present

employees the skills they need to perform their jobs. For Byar and Rue (2006:164) training is a learning process that involves the acquisition of knowledge, skill and abilities (KSA) necessary to successfully perform a job. Denisi and Griffin (2005:321) also defined employee training as” a planned attempt by an organization to facilitate employee learning of Job related knowledge, skills and behaviors.”

Employee training is designed to assist employees in acquiring better skills for their current job. The focus of employee training is on current job or the skills and knowledge required performing their job more efficiently (Decenzo and Robbins, 1999:14, Dessler, 2005:23, Jacobson and Selden, 2002:485, Nieto, 2006: 165).

This show that training is a means or an instrument that is used to improve the skills, knowledge and abilities of employees to perform well in their current jobs that help them achieve organizational goals efficiently and effectively. Thus, it increases employees’ competence and gives them satisfaction, confidence and result in personal growth and achievement of organizational goals.

Like training, employee development also defined in different was by different authorities based on their areas of interest. However, the overall concept of the term remains similar. For instance, Harris and DeSimone (1994:10), defined employee development as “a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.” Moreover, Bernardin (2003:165) stated Employee development as a process of helping individuals to update themselves with the intention to fulfill future job requirements in addition to equipping them with necessary skills and knowledge to perform the current jobs.

Employee development is not one shot activity. It is a continuous process that should begin when an employee joins an organization and continue through out his/her career regardless of whether employee is an executive or not. Moreover, Employee development programs must respond to job change and integrated to

long term plans and strategies of the organization to ensure the efficient and effective use of resources (Harris and DeSimone, 1994:10).

This implies that employee development is a continuous process of updating and enhancing the potential and capabilities of employees to make them competent in performing current jobs as well as fulfill future job requirements (Edward and Beverly, 1990:63). Development is geared more to fulfill future job requirements though it has an advantage to enhance current job performance.

In general, training and development of employees focuses on providing the training necessary to ensure that employees have the knowledge and skills needed to accomplish their tasks; concepts and techniques for developing more capable employees, managers and organizations (Dessler, 2005:23; Jacobson and Selden, 2002:485).

Training and development have relationship. They have some similarities and differences and can not be clearly separated from each other. According to Decenzo and Robbins (1999: 227), both are similar in the methods used to affect learning, improve employees and organizational competencies to cope with the changing environment. However, they are different in their time frame i.e., training is more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. On the other hand, development is a long term activity which focuses on future jobs requirements in the organization.

Adams and Griffin (1987:35), also try to indicate the distinction between training and development as training is the acquisition of knowledge and skills, often manual for a particular job, while development as improvement and growth of individual's faculties, attitudes, in sights and traits.

Moreover, Mathis and Jackson (1997:314) explained that development is different from training in that it is often the result of experience and the maturity that comes with it and it focuses on less tangible aspects of performance such as attitudes and values. Where as, training focuses on

learning specific behaviors and actions, demonstrate techniques and processes. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification. Development on the other hand, focuses on understanding information, concepts and context, develop judgments and long-term in duration.

In general, from the above points we can understand that employee training and development are not mutually exclusive rather they reinforce one another for effective improvement of employees' performance and for the overall achievement of organizational goals. However, there is a slight distinction in the understanding and interpretation of the two terms by different authorities. The distinction is that training focuses on the improvement of knowledge, skills and abilities specific to a particular task or job. Where as, development activities have a long-term focus on preparing future responsibilities while increasing the capacity and skill of employees to performs their future job (CarterMcNamara, 2008; Harris and DeSimone, 1994:10; Getachew, 1998:219).However, for the purpose of the study her after both terms are used synonymously having similar connotation through out the paper.

2.1.1. The Reason and Need for Training and Development

Training and development can be initiated for a variety of reasons for an employee or group of employees and for the organization.In relation to this, Carter (2008) states the following reasons that initiate training anddevelopment programs.

- When a performance appraisal indicates the need for performance improvement;
- To "benchmark" the status of improvement so far in a performance improvement effort;
- As part of an overall professional development program;
- As part of succession planning to help an employee be eligible for a planned change in role in the organization.

Moreover, organizations conduct employees training for various reasons. For instance when economic, social, technological, and governmental changes can make the skills learned to day obsolete in the future; to introduce planned organizational changes that needs employees to update their skills or acquire new ones; performance problems observed with in an organization such as low productivity and for regulatory, contractual, professional certification issues can require the employer to provide training for its employees (Byar and Rue, 2006:164).

Employee training and development supports the attainment of organizational goals and objectives by improving the skill, knowledge, attitude of employees. Properly designed training and development program increase productivity, improvement of employee's moral, ensure the sustainability of competent work force of the organization, improvement in health and safety/reduced accidents, reduced close supervision, enhance personal growth and organizational stability (Chandan, 1995: 179; Rao and Rao, 2000:277).As a result organizations include training and development programs as an integral part of their organizations development plan. In relation to this, state the following important points as to why human resource training and development programs are needed or its contribution for employees and organization as follows.

Generally, training and development improves the competency of employees and the overall performance of organizations. It is a means of achieving effective performance and hence must be seen as an integral and vital part of the whole system of work. Due to the vital contribution that training makes to the development of human resources and achievement of organizational objectives, all those responsible for training and development programs in any form and shape must them selves be trained and work collaboratively for the accomplishment of the task(Tyson and York, 1996:142).

2.1.2. Principles of Training and Development

There are numerous training and development principle that contribute for effective training and development program. According to Pigors and Myers (1981:287), a well designed training program alone can not produce the required result if the trainers are poorly qualified and did not follow the training principles appropriately. They further states that a trainer needs to have both subject matter knowledge and knowledge of training principles and techniques used in training and developing employees. According to them the principles which can be used in training and development programs are summarized as follows:

1. The trainee must want to learn and has motivation to enhance performance or the need to learn a new skill must be high
2. Some rewards at the end of learning process help to dig out employees motivation
3. Learning result need to be corrected by the trainer to explain in what extent learning has occurred.
4. Feedback is best accomplished through learning by doing than by listening
5. The material to be learned should follow logical sequence and immediate feedback for correction may be made at each level.

Moreover, Bramham (1994:39) lists some additional points about principles of training success.

- Training must be specifically directed to purpose
- Assessment off or on job ensures standards
- Reinforce pleasant not un pleasant practices
- Criteria for success should be set and controlled

In general, the effectiveness of training and development program can be influenced by the proper application of the training and development principles. In implementing training and development programs, the trainer need to have

both subject matter knowledge and methodological skill that would enable him/her facilitate learning of the trainees.

2.1.3. Components of Training and Development

Training and development has two major Components. These are management and Employee training and development.

Management development is a systematic process of developing effective and competent managers at all levels to meet the requirements of an organization. It involves an analysis of the present and future management requirements, assessing the existing and potential skills of managers and devising the best means for their development to meet the requirements (Edward and Beverly, 1990:63; Graham, 1983: 185; Rao and Rao, 2000:292).

Management development contributes to organization success by helping the organization to grow the managers it requires to meet its present and future needs. The capability of the organization to achieve its organizational goals largely depends on the capability of its managers as they developed with in the organization to meet its particular demand and circumstances (Armstrong, 2005:57).

To sum up, management development is long-range activity which continues throughout manager's career. It is designed for managerial behavioral modification. It is an educational process, utilizing a systematic and organized procedure by which management learns the conceptual and theoretical knowledge for effective pursuance of their responsibility (Chandan, 1995: 186).

Employee training and development is defined as a process of enhancing employees' competence so that their contribution to their organizations is reflected through achievement of organizational goal (Heneman, et al., 1987: 419).

Employee training and development program is designed to improve employees' competence to achieve organizational goals more effectively and efficiently. It is specific to organization and depends upon a number of factors such as skills required for the jobs to be performed, qualifications of candidates needed for the jobs and the kind of operating problems the organization encountered (Pigors and Myers, 1981:283).

It is generally concluded that training and development program promotes the attainment of goals and objectives of organization through enhancing the capacity and competence of employees. It also improves employees' motivation and satisfaction and facilitates their personal growth of employees. Thus, training and development plays a great role for the development and effective performance of organization through its skilled and competent employees.

2.1.4. Benefits of Training and Development

The goal of employee training and development is to increase the capabilities and potential of employees by providing learning opportunities through continuous professional development. It ensures every one in the organization has the knowledge, skills, and competence required to carry out their work effectively (Armstrong, 2005:70). Effective training and development program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/service to customers; reduce the need for close supervision, increased moral, and adaptability to new methods (Cowling and Mailer, 1998:61; Graham and Bennet, 1998:283; MOE, 2002:101; Pont, 1991:1). Hence, training and development programs have a lot of benefits for employees as well as for the organization if carried out in a planned and systematic way.

Training and development improves the knowledge, skills and attitudes of employee that help them perform their current and future jobs effectively and efficiently. It provides opportunities for promotion and self improvement; improve job satisfaction through better job performance; creates chances to

learn new things; provides greater ability to adapt to and cope with changes and increase confidence, motivation and commitment of staff (Graham and Bennett, 1998:283).

Training and development not only benefit employees but also the organization. It helps the organization to achieve its objectives through competent and well skilled employees who have the capacity to improve the productivity and quality of its products and services. In relation to this, Graham and Bennett (1998:283) states that effective training and development programs enable the organization to provide higher service through better job performance and efficient use of resources; achieve goals and objectives more effectively; reduces costs due to less labor turnover, errors, accidents and absenteeism; develop more capable 'mobile' workforce and less needs for close supervision so that managers and supervisors can devote more on strategic issues.

In general, effective training and development is an investment (Pont, 1991:2). It pays back more than its cost through improved employee performance that helps to achieve organizational goals effectively and efficiently. However, its benefits largely depend on the effective and careful preparation that is made to implement the program. Therefore, training and development programs need to be designed in a planned and systematic way to benefit both employees and organization through improved performance of employees and organization as well as to keep pace and cope with rapid change of technological, political, social and economic environment (Saiyadain, 1999:217).

2.1.5. Training and Development policy

Every organization should have a well established training and development policy. An organization's training and development policy represents the commitment of its top management to training and development programs. It can govern or influence the standard and scope of training and development in the organization.

Training policies are necessary for the following reasons (kumar, 2000:42; Monappa and Saiyadin, 1996:180).

- i. To highlight the organization's approach to the training and development function, provide guidance for design and execution and to provide information regarding programs to all employees
- ii. Formulation of policy helps in identification of priority areas in training and development activities.
- iii. A training policy document helps to communicate the organizations' intent regarding an employee's career development, and also gives the employee the opportunity to better his/her prospects through training and development programs.

2.1.6. Organization's Training and Development Plan

Organizations need to have training and development plan. They should include in to their short (annual) and/or long term (strategic) plan of the organization to train and develop their employees systematically and continuously to make them more competent to respond to the dynamic environment in achieving organizational goal.

The organization need to develop short term training and development plan and implement it to address the identified skill and knowledge and /or performance gap. This helps employees to improve their capability to perform their current job efficiently and achieving the organizational goals.

On the other hand, the organization need to include training and development programs into its long term strategic plan to respond to the ever changing environment based assessed needs. The assessment of long term training and development needs should be carried out for the organization as a whole. It has to be part of the human resource planning In assessing the long term training and development needs the organization need to consider various factors like estimating the expansion or contraction of the labor force, the categories that will be affected, the probable number of employees leaving the organization and

the present utilization of employees. Based on this, it is possible to plan what kind of training and development programs will be required in the future, when it should begin and how many present or new employees need to be trained or developed (Graham, 1983:168).

In general, the organization's requirements for training and development programs are identified when preparing the annual plan for the organization or from detailed investigation of training and development needs. Thus, an organization training and development program can be prioritized based the identified needs. Besides, adequate budget should be allocated based on the organizations' training and development policies and available resources of the organization (Kenney, et al., 1979:58).

2.2. Training and Development Process

Training and development is a continuous and cyclical activity. It consists of a series of inter related and inter dependent functions that are practically linked together and integrated in to the whole system of the organization. Designing training and development processes have to be arranged in a logical fashion. The process involves a sequence of steps that can be grouped in to different phases.

For instance, Sherman, et al. (1998: 215) suggests a system approach to the training and development process which involves four sequential phases. These are needs assessment, program design, implementation and evaluation. On the other hand, Harris and DeSimone (1994: 88) and Mathis and Jackson (1997: 289) categorized the process in to three phases which includes needs assessment, implementation and evaluation. Even though the phases which are suggested by different authorities are different, the components which are included in the different phases remains similar. Therefore, for the purpose of our study the system approach which has four phases of training and development process is selected and discussed as follows.

2.2.1. Training and Development Needs Assessment

Training and development need assessment is the first and the most important phase in the training and development process (Patton and Pratta, 2002:466). It is an important precondition to the design and delivery of successful training and development program. Training and development need assessment is the base for objective, content, method, trainer and trainee selection (Tyson and York, 1996:143).

Training and development needs analysis is a process of collecting data that allows the organization to identify and compare its actual level of performance with the desired level of performance (Bernardin, 2003:168; Cole, 1997:279). It is an assessment of the organization's job-related needs and the capabilities of the current work force (Barbazette, 2006:5; Denisi and Griffin, 2005; 325).

In short, training and development need is a gap between the requirements of a given work/job and actual performance of employees. It is a discrepancy between the current state of the system and the desired state which exists when an employee(s) lacks the knowledge, skill and attitude to perform an assigned task or when there is a mismatch between what the job demands and what the employees' possesses in knowledge, skill attitude and experience needed to perform the task (Harris and DeSimone, 1994:91).

The objective of training need assessment is not only to test whether there is a gap between the actual and expected performance of employees but also to identify the kind and extent of deficiencies, if any and to determine whether the deficiencies are attributed to lack of training or to any other factors. This helps to design and deliver appropriate and cost-effective training and development program to bridge the gap.

The existence of gaps in skills, knowledge and attitudes among employees in organizations is manifested through in adequate job performance; acute skill shortage; drop in productivity; accident reports; quality control records and increased customer complaints(Darling,1993:123; Pigors and Myers ,1981:282).

Adequate and relevant data is essential to assess training and development needs and identify the actual gap exist with in the organization to do so, managers should make use of methods like observation, analysis of job performance, employee conference and recommendations, analysis of job requirements, consideration of current and projected changes, surveys, reports, inventories and interviews (Decenzo and Robbins, 1988: 247).

Conducting needs analysis has many benefits. It protects the assets of an organization and assures that resources set aside to address training issues are conserved and used only for that purpose. It also helps determine whether training is the appropriate solution to a performance deficiency (Barbazette, 2006:6).

In relation to this, Bartram and Gibson (1997:4) stated the major benefits as follows:

- The priority area will easily be identified;
- Investment in training and development will be need based and focus on specific issues that requires remedy;
- The benefits of training will be measured against the initial costs;
- The contribution of training to organizational growth and success can be recognized.

However, despite its benefits many organizations do not perform need analysis as frequently or as thoroughly as they might because of wrong assumption that training and development need assessment is difficult, time consuming and costly process (Harris and DeSimone, 1994:92).

In general, analysis of training and development needs is helpful to identify the knowledge, skills, attitude and performance gaps actually exist with in the organization and to design and implement proper training and development programs that enhance the performance of employees and the achievement of organizational goals.

2.2.2. Approaches to Training and Development Need Analysis

Training and development needs are identified and analyzed using three approaches. These are Organizational, Task/job and Person/individual analysis (Bernardin 2003:167; Cowling and Mailer,1998:66; Harris and DeSimone, 1994:94; Mathis and Jackson, 1997:291; Pont, 1991:3).

Organizational Analysis

Needs assessment should diagnose present problem and future challenges which are to be met through training and development programs.

Organizational analysis is an examination of the environment, goals/strategies, resources and constraints of the organization to determine where training and development activities should be placed or emphasized (Adane, 2002:102; Harris and DeSimone, 1994:95; Sherman, et al., 1998:216).

Organizational needs assessment considers organization as a system and focuses whether there are adequate people in an organization and tries to identify the knowledge, skill and abilities currently and /or the in future needed to achieve organizational goals (Brown, 2002:572; Cowling and Mailer, 1998:66; Mathis and Jackson, 1997:291).

To sum up, organizational need analysis is an examination of the entire organizational activities. It has the capacity to identify and direct where training and development programs should be emphasized. It also plays vital role to identify the knowledge, skill and abilities that will be needed by the employees in the future.

Task/Job Analysis

Task analysis is the process of examining a job in detail to identify its component activities, performance standards, methods and the knowledge the employee(s) must use in the performance of the task and the ways in which employees learn these methods and acquire the needed knowledge (Cowling and Mailer, 1998:68).Task analysis involves reviewing the job description and

specifications to identify the activities performed in a particular job and the knowledge, skill and attitudes needed to perform them (Brown, 2002:573; Sherman, et al., 1998:218).

Person/Individual Analysis

Once the organizational and task analysis are made it is necessary to conduct person analysis which determines what skills, knowledge and attitudes are required of employees to perform their jobs. It involves determining which employee(s) require, training and development or which do not need such training and development activities (Brown, 2002:573; Sherman, et al., 1998:219).

Person analysis focuses on individuals and how they perform their jobs (Cowling and Mailer, 1990:60). It is important for several reasons. First, thorough analysis helps organizations avoid the mistake of sending all employees in to training when some do not need it. Second it helps managers determine what trainers are able to do when they enter training so that the program can be designed to emphasize the areas in which they are deficient (Sherman, et al., 1998:220).

2.3. Designing Training and Development Programs

This phase of training and development is concerned with the preparation of a blue print for the training and development programs. The designing phase involves a number of activities which needs due consideration for the effectiveness of the training and development programs.

2.3.1. Training and Development Objectives

After identifying training and development needs, the next step is defining training and development objectives. With regard to this, Chandan (1995:180) states that it is the stage where full assessment must be made of the potential achievement of the training and development program and those that are directly attributed to these programs.

Training and development objectives should be related to the training and development needs identified in the need analysis phase. Clearly stated objectives help to design appropriate training and development programs and to measure its effectiveness.

According to Byar and Rue (2006:166) effective training objectives should state what will result for the organization, department or individual when the training is completed. The out come should be described in writing. Training objectives can be categorized as follows:

- **Instructional objectives:** Involves what principles, facts and concepts are to be learned in the training program; who is to be taught and when are they to be taught.
- **Organizational and departmental objectives:** Involves what impact will the training have on organizational and departmental outcomes such as absenteeism, turnover, reduced costs, and improved productivity.
- **Individual performance and growth objectives:** Includes what impact will the training have on the behavioral and attitudinal outcomes of the individual trainee, what impact will the training have on personal growth of the individuals trainee.

Moreover, Tracey (1984:120) states that determining objectives involves precisely what the employee should learn and stating the desired out comes and convey to all concerned what the training and development program is designed to do. Therefore, determining clear and realistic objective is a keystone in designing training and development program that is because all other step in the development of training and development programs are based. Thus, objectives determine the approach to training, the facilities, equipment, material, content, method and personnel required and the criteria for measuring the success and effectiveness of the training and development programs.

2.3.2. Training and Development Contents

Training and development contents are very essential for the effectiveness of the program. They are very much influenced by the purpose and need for training and development (Saiyadain, 2003:242). The most appropriate contents would be those that are close to the actual job to be performed by the employees. Contents of training and development would vary according to the level of participants. For instance, for managers at executive level probably conceptual abilities are more important hence one should focus on theories, frameworks and concepts. Where as, for those at lower levels the emphasis may be on technical skills and their applications (Saiyadain, 2003:249).

In developing training and development programs sequencing of contents is also another important point that needs consideration. Contents have to follow some logical and acceptable sequences usually from simple to complete or from known to unknown to help participants easily understand and apply in their day to day activities.

2.3.3. Training and Development Program

There are different kinds of training and development programs that could be developed based on the identified training and development needs analysis. In relation to this Saiyadain (2003:249) lists four types of standard training and development programs.

- **Induction Training:** This kind of training is conducted when new recruit is introduced to the organization, condition of services rules and regulation, etc. which helps to familiarize the new employee with the content of the job and context of the work environment.
- **Supervisory Training:** Supervisors are trained for skills, leadership qualities, and for properly handling and supporting employees.
- **Technical Training:** This type of training program helps to induct new entrants to the operational requirement of the units in improving the skills of existing employees.

- **Management Development:** This kind of training is for managers it emphasizes on attitude and values, conceptual Knowledge, analytical and decision making abilities.

2.3.4. Trainers and Trainees

In any training and development program trainers and trainees play an important role for its effectiveness. Trainers are important because they provide appropriate guidance and support for trainees. They also provide the subject matter knowledge. On the other hand, trainees are important in that they can actively participate in the design of the content of instruction and also receive and apply the whole training and development program (Tracey, 1984:344). Therefore, selecting the appropriate trainer and trainee are vital for the efficient and effective implementation of the training and development programs.

i. Selection of Trainers

Selecting appropriate trainer is one important element in the provision of effective training and development program, trainers are expected to enhance and foster the training activity that helps to achieve the organizational goals. In addition, they shoulder greater responsibility to ensure that the outcomes of training and development programs are worth enough to the organization.

Therefore, to select the appropriate and capable trainers from within or outside the organization that can fulfill the above condition emphasis should be given on those who are best qualified through education, experience, technical and pedagogical knowledge and skills. In addition, good communication skills, and personal qualities should also be considered since they are useful in the process of delivering effective training and development programs (Tracey, 1984:346).

ii. Selection of Trainees

The selection of trainees is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees,

educational background, work experience, openness to new ideas and perceived need for self improvement (Watson, 1979:117).

In addition, Tracey (1984) states that the selection and screening of trainees should seriously consider the following points:

- **Nomination:** In nominating trainees for training and development programs different factors need to be considered. The extent to which the employees need the training; employee's potential for advancement; the efforts of the employee towards self-improvement; the extent to which employee is judged to be willing and able to apply the new skills upon return to the job; the extent to which the employee's knowledge, skills, attitudes or performance are likely to be improved by the training; the degree to which the organization elements expect to benefit from the employees' new or improved knowledge and skill are the major factors that need due consideration.
- **Application:** This is the request forwarded by the employee to be admitted in a training and development programs based on the information provided for the program.
- **Records:** Proper screening and selection of personnel for training and development can take place according to the recorded information available.
- **Tests:** This method is used for measuring knowledge and skills of employee to be trained.
- **Self Report:** This is biographical information and a good source of data with which to predict success.
- **Interview:** When training is expensive or involves high risk method interview will part of the screening and selection process.

2.3.5. Training Facilities and Environment

Appropriate training facilities and good training and development environment are another crucial factor for the effectiveness of training and development programs. In selecting appropriate training and development facilities and environment the following questions need to be answered. What physical facilities are required/available, what training media and support services are required, what training and recreational facilities are available, where should training events take place and where should participants being accommodated. Moreover, training aids must be relevant to the purpose and contents of the training and development and trainees levels of understanding.

Moreover, Watson (1979:131) explains that seating arrangements and layouts of the training rooms as well as the location of the raining sites are extremely important aspects of effective training. Thus, for effective training and development program appropriate training facilities and proper training environment (rooms and seating condition) should be carefully planned and selected in advance. This indicates, appropriate training facilities and environment increase the rate of retention of the contents and improve effectiveness of the training and development program.

2.4. Training and Development Methods

A number of methods can be used to train and develop employees on their job or out of their actual job environment. The methods range from relatively unstructured and informal to carefully structured or formal ways of delivering the programs. Each training and development method has its own advantages and disadvantages. However, it is important to note that no one method is inherently superior to other, but the different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000:193).

The selection, improvement and creation of appropriate training and development methods consider a number of factors like skills needed for the job, qualifications of the job incumbents, resources, content and purpose and

the kind of operating problems of the organization (Ethiopian Management Institute, 1998:5(Part VI); Pigors and Myers, 1981: 283).

Moreover, Saiydain (1999:217) states that the purpose of training; the nature of contents; the location of the training; trainees hierarchical and motivational level; cost and the time allocated for training should be considered to select a method or combination of methods.

Different authorities classified training and development methods in to various categories. However, the most popular categories used by organizations are on-the-job and off-the- job training and development methods (Bramham, 1994:40; Decenzo and Robbins, 1999: 230; Graham and Bennett, 1998:286).

2.4.1. On-the-Job Training and Development Method

On-the-Job (OJT) training and development method takes on the actual job. In this method trainees learn while they are on their actual work situations. It is learning by doing which makes employees appear to be immediately productive (Decenzo and Robbins, 1999:230).

On-the-job training and development method has a number of advantages. According to Graham (1983: 169) the following are the major advantages.

- Less costly or reduced training cost
- Has no problems in transfer of learning
- Easy to assess improvement and progress and resolve encountering problems
- Employees gain confidence and become increasingly productive
- Quick feedback can be provided at the spot.

However, on-the-job training is not without its own drawbacks. One of the drawbacks of OJT is low productivity while the employees develop their skills. Another drawback can be the errors made by the trainees while they learn (Decenzo and Robbins, 1999: 230). This may create customer inconvenience,

reduced quality of service/ products and damages to equipments (Harris and DeSimone, 1994: 138).

On-the-job training can use a number of techniques. Mentoring, coaching, job rotation, action learning, delegation, succession planning, management internship and committee assignments are the most widely used techniques that are used to train and develop employees on their actual work situation (Dessler, 2005: 286; Megginson, 1981:242).

Mentoring is an important technique for management and employee training and development. It is a process in which a more skilled or experienced person serve as a role model, teaches and counsels, a less skilled or experienced person for the purpose of promoting professional and personal development. Mentoring is defined as “a developmentally oriented relationship between senior and junior colleagues or peers”. (Gomez-Mejia, et al.,1995:340). In general, mentoring assumes that individuals learn and develop skills by observing, copying and adapting the behavior that they respect (Gross, 1996: 72).

Coaching is another important form of OJT. Megginson (1981:242) defined coaching as the process which involves superiors providing guidance and counsel to subordinates in the course of their regular job performance. Moreover, Harris and DeSimone (1994:267) defined coaching as “the process used encourage employees to accept responsibility for their performance, enable them to achieve and sustain superior performance, and treat them as partners on working to wards organizational goal.” The definition implies that coaching is an important technique that allows employees to learn and progress in their own pace with the help of its immediate supervisor. On top of this, it is immediate, direct and in expensive technique which allows two-way communication.

Job Rotation is another technique in training and development of employees. It involves assigning trainees on various jobs for a specified period of time with the objective of broadening their work experience (Harrison and DeSimone,

1994: 10). Thus, it provides employees the opportunity to work and be familiar with various units of the organization and the inter-relationship and interdependence among the various components of the organization as a whole.

2.4.2. Off- the- Job Training and Development Methods

Off- the-job training and development method is a kind of training which takes place a way from the normal work situation. It may take place on the employees' premises at a training center or at universities/ colleges or training institutions (Graham, 1983: 169).

Off- the-job training is useful for the development of managerial leadership and employees technical skills. It is also helpful for imparting knowledge, skills, processes and techniques, especially when the course covers standard theory and practice (Armstrong, 2005:565).

According to Graham and Bennett (1998: 287), off-the-job training and development method has the following major advantages:

- It has a high quality as it is given by a specialist instructor.
- Special and simplified equipments can be used.
- The trainee can learn the job in planned stages, using special exercise to enable him/her to master particularly difficult aspects.
- In the long-term off-the-job training may be less costly because it enables workers to reach higher standards of speed and quality.
- It is free from the pressures of payment-by-results schemes, noise, danger or publicity.
- The trainee will learn correct methods from the out set.
- Trainee does not damage valuable equipment or produce spoiled work or scrap.

On the other hand, increased cost due to separate premises, equipment, travel and instructor and difficulty of transfer of learning are the two major disadvantages of off-the-job-training method (Graham, 1998:288).

There are various techniques of off-the-job training and development method. The most commonly employed are workshop, lectures, case studies, role

playing, programmed learning, simulation, discussion groups (Armstrong, 2005:899; Chandan, 1995:285).

In general, there is no one best method to train and develop employees and no method is without its drawbacks. Therefore, in selecting training and development technique trainers need to examine the pros and cons of each methods available and analyze what best technique suite their needs, problems and situations in which the organization operates.

2.5. Implementing Training and Development Program

Once the entire training preconditions are fulfilled, training is ready to be delivered by the trainer. This is the stage where the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitude and satisfy the trainees.

In delivering the training and development contents the responsibility of implementing the program largely depends on trainer. He has to make appropriate decisions in arranging the physical environments and seating condition to make the trainees feel comfort and concentrate on learning (Harris and DeSimone (1994: 159).The trainer should make sure that the training environment is free from physical destructor like noise, and there should be conducive temperature, ventilation and good lighting to deliver the training and development program. Having all these arranged the trainer establishes clear expectations by preparing course outline that explains the purposes and requirements of the training session and sets class norms.

The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know, to stimulate their interests and to maximize the similarity between the training and the job situation.

This is followed by careful presentation of the training content by stressing on key points. The trainer also has to test the trainees by asking questions and

correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288). Finally, the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.6. Evaluation of Training and Development Program

Training Evaluation is the process of gathering information that helps to make sound decisions regarding training activities (Bramley, 1996: 5). It involves the activities of reviewing and measuring how well each training phases were carried out and the effectiveness of training programs as whole (Ethiopian Management Institution, 1998:1(Part x)).

Harris and DeSimone (1994: 199) also stated training evaluation as the systematic gathering of descriptive and judgmental data which is essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities.

The above definitions show that training and development evaluation is an ongoing process which is conducted at all phases of the training and development program that provides valuable and reliable information that helps to identify the strengths and weakness, judge the success and failure of training program and to decide on improvements to be made in the future.

Training evaluation is needed for various reasons. According to Kenney et al. (1979: 100) the major reasons for the need of training and development evaluation are the following:

- It enables the effectiveness of an investment in training to be appraised
- It provides 'feed back' about trainees and training method and so can aid learning during the program
- It indicates the extent to which objectives have been met and the results of evaluation can be used to improve subsequent programs.
- It provides data which can justify expenditure (cost) of training.

2.6.1. Purpose of Training and Development Evaluation

Training and development program evaluation has a number of purposes with in an organization. It helps to determining whether a program is accomplished its objectives; identify the strengths and weakness of a program; determine the cost-benefits of a program; decide who should participate in the future training program; identify which participants benefited the most or least from the program; reinforce main points to be made to the participants; gather data to assist in making future programs; determine if the program was appropriate; and establish data base to assist management in decision making and to identify (Ethiopian Management Institution, 1998 (Part x); Harris and DeSimore, 1994:167).

Moreover, Cowling and Mailer (1998:73) sates that training and development evaluation should serve the following three major purposes:

- i. Proving:** Proving the worth and impact of training to the organization that training and development program add value to its strategic direction.
- ii. Improving:** To provide the trainer with information which help him/her increase the subsequent effectiveness of the training programs.
- iii. Learning:** Measuring the learning which has taken place as a result of the training and development program.

2.6.2. Approaches to Training and Development Evaluation

Different authors developed various approaches and models for training and development evaluation. However, the following three approaches are the most popular which are widely used in evaluating the effectiveness of training and development programs (Decenzo and Robbins, 1988: 265).

1. Test Retest Method: In this approach participants are given a test before they begin the program. After the program is completed, the participants retake the test.

2. Pre -post Performance Method- In this method each participant is evaluated prior to training and rated on actual job performance. After training is completed, the participant is re-evaluated.

3. Experimental- Control Groups Method: In this approach, two groups are established. The two groups are comparable as to their skills, intelligence, and learning abilities and evaluated on actual job performance. According to this approach member of the control group work on the job but do not undergo training. On the other hand, the experimental group is given the training. At the end of the training, the two groups are re-evaluated. If the training is really effective, the experimental group's performance will have improved and its performance will be substantially better than that of the control group.

2.6.3. Criteria for Training and Development Evaluation

There are various criteria against which the effectiveness of any training and development program can be evaluated. However, the following are the four basic and widely used criteria for evaluating training and development program (Bramley, 1996:133; Decenzo and Robbins, 1988: 265; Sherman, et al., 1998: 238).

- i. Reaction:** Focuses on reaction, feeling or perception of trainees about the program to measure its effectiveness. It helps to identify whether the objectives of the program is consistent with the expectations of the participants.
- ii. Learning:** This criterion attempts to asses whether the principles, facts, skills and knowledge that were taught are actually acquired by the trainees.

- iii. **Behavior:** The behavioral change criterion attempts to look at how the trainees act back on the job after training has taken place. In other words, it attempts to measure the changes in the behavior of participants as a result of the training and development program.
- iv. **Results:** This criterion tries to measure those quantifiable, measurable or tangible results or improvements that are attributed to the training and development program. For example, increased output, improved performance, lower costs, errors, accidents, damages, turnover and absenteeism that are brought as a result of training and development (Harris and DeSimone, 1994: 171).

In general training and development evaluation is not a one shot activity which is performed at the end of the program. It is a continuous and cyclical process which is conducted at each phases throughout the training and development program. Training and development program evaluation must be carefully and systematically conducted in a planned way to collect relevant data using appropriate techniques. The collected data should be scientifically analyzed to attribute the achievement of organizational goals to training and development program as well as to use as feed back that help to improve the program that is going to be done in the future (Cowling and Mailer, 1998:66).

2.7. Constraints of Training and Development Program

Training and development is a process of improving the capacity and competencies of employees through the acquisition of knowledge, skill and attitude using various methods. However, this process is likely to be constrained by various factors. Among others, the following are the major ones.

Management Capacity and Attitude

Top level management commitment to support training and development program is one of the major factors that influence the process and the expected results of the program. The knowledge and attitude of management is crucial

for the success and effectiveness training and development program (Coacheu, 1989:59, Ethiopian Management Institute, 1998:17(Part I); Pigors and Myers, 1981: 282). Pigors and Myers(1981) future state that managers at all levels, particularly top level management should provide real support for training and development activities in their organizations.

Top management support for training and development is also related with the allocation of adequate resources, integrating training and development activities in to the strategic process, establishing and periodically reviewing training and development policies and objectives, organizing and dealing with their own developmental needs for the training and development program (Mondy, et al.,1999:158).This indicates that management at any level need to be committed to provide the necessary resource and consider cost of training as an investment which has return for the organization through improved performance of employees. However, management tends to consider training and development as an operative cost rather than an investment which reduces the support, commitment and overall effectiveness of the program (Wong, et al., 1997:46).

Availability of Resources

The other factor which affects the effectiveness of training and development program is the availability of adequate resources. Training and development program is an expensive activity which demands different kinds of resources like human, materials, financial, time and information. Lack of such resources may affect the effectiveness of the training and development programs of the organization.

Financial Problem

Financial problem is the major constraint that hampers the implementation and effectiveness of the training and development program of the organization. It is mainly occurred due to budgetary problem. Most organizations do not allocate separate budget for training development programs. With regards to

this, Bramham (1994: 32) states the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. This shows that lack of adequate budgets has great influence on the effectiveness of the overall training and development program of the organization.

In general, the implementation of effective and proper training and development programs are influenced by various factors .Among these, inadequate planning, lack of coordination of various efforts, inadequate needs analysis and lack of training among those who lead the training and development activities are the common constraints that affect the effectiveness of training and development programs of the organization (Mathis and Jackson (1997: 326).

Chapter Three: Research Design and Methodology

3.1. Research Methodology

In undertaking the study, both qualitative and quantitative research approaches were used. Descriptive research method was employed as it was the appropriate method which enables the researcher to assess and describe the current practices and problems of training and development programs in a broad and wider magnitude.

3.2. Sources of Data

Both primary and secondary data sources were used to conduct the research. Primary data were obtained from line and staff employees of zone education desk and sample Woreda education offices. Secondary data sources like annual reports, educational abstracts and directives were used to obtain data on the selection of trainers, trainees, methods ,content, design, implementation and evaluation of training and development programs whereas published and unpublished materials were used to obtain data on conceptual frame work or to discuss review of related literatures that support the study..

3.3. Sampling Techniques

All employees working in Ilu Aba Bora Zone Education Desk and twenty two (22) Woreda Education Offices were the population of the study. Probability (simple random sampling) and non probability (purposive and availability sampling) methods were used to select sample respondents, woreda education offices and zone education desk for the study. Simple random sampling was used to select ten (10) Woreda Education Offices that account 45% of the total woredas (22) in the zone. These are Dembi, Gechi, Yanfa, Bedele, Cora, Yayu, Allee, Algie, hallu and Hurumu Woreda education offices. Lottery method was used to identify the sample Woredas and to give them equal chances to be included in the sample. In order to gather sufficient and relevant data for the study, Zone Education Desk was purposely included in the sample. This is due

to the fact that Zone Education Desk is responsible in coordinating different training and development programs as well as due to its frequent interaction with Woreda education offices it was believed that it has the chance to know more and can provide relevant and adequate information about the current practices and problems of training and development programs in the education sector of the zone.

Moreover, since the number of employees at zone education desk and woreda education offices were small and manageable and to obtain adequate and relevant data, all available 13(7 line and 6 staff) employees of zone education desk and 134 (66 line and 68 staff) employees of the ten (10) sample woreda education offices were included as respondents of the study. In general, a total of one hundred forty seven (147) employees from ten woreda education offices and one zone education desk were involved in the study.

Table 1 .Type and Size of Population and Sample Respondents

Zone and Sample woredas	Line Employees				Staff Employees				Total	
	Population		Sample		Population		Sample			
	No	%	No	%	No	%	No	%	No	%
Ilu Aba Bora ZED	7	100	7	100	6	100	6	100	13	100
Didessa WEO	6	100	6	100	7	100	7	100	13	100
Gechi WEO	7	100	7	100	7	100	7	100	14	100
Yanfa WEO	7	100	7	100	6	100	6	100	13	100
Bedele WEO	7	100	7	100	7	100	7	100	14	100
Chora WEO	6	100	6	100	7	100	7	100	13	100
Hurumu WEO	6	100	6	100	7	100	7	100	13	100
Yayu WEO	7	100	7	100	7	100	7	100	14	100
Halluu-bure WEO	6	100	6	100	7	100	7	100	13	100
Allee(Gore) WEO	7	100	7	100	7	100	7	100	14	100
Algie WEO	7	100	7	100	6	100	6	100	13	100
Total	73	100	73	100	74	100	74	100	147	100

3.4. Data Gathering Tools

To collect relevant and adequate data, three basic instrument namely: questionnaires, interview and document analysis were used.

1. Questionnaires

Questionnaires were prepared based on the review of literature and were used to collect data from large number of respondents. Most of the questions in the questionnaire were close- ended supplemented with few open-ended items. The questions were prepared in English and then translated in to 'Afan Oromo'. Afan Oromo was used as it is the official working language of the region and to avoided language barrier while gathering appropriate data. The same question was set and distributed for all respondents.

2. Interview

Semi-structured interview was employed as instrument to gather more detailed information from all heads of the selected sample Woreda education offices and zone education desk. The interview was focused on training and development policy, plan, needs assessment, opportunities, methods, evaluation and constraints of the training and development programs. The information obtained using interview was used to substantiate the line and staff responses collected through questionnaires.

3. Document Analysis

To enrich the data obtained through questionnaires and interviews, and to solicit additional information relevant documents like annual reports, educational abstracts and directives were used to obtain data on the selection of trainers, trainees, methods ,content, design, implementation and evaluation of training and development programs.

3.5. Pilot Testing

After the questionnaires were prepared, pilot testing of the instrument was made on one randomly selected woreda from non-sampled woredas education offices. Metu Woreda Education Office was selected for pilot testing .The pilot test was conducted on nine (9) respondents. Based on the pilot test, the internal consistency of the instrument was calculated using Cronbach Alpha as it was appropriate to test the reliability of likert scale question items (ያለው እንዳወቀ, 2006:226). Cronbach Alpha formula was used to calculate the reliability of the questionnaires as a result the reliability of the instrument was found to be 0.87. Hence, the instrument was found to be reliable as statistical literatures usually recommend a test result of 0.65 and above as reliable for attitude, opinion and perception question items (ያለው እንዳወቀ, 2006:228).

Moreover, to confirm the validity of the instrument, participants of the pilot test were oriented about the objectives of the pilot study, how to fill, evaluate and give feedback regarding the relevance of the question items. Based on the suggestion forwarded and information obtained the necessary corrections and modifications were made before the questionnaires were administrated to subjects of the study.

In general, the pilot test has helped the researcher reduce number of items; avoid errors related to clarity of language, ideas, and contents, and to include some important concepts which were not included in the questionnaire. After the necessary improvements were made the questionnaires were distributed to be filled by the respondents.

3.6. Data Gathering Procedures

First, the questionnaires and interview guides were prepared in English and then translated in to Afan Oromo. After that the researcher went to zone education desk and all sample woreda education offices to collect data. Before the questionnaires were distributed to the respondents, the researcher has made the first contact with head of the offices (ZED and WEO) to obtain

permission and necessary support to administer and collect the questionnaire. After the permission was obtained the researcher distributed the questionnaires to all available employees in the office to fill the questionnaire individually. Following this, the researcher made an interview with heads of the offices and consulted available documents related to training and development policy, plan, directives and needs assessment activities to obtain additional data for the study.

3.7. Methods of Data Analysis

Data collected through questionnaires (close-ended) were presented in table form. Frequency counts, percentages and mean scores were used to identify the frequency of observations that fall into different categories for interpretation. The interpretations were made for all five point scale measurements based on the following mean score results:

1. 1.00 – 1.49 = Strongly disagree
2. 1.50 – 2.49 = Disagree
3. 2.50 – 3.49 = Neutral
4. 3.50 – 4.49 = Agree
5. 4.50 – 5.00 = Strongly agree

Apart from this, t- test was used to test statistically significant difference between the mean scores of the two independent variables (line and staff respondents). The existing response differences were tested at 0.05 level of significance.

The responses obtained from open ended item of the questionnaires, interview and document analysis were used to substantiate the analysis following each tables. Depending on the results of the analysis, interpretations and necessary discussions were made to clarify the issue. Finally, the major findings of the study were reported and recommendations were forwarded.

Chapter Four: Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of data collected from respondents through questionnaires, interview and document analysis. The data collected from questionnaires were organized in tabular form and analyzed using percentages, mean scores, and t-test to see the difference between the mean scores. The information collected through interview and document analyses were analyzed in relation to the responses obtained through the questionnaires. Besides, the implications of the results of the analysis have been discussed. Therefore, the basic questions which were raised in the study have given relevant responses.

4.1. Characteristics of Respondents

The study targeted at 73 line and 74 staff employees working in ten (10) woreda education offices and zone education desk found in Ilu Aba Bora zone. Besides, head of zone education desk and sample woreda education offices were interviewed to triangulate the responses through questionnaires.

A total of 147 questionnaires which were translated in Afan Oromo were distributed to line and staff respondents of woreda education offices and zone education desk that were included in the study. Out of 73 questionnaires distributed to line respondents 64 (87.7) were filled and returned. From 74 questionnaires that were distributed for staff respondents 66(89.2%) were filled and returned. In general out of 147 questionnaires distributed to respondents, 130(88.4%) were filled out and returned. On the basis of the responses that were obtained presentation, analysis and interpretation of data were made following each table.

As one can understand, employees' general characteristics like sex, age, qualification and work experience have an impact on the training and development programs and over all performance of organizational activities. With this assumption, the researcher has tried to analyze the demographic characteristics of sample respondents as follows.

Table 2.Characteristics of Respondents

No	Items	Respondents					
		Line		Staff		Total	
		No	%	No	%	No	%
1	Sex:	47	73.4	44	66.6	91	70
	Male						
	Female	17	26.6	22	33.3	39	30
	Total	64	100	66	100	130	100
2	Age:						
	<20						
	21-25	3	4.7	5	7.5	8	6.1
	26-30	7	10.9	9	13.6	16	12.3
	31-35	19	29.6	14	21.2	33	25.4
	36-40	22	34.3	21	31.8	43	33.1
	>40	13	20.4	17	25.7	30	23.1
	Total	64	100	66	100	130	100
3	Educational Qualification:						
	< Grade 12						
	Grade 12 complete	-	-	7	10.6	7	5.4
	Certificate	4	6.2	13	19.7	17	13.1
	Diploma	34	53.2	37	56.1	71	54.6
	First Degree	22	34.4	9	13.6	31	23.8
	Second Degree	4	6.2	-	-	4	3.1
	Total	64	100	66	100	130	100
4	Work Experience:						
	0-5	3	4.7	6	9.2	9	6.9
	6-10	7	10.9	8	12.1	15	11.5
	11-15	14	21.9	11	16.7	25	19.2
	16-20	17	26.6	12	18.2	29	22.3
	21-25	11	17.2	15	22.7	26	20.0
	Above 25	12	18.7	14	21.1	26	20.0
	Total	64	100	66	100	130	100

As can be seen from item 1 of table 2, 47(73.4%) of line and 44(66.6%) of staff or 91(70%) of the total respondents were males. Only 17(26.6%) of line and 22(33.3%) of staff or 39(30%) of them were females. This indicates management positions in education offices of the zone were occupied by male employees and females were not given opportunities or they have rare chance of holding leadership positions.

With regards to age distribution, the majority 41(63.9%) of line and 35(53%) of staff respondents were with in the age category of 31-40.

With reference to educational qualifications of respondents, 71(54.6%) were diploma holders which took the lion share followed by 31(23.8%) of first degree holders. Only 4(3.1%) of respondents were second degree holders. This shows most of the employees in the offices had diploma and above educational qualifications. This implies that organizations have qualified employees that have the knowledge and skill to perform organizational activities and that can perform their job in a better ways if they were provided adequate and continuous training and development programs.

With regards to work experiences, 106(81.5%) of respondents had more than ten years of work experience working on different positions in their organizations. This implies respondents had better experience and knowledge about their organization and familiar with practices and problems of training and development programs that enable them provide dependable and reliable data for this study.

In general, the profile of the respondents shows that respondents can appreciate the issue under study and are expected to provide dependable and valuable information for this study.

4.2. Analysis of the Practices and problems of Training and development Programs

As it was discussed in the previous chapters, training and development is a process which comprises different phases. It ranges from identifying training and development needs up-to-evaluating the outcomes of the programs offered. Therefore, it is logical to raise questions that help to analyze the overall practices of training and development programs in educational organizations under study. Based on this assumption, issues related to training and development policy, plan, needs assessment, objectives, contents, resources,

methods, evaluation and constraints were raised and discussed based on responses of respondents and documents observed as follows.

Table.3. Responses related to Training and Development Policy

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	The organization has TD policy.	Line	N	2	5	3	28	26	1.89	-1.158
		Staff	N	4	8	3	27	24	2.11	
2	TD policy was developed at the organizational level.	Line	N	7	6	1	27	23	2.17	0.182
		Staff	N	5	7	2	30	22	2.13	
3	TD policy of the organization is well communicated to all employees	Line	N	7	9	2	28	18	2.35	0.913
		Staff	N	6	7	1	29	23	2.15	
4	TD guidelines were developed based on the TD policy.	Line	N	7	9	2	26	20	2.32	0.681
		Staff	N	4	9	2	31	20	2.18	

To implement the training and development programs more effectively and efficiently organizations need to have training and development policy that serve them as guidelines to successfully design, implement and evaluate the program.

As can be observed from item 1 of table 3, respondents were asked whether their office had training and development policy or not. Based on this, both line and staff with the mean scores of 1.89 and 2.11 respectively disagreed on the idea that organizations have training and development policy. The t-test does not show significant statistical difference between the mean scores of the two independent groups at 0.05 level of significance and 128 degrees of freedom. The calculated t-value -1.158 which was less than the table value (1.960) shows that there was no opinion difference between line and staff respondents on the absence of training & development policy in their office. From this, it can be deduced that the organizations have been conducting training and development programs without policy that shows them directions on how to design and implement the programs. This finding contradicts the idea that training and development policy provides guidance for design and

execution, identification of priority areas and to provide information regarding programs to all employees (kumar, 2000:42; Monappa and Saiyadin, 1996:180).

Contextualizing & developing training and development policy at organizational level also important and gives directions on how, when, what and where to conduct training and development programs. In relation to this, respondents were asked whether or not their organizations have developed training and development policies at organizational level. Both line and staff respondents answered with the mean scores of 2.17 and 2.13 respectively disagreed the idea that their organizations have developed training and development policies at organizational level and statistically no significant difference was observed between the two means.

In relation to the above idea, the response of interviewees' revealed that employees at both levels (zone & woreda) had the assumption that training and development policies and guidelines are developed at the national and regional levels. Moreover, available documents revealed that some training guidelines on how to select trainees were sent from the organizations that offer training and development programs. This indicates that organizations always wait top level management bodies for policies and guidelines rather than developing their own training and development policies based on the context of their organization.

In general, it can be understood that lack of awareness, budget, trained man power and expecting top level body to prepare training and development policies and guidelines were the main reasons for unavailability of training and development policies and guidelines in organizations. Thus, organizations may face problems in conducting continuous and consistent training and development programs.

Table.4.Response related to Training and Development Plan

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	The organization has strategic plan	Line	N	24	31	1	5	3	4.06	-0.263
		Staff	N	30	27	1	2	6	4.10	
2	TD plans are incorporated in to SP of the organization	Line	N	21	30	4	6	3	3.90	-0.048
		Staff	N	28	25	2	4	7	3.95	
3	TD plans of the organization are well communicated to all employees	Line	N	22	27	1	8	6	3.79	8.286
		Staff	N	3	7	4	28	24	2.05	
4	TD programs are implemented according to the plan of the organization	Line	N	6	9	-	29	20	2.25	0.545
		Staff	N	5	8	1	29	23	2.13	

Organizations were established with the objectives of achieving some specific purposes. In order to serve their purpose, they are expected to have strategic plan that comprises strategies in training and development of their employees. In relation to this, attempts were made to assess whether or not organizations have strategic plan and training and development programs were incorporated in to the strategic plans of the organizations.

As can be observed from item 1 of table 4, respondents were asked whether their organization has strategic plan or not. With regard to this, both line and staff respondents agreed that their organization had strategic plan. The mean scores were found to be 4.06 and 4.11 for line and staff respondents respectively and no statistical significant difference was observed between the two mean scores. Moreover, the response of interviewees and analysis of the strategic plan document revealed that all organizations have developed five years strategic plans for their organizations.

In item 2 of table 4, respondents were asked whether or not organizations have developed training and development plans and incorporated in to the strategic plan of their organization. In relation to this, both line and staff respondents with mean scores of 3.94 and 3.95 respectively agreed that their organization had training and development plan. The result of t- test also shows there is no significant statistical difference between the mean scores of the two line and staff respondents. This implies the existence of training and development plan in the organizations and consistent with the idea of Harris and DeSimone (1994:2) that state training and development plans should be integrated to long term plans and strategies of the organization.

Training and development programs and strategies have to be communicated to all employees of the organization to obtain consensus and commitment for effective and efficient implementation of the program. In this regard, respondents were asked to rate their opinions as to what extent training and development plans were communicated to employees. Accordingly, line respondents agreed with the mean score of 3.79 while staff respondents rejected the idea with the mean score of 2.05. The calculated t- test result (8.286) at 0.05 significant levels and 128 degrees of freedom exceeds the table value (1.960). This shows that there is significant difference between the mean scores of the two groups which indicates opinion difference between line and staff respondents that training and development programs were communicated to all employees.

Even though line respondents agreed that training and development programs were communicated to employees of the organization, the result of the interview and analysis performance reports revealed that employees were not informed or discussed on how to design and implement the training and development plans of the organization.

Training and development programs should not be designed for their own sake. They have to be implemented as per the plan of the organization to bring the desired outcomes.

In relation to this, both line and staff respondents with mean score of 2.25 and 2.13 respectively disagreed that training and development programs were implemented as per the plan of the organization. The t- test result shows no significant statistical difference between the mean scores of line and staff respondents. This indicates that there is an agreement between respondents that training and development programs were not implemented consistent with plan of the organizations. In addition, the response obtained from interviewees and analysis of the annual performance report document revealed that training and development programs were not undertaken according to the plan of the organization.

Table.5.Responses Related to Training and Development NeedsAssessment

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	The organization has conducted TDNA	Line	N	5	9	7	24	19	2.33	-0.500
		Staff	N	6	8	11	25	16	2.44	
2	TDN are identified by top level managers	Line	N	7	12	4	22	19	2.47	0.391
		Staff	N	8	7	7	24	20	2.38	
3	TDN are identified by training coordinators	Line	N	6	11	3	24	20	2.36	-0.130
		Staff	N	7	9	6	25	19	2.39	
4	TDN are identified by external consultants	Line	N	9	8	-	21	26	2.26	0.160
		Staff	N	9	6	-	27	24	2.22	
5	TDN are identified through the analysis of detailed activities of the task	Line	N	8	9	5	25	17	2.47	0.609
		Staff	N	5	11	4	27	19	2.33	
6	TDN are identified through the analysis of KSA of each individuals	Line	N	5	7	-	31	21	2.12	-0.182
		Staff	N	4	10	2	27	23	2.17	
7	TDN are identified through the analysis of organizational goal, culture, climate, structure, etc.	Line	N	6	9	-	26	23	2.20	-0.417
		Staff	N	7	11	1	25	22	2.33	

The importance of conducting training and development needs assessment was discussed in the literature review part of this paper. Training and development need assessment is the first and the most important step or phase in designing training and development programs. Organizations are expected to undertake training and development needs analysis before designing and implementing training and development programs.

As can be seen from item 1 of table 5, respondents were asked whether their organization has conducted training and development needs analysis or not. With regard to this, both line and staff respondents replied with the mean scores of 2.33 and 2.44 respectively that their organization did not carried out training and development needs assessment. The t- test result-0.500 at 0.05 level of significance and 128 degrees of freedom shows no statistical significant difference between the mean scores of the two independent groups. This indicates that both line and staff agreed on the absence of training and development needs analysis. From this, it can be deduced that organizations design and implement training and development programs without conducting training and development needs assessments.

In the course of conducting needs assessment, the involvement of top level managers, training coordinators and external consultants and the techniques used to assess the training and development needs emphasis. In view of this idea, respondents were asked to rate their opinions regarding the involvement of these individuals and the approaches used in the process of undertaking needs assessment.

As indicated in item 2 of table 5, both line and staff respondents with the mean score of 2.47 and 2.38 respectively showed their disagreement that top level managers were involved in identifying training and development needs of their organization. Moreover, line respondents with 2.36 mean score and staff respondents with 2.39 mean score showing their agreement that training coordinators were not participated in identify training and development needs. With regards to external consultants, both line and staff respondents with the

mean score of 2.27 and 2.22 respectively showed their disagreement that external consultants were involved in identifying training and development needs for their organization.

From this it can be deduced that the organization fail to conduct training and development need assessment either by using internal experts or external consultants who have the knowledge, skills and experience to identify training and development needs. This indicates the training and development programs conducted in each organization were determined authoritatively by top level management without assessing the training and development needs of the organizations.

Undertaking systematic, continuous and participatory training and development needs assessment involves at least analysis of three factors- the task/ jobs performed by each job holder, the knowledge ,skill and attitude of person and the goal, culture, structure etc of organization (Bernardin 2003:167; Mathis and Jackson, 1997:291). With this understanding respondents were asked to rate their opinions on how much such practices had been carried out in their respective organization.

As can be observed from item 5 of table 5, line and staff respondents with the mean score of 2.47 and 2.33 respectively replied that analysis of detailed activities of the tasks/jobs was not made to identify training and development needs of their organization. Similarly, both line respondents with the mean score of 2.12 and staff respondents with the mean score of 2.17 confirmed that analysis of skill, knowledge and attitudes of individual employees were not made to identify training and development needs. Moreover, line respondents with 2.20 mean score and staff respondents with 2.33 mean score show their agreement that training and development needs analysis were not under taken through the analysis of the goals, strategies , structure, climate and culture of the organization.

The t- test result at 0.05 level of significance and 128 degree of freedom shows no significant statistical difference between the mean scores of line and staff respondents. This implies that there is an agreement on the absence task, person and organizational analysis to identify training and development needs for the organization. This finding contradicts with the idea that training and development needs are identified and analyzed using three approaches that is, task and person and organizational analysis (Bernardin 2003:167; Cowling and Mailer, 1998:66; Harris and DeSimone, 1994:94; Mathis and Jackson, 1997:291; Pont, 1991:3).

Table.6.Response related to Reasons for not Conducting Training and Development Needs Assessment

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	Lack of experts/ specialist to conduct TDNA	Line	N	5	9	-	27	23	2.15	0.636
		Staff	N	5	7	-	26	28	2.01	
2	Lack of adequate budget	Line	N	26	25	-	9	4	3.93	0.217
		Staff	N	28	22	4	5	7	3.89	
3	Lack of commitment of managers	Line	N	2	27	1	6	7	3.82	-0.348
		Staff	N	25	29	-	5	7	3.90	
4	TDNA is time consuming and costly activity	Line	N	23	28	-	7	6	3.85	0.435
		Staff	N	24	27	-	7	8	3.78	

Organizations may fail to undertake training and development needs because of various reasons. The reasons might be beyond their scope or clients. With regard to this, respondents were asked to rate the reasons as to why organizations failed to conduct training and development needs assessment.

As can be seen from item 1 of table 6, both line and staff respondents disagreed with mean scores of 2.15 and 2.01 that lack of specialists or experts were not the reason for not conducting training and development needs analysis.

This indicates organizations might have experienced and educated employees that have the skill, knowledge and experience to conduct training and development needs of their organization.

On the contrary, as can be observed from item 2 of table 6, both line and staff respondents with the mean scores of 3.93 and 3.89 confirmed that lack of adequate budget was the reason for the absence of conducting training and development needs analysis. On the same table under item 3 and 4, line respondents with the mean score of, 3.82 and 3.85 and staff respondents with the mean score of 3.90 and 3.78 respectively replied that lack of commitment on the side the managers and the assumption that training and development needs analysis is time consuming and costly activity were the reasons for the absence of training and development needs analysis. This finding is consistent with the idea that training and development needs analysis were not conducted because of the wrong assumption that training and development need assessment is difficult, time consuming and costly process (Harris and DeSimone, 1994:92).

The t - test result also does not show significant statistical difference between the mean scores of line and staff respondents for the three items. This indicates that lack of budget to conduct TDNA, awareness on the importance undertaking TDNA and commitment of managers to conduct TDNA were the three major reasons for the absence of training and development needs analysis in the organizations.

Table.7. Techniques used to Obtain Information to Conduct TDNA

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	Observation of employees performance	Line	N	7	5	1	32	19	2.20	0.500
		Staff	N	5	7	-	31	23	2.09	
2	Analysis of customer comments	Line	N	3	12	3	25	21	2.23	-0.136
		Staff	N	5	9	4	28	20	2.26	
3	Feed back from higher authorities	Line	N	6	10	5	24	19	2.38	-0.417
		Staff	N	8	11	3	27	17	2.48	
4	Use performance appraisal result of employees	Line	N	7	12	2	25	18	2.45	0.417
		Staff	N	8	9	1	28	20	2.35	
5	Conducting group discussion	Line	N	26	25	-	9	4	3.93	0.217
		Staff	N	28	22	4	5	7	3.89	

As it was discussed in chapter two, a number of data gathering techniques can be employed to obtain adequate and relevant data for analyzing training and development needs. In this regard, an attempt was made to assess techniques that were used to obtain information in analyzing the training and development needs of their organizations.

With regards to information gathering techniques, as indicated in table 7, both line and staff respondents showed their agreement that observation of employees performance, analysis of customers comments, feedback from higher authorities and performance appraise results of employees were not used as a techniques to obtain information to conduct training and development needs analysis. The t- test result at 0.05 level of significance and 128 degrees of freedom also show no significant statistical difference between the mean scores of the two independent samples groups. This implies that organizations did not use different techniques to identify the right training and development needs of the organization and training and development programs were designed and implemented with out thorough analysis of data.

In contrast, as can be seen from item 5 of table 7, both line and staff respondents with the mean scores of 3.93 and 3.86 respectively and statistically no significance difference between the two means agreed that group discussion was used to obtain information related to training and development programs of their organizations. In relation to this, the interview result revealed that organizations did not carry out group discussion to conduct training and development needs analysis but to identify their weakness and strengths and to assess the overall performance of the organization.

Table.8.Response related to Factors Considered in Prioritizing TDN

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	Urgency of the need	Line	N	25	29	-	4	6	3.98	0.571
		Staff	N	21	32	1	7	5	3.86	
2	Availability of budget	Line	N	26	29	-	3	6	4.03	0.429
		Staff	N	24	31	-	5	6	3.93	
3	Long term organizational needs	Line	N	7	10	-	26	21	2.31	-0.167
		Staff	N	7	11	-	28	20	2.42	
4	Key tasks of the organization	Line	N	6	11	3	24	20	2.36	-0.130
		Staff	N	7	9	6	25	19	2.39	
5	Identified skill, knowledge and attitude gaps	Line	N	6	9	-	26	23	2.20	-0.417
		Staff	N	7	11	1	25	22	2.33	

After the necessary data were collected and analyzed a number of training and development needs could be identified. However, it could be difficult to address all needs at a time due resource (finance, material, human and time) and other constraints. Therefore, needs have to be prioritized based on certain criteria.

As can be seen from item 1 and 2 of table 8, both line and staff respondent agreed that urgency of the need and availability of budget were the two major factors that were considered to prioritize training and development needs for their organization. In addition to this, the interviewees indicated that availability of budget is the major factor to prioritize needs, design and implement training and development program.

On the other hand, on the same table, both line and staff respondents showed their agreement that long term organizational needs, key tasks of the organizations and skills and knowledge gaps observed were not considered to prioritize training and development needs of the organization. From this one can infer that organizations did not give due attention for currently identified skill and knowledge gaps and upcoming challenges that could be solved through training and development programs.

Table.9. Response related to Training and Development Objectives

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	TD objectives are derived from broad organizational goals	Line	N	31	24	-	3	6	4.10	1.273
		Staff	N	22	31	-	6	7	3.83	
2	TD objectives are set based on the identified TDN	Line	N	5	9	2	25	23	2.19	-0.478
		Staff	N	7	8	3	28	20	2.30	
3	TD objectives are specific	Line	N	17	23	6	11	7	3.50	-0.583
		Staff	N	21	25	3	9	8	3.64	
4	TD objectives are achievable	Line	N	6	12	-	27	19	2.36	-0.667
		Staff	N	8	13	-	29	16	2.52	
5	TD objectives are realistic	Line	N	16	27	5	9	7	3.56	-0.130
		Staff	N	19	24	5	13	5	3.59	
6	TD objectives are measurable	Line	N	16	28	2	12	6	3.56	-0.130
		Staff	N	19	24	5	13	5	3.59	
7	TD objectives are time bound	Line	N	26	28	-	3	7	3.98	0.364
		Staff	N	24	30	-	6	6	3.90	

Training and development programs expected to improve, develop employees' performance, and effective and efficient achievement of organizational goals. Thus, objectives are important elements to achieve the desired outcomes from the program. Objectives are not only indicators of action but also energizers of trainees so that they must be specific, measurable, achievable, and realistic and time bounded.

As it can be seen from item 1 of table 9, both line and staff respondents with the mean scores of 4.10 and 3.83 and no statistically significant difference between the two means respectively agreed that training and development objectives were derived from broad organizational goals. This implies that the training and development objectives of the organizations were designed consistent with and based on the over all goal of the organizations.

On the other hand, on the same table both line and staff respondents showing their agreement that training and development objectives were specific, realistic, measurable and time bounded. However, they were not achievable. The result of t- test also show no statistical significant difference between the response of both line and staff respondents.

In relation to this, the interview conducted with heads of the offices and the analysis of annual performance report revealed that training and development objective were stated in specific, realistic, measurable and time bounded terms. However, they were not achieved as per the plan with the intended time frame mainly because of absence of adequate budget required for the program. This indicates that organizations did not allocate adequate budget for the implementation of training and development programs and objectives were not achieved because of resources constraints.

Table.10.Responses related to Training and Development Contents

No	Items	Respondents		Rating Scales				
				5	4	3	2	1
1	Training contents are related to the job of trainees	Line	N	7	11	-	25	21
			%	10.9	17.2	-	39.1	32.8
		Staff	N	10	13	-	24	19
			%	15.2	19.7	-	36.4	28.8
2	Training contents are arranged in logical order	Line	N	18	26	-	12	8
			%	28.1	40.6	-	18.8	12.5
		Staff	N	20	25	-	14	7
			%	30.3	37.9	-	21.2	10.6
3	Training contents are clear, simple and easily understandable	Line	N	19	26	-	11	8
			%	29.7	40.6	-	17.2	12.5
		Staff	N	19	26	-	13	8
			%	28.8	39.4	-	19.7	12.1

Training contents should have a linkage with employees' present and/or future jobs. Trainees were not interested and participate actively if the training content is not relevant or related to their job that enhances their performance. In relation to this, respondents were asked to rate their opinion about the training contents of the training and development programs they had attended.

As can be seen from item 1 of table 10, the greater proportion 46 (71.9%), of line and 43 (65.2%), of staff respondents were agreed that contents of training and development programs they have received were not related to their jobs. This implies employees were not given trainings that are specific to their current jobs and improve their performance. This contradicts the idea of Saiyadain (2003:249) that says the most appropriate contents would be those that are close to the actual job to be performed by the employees. Contents of training and development would vary according to the level of participants.

On the other hand, on the same table the majority 44 (68.7%) and 45 (70.3%) of line and 45 (68.2%) and 45 (68.2%) of staff respondents replied that contents were logically arranged and clear, simple and easily understandable respectively. This implies the contents were logically arranged in understandable ways however, they tend to be irrelevant to work their current job effectively and efficiently and could not help employees to acquire adequate skill and knowledge that improve their current performance in achieving organizational goals.

With regards to the practice, respondents were asked whether they have attended any training and development program or not. Based on this, all line and staff (100%) of respondents indicated that they had attended various training and development programs. Respondents were further asked to indicate the body which facilitates and initiate the training and development programs they were attended.

With regard to this, the majority, 47(73.4), and 41(64.1%) of line and 48(72.7%), and 39(59.1%) of staff respondents respectively replied that the training and development programs they had attended were designed and facilitated by woreda education offices and woreda capacity building (multiple responses). This shows that training and development programs were largely organized at the work environment of the employees by different government offices at woreda level.

Moreover, respondents were requested to indicate the kind of training and development program they have attended over the last three years. In relation to this, the greater proportion, 54(84.4%), 46(71.9%), 41(64.1%), of line and 51(77.3%), 56(84.8%), 46(69.7%), of staff respondents replied that they had taken training on strategic plan management, business process reengineering and result oriented performance appraisal (multiple responses) respectively. This implies that even though employees had attended different training and development programs the kind training and development programs they have received were not directly related to the day-to-day operation of employees rather it focused on creation general understanding or awareness on common issues that can not enhance individual performance . This is probably because training and development needs were not carried out and training and development programs were simply decided by top level managements. From this it is possible to infer that the training and development programs offered could not adequately improve the skill, knowledge and attitude of employees to perform their current and future job as well as the overall organizational performance. This is inconsistent with the notion that employee training and development is designed to assist employees in acquiring better skills for their current job. The focus of employee training and development is on current and/or future job or the skills and knowledge required performing their job more efficiently (Decenzo and Robbins, 1999:14).

Table.11.Responses related to Benefits of the TD programs

No	Items	Respondents		Rating Scales					Mean	t-tesst
				5	4	3	2	1		
1	It improved job performance of employees	Line	N	26	25		6	7	3.89	0.833
		Staff	N	19	32		6	9	3.69	
2	It enabled employees to adapt to new technological developments	Line	N	8	9	-	28	19	2.36	0.783
		Staff	N	6	8	-	30	22	2.18	
3	It reduced customer complains	Line	N	6	7	-	30	21	2.17	-0.091
		Staff	N	4	10	-	33	19	2.19	
4	It improved decision making process	Line	N	19	32	-	6	7	3.78	0.792
		Staff	N	19	29	-	8	10	3.59	
5	It enabled the organization to cope with the environment	Line	N	21	28	-	9	6	3.76	0.261
		Staff	N	21	29	-	8	8	3.71	
6	It enabled the organization to achieve its goal	Line	N	21	31	-	7	5	3.87	0.227
		Staff	N	22	30	-	9	5	3.83	

Training and development programs should not be designed and implemented for their own sake. Organizations and employees should benefit from the training and development programs offered.

With regards to the benefits employees obtained, both line and staff respondents showed their agreement that the training and development programs they had attended improved employees over all job performance and decision making ability, enabled the organization to cope with the environment and achieve its goals. The t-test result shows no significant statistical difference between the mean sources of line and staff respondents that shows consensus on the benefit achieved as a result of training and development program offered to employees.

On contrary, as indicated on the same table, both line and staff respondents with mean score 2.36 and 2.17 2 of line respondents and 2.18 and 2.19 of staff respondents respectively and no statistically significant difference between the mean scores showed their agreement the training and development program they have received could not enabled employees to adapt to new technological development and reduced customer complains. This implies that the training and development program offered did not focus on practical application of the existing technological developments to improve the skills of employees and was not customer oriented that enhance better ways of service delivery and increases customers' satisfaction.

Table.12. Response Related to Training and Development Resources

No	Item	Respondents		Rating Scales				
				5	4	3	2	1
1	Trainers have the knowledge of subject matter	Line	N	17	27	-	11	9
			%	26.6	42.2	-	17.2	14.1
		Staff	N	19	24	-	13	10
			%	28.8	36.3	-	19.7	15.1
2	Trainers have the ability to communicate	Line	N	23	32	-	7	2
			%	35.9	50.0	-	10.9	3.1
		Staff	N	21	28	-	8	9
			%	31.8	42.4	-	12.1	13.6
3	Trainers are punctual	Line	N	14	27	-	14	9
			%	21.9	42.2	-	21.9	14.1
		Staff	N	20	24	-	13	9
			%	30.3	36.4	-	19.7	13.6
4	Trainers have the ability to relate the training with the trainees' real life	Line	N	11	12	-	24	17
			%	17.2	18.8	-	37.5	26.6
		Staff	N	13	15	-	25	13
			%	19.7	22.7	-	37.9	19.7
5	Trainers have pedagogical knowledge	Line	N	19	26	-	10	9
			%	29.7	40.6	-	15.6	14.1
		Staff	N	17	27	-	12	10
			%	25.8	40.9	-	18.1	15.2
6	Trainees have similar educational background experience and positions	Line	N	9	8	-	26	21
			%	14.1	12.5	-	40.6	32.8
		Staff	N	6	8	-	29	23
			%	9.1	12.1	-	43.9	34.5
7	Trainees are actively participate on the training	Line	N	7	11	-	26	20
			%	10.9	17.2	-	40.6	31.3
		Staff	N	9	12	-	25	20
			%	13.6	12.2	-	37.9	30.3
8	Trainees have some back ground knowledge about the content of the training	Line	N	8	13	-	22	21
			%	12.5	20.3	-	34.4	32.8
		Staff	N	10	14	-	24	18
			%	15.2	21.2	-	36.4	27.3
9	Training rooms and seats are appropriately arranged	Line	N	8	13	-	24	19
			%	12.5	20.3	-	37.5	29.7
		Staff	N	9	15	-	24	18
			%	13.6	22.7	-	36.4	27.3
10	Training compounds are attractive	Line	N	6	9	-	28	21
			%	9.4	14.1	-	43.8	32.8
		Staff	N	6	7	-	30	23
			%	9.1	10.6	-	45.5	34.8
11	Training schedules are convenient	Line	N	9	8	-	27	20
			%	14.1	12.5	-	42.2	31.3
		Staff	N	5	9	-	28	24
			%	7.6	16.6	-	42.4	36.4
12	Training locations are near to work environment of trainees	Line	N	6	9	-	31	18
			%	9.4	14.1	-	48.4	28.1
		Staff	N	9	10	-	27	20
			%	13.6	15.2	-	40.9	30.3
13	Adequate money is earmarked for the training program	Line	N	5	5	-	29	25
			%	7.8	7.8	-	45.3	39.1
		Staff	N	7	6	-	30	23
			%	10.6	9.1	-	45.5	34.8
14	Payment for trainees are good	Line	N	6	7	-	27	24
			%	9.4	10.9	-	42.2	37.5
		Staff	N	5	8	-	30	23
			%	7.6	12.1	-	45.5	34.8
15	Refreshment and other accommodation services are good	Line	N	5	8	-	29	22
			%	7.8	12.5	-	45.3	34.4
		Staff	N	4	11	-	31	20
			%	6.1	16.7	-	46.9	30.3
16	Adequate money is allocated to purchase stationary materials	Line	N	9	7	-	28	20
			%	14.1	10.9	-	43.8	31.3
		Staff	N	6	9	-	28	23
			%	9.1	13.7	-	42.4	34.8

The availability to training and development resources are crucial to deliver appropriate training and development program which hit its target. In relation to this, respondents were asked to rate about the conditions of training and development resources of the training and development programs they had attended.

Trainers are one of the most valuable training and development resources. The responsibility, competence and commitment of trainers have great role in attaining the goal of the training and development programs. Based on this, respondents were asked to rate their opinion about trainers they have observed on the training development programs they had attended.

As indicated in table 12, the majority of Line and staff respondents replied that trainers had the knowledge of subject matter, the ability to communicate, punctual and had pedagogical knowledge while they deliver the training and development programs. However, 51 (64.1%) of line and 38(57.6%) of staff respondents replied that trainers fail to relate the training with the trainees' real life. This implies that the majority of the trainers have relevant educational background that help them know the theoretical frame work of imparting the content of the training and development programs.

From the above table one can deduce that majority of trainers lack sufficient experience to relate the theoretical aspect with the actual life of the trainees'. The above finding support the idea that the selection of appropriate and capable trainers from within or outside the organization are best qualified through education, experience, technical and pedagogical knowledge and skills and good communication skills and personal qualities (Tracey, 1984:346).

Trainees are other important resources that contribute a lot for the effectiveness of the training and development programs. As can be observed from table 12, the greater proportion of line and staff respondents opposed that idea that trainees have come from similar educational background, experience and positions and participate actively on the programs. This implies that

trainees were not selected based on similar selection criteria that may allow organizations to select trainees with similar educational and professional profile which may decrease trainees' participation on the training and development programs.

From this one can deduce that trainees may face problem of understanding the content and applying what they have taught since they were brought from different educational background, experience and positions which may directly or indirectly affect the pace of learning. The finding contradicts with the idea of Watson (1979:117) that says in selecting the appropriate trainees attention should be given to the responsibility, educational background, work experience, and level of trainees.

Appropriate training and development facilities and environments have their own impact on the effectiveness of the training and development programs. As it can be seen from table 12, the majority of line and staff respondents agreed that training rooms and seats were not appropriately arranged, compounds were not attractive, schedules were not convenient, and training locations were not near to work environment of trainees. This implies that attentions were not given to the contexts in which the training and development programs were carried out. This finding is not consistent with idea of Watson (1979:131) that explains seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training. From this one can deduce that training facilities and environments were arbitrary selected or decided by facilitators or initiators of the program based on their own interest.

Finance is another important resource that contributes a lot for effective and efficient implementation; and achievement of training and development objectives. With regards to this, respondents were asked as to what extent financial resources were allocated for the training and development programs.

As can be observed from table 12, the greater proportion of line and staff respondents confirmed that adequate money was not earmarked for training and development program. Payments of trainees were not adequate, refreshment and other accommodation services were poor and there were shortage of stationary materials. This indicates that adequate money or budget was not allocated that can cover the expenses of training and development programs. The above finding contradicts with the idea that for the implementation of effective training and development program adequate budget should be allocated based on the training and development policies and available resources of the organization (Kenney et al, 1979:58). From this is can be said that adequate budget was not allocated to design and implement training and development programs of the organizations. In such conditions trainees may not interested to participate and training materials may not be properly prepared and organized. Thus, probably it reduces trainees' motivation and commitment and the quality of training materials that ultimately affect the effectiveness of the training and development programs.

Table.13.Responses Related to TD Methods and Modes of Delivery

No	Items	Respondents		Rating Scales				
				5	4	3	2	1
1	On-the-job Coaching	Line	N	8	11	7	22	16
			%	12.5	17.2	10.9	34.4	25.0
	Staff	N	5	9	11	24	17	
		%	7.6	13.6	16.7	36.4	25.8	
2	Mentoring	Line	N	4	8	5	26	21
			%	6.3	12.5	7.8	40.1	32.8
	Staff	N	8	11	7	22	18	
		%	12.1	16.7	10.6	33.3	27.3	
3	Job Rotation	Line	N	17	25	5	9	8
			%	26.6	39.1	7.8	14.1	12.5
	Staff	N	13	28	8	11	6	
		%	19.7	42.4	12.1	16.7	9.1	
4	Action learning	Line	N	4	8	9	25	18
			%	6.3	12.5	14.1	39.1	28.1
	Staff	N	6	9	7	24	21	
		%	9.0	13.6	10.6	36.4	31.8	
5	Distance learning	Line	N	14	32	-	12	6
			%	21.9	50.0	-	18.8	9.4
	Staff	N	19	27	-	11	9	
		%	28.9	40.9	-	16.7	13.6	
6	Off-the-job Workshop/ seminars	Line	N	26	28	-	6	4
			%	40.6	43.8	-	9.4	6.3
	Staff	N	23	29	-	6	8	
		%	34.8	43.9	-	9.1	12.1	
7	In-service (summer)	Line	N	17	21	-	15	11
			%	26.6	32.8	-	23.4	17.2
	Staff	N	20	21	-	15	10	
		%	30.3	31.8	-	22.7	15.2	
8	Scholarship (abroad)	Line	N	-	-	6	37	21
			%	-	-	9.4	57.8	32.8
	Staff	N	-	-	11	36	19	
		%	-	-	16.7	54.5	28.9	
9	Visiting other organizations	Line	N	4	11	-	32	17
			%	6.3	17.2	-	50.0	26.6
	Staff	N	5	9	-	33	19	
		%	7.6	13.6	-	50.0	28.8	
10	Modes of delivery Lecture (Class room) instruction	Line	N	19	21	-	15	9
			%	29.7	32.8	-	23.4	14.1
	Staff	N	17	25	3	12	9	
		%	25.8	37.9	4.5	18.1	13.6	
11	E-learning	Line	N	-	-	9	32	23
			%	-	-	14.1	50.0	35.9
	Staff	N	-	-	11	29	26	
		%	-	-	16.7	43.9	39.4	
12	Group Discussion	Line	N	26	22	-	8	8
			%	40.6	34.4	-	12.5	12.5
	Staff	N	21	29	-	9	7	
		%	31.8	43.9	-	13.6	10.6	

Organizations can use and should determine varieties of training and development methods that are appropriate to deliver the training and development program(Haileselassie,1999:73).

As can be observed from table 13, the majority 22(34.4%), 26 (40.1%) and 25 (39.1%) of line and 24 (36.4%), 22(33.3%) and 24(36.4%) of staff respondents respectively replied that coaching, mentoring and action learning were rarely used in the organizations. However, 46(71.9%) of line and46 (69.8%) of staff respondents replied that distance education was used by employees to develop their capacity. This implies that on-the-job- training and development methods were not exhaustively used to enhance the competence and potential of employees at their actual job situation. This finding did not match with the idea of Decenzo and Robbins (1999:230) that says on-the-job training and development method takes on the actual job that makes employees appear to be immediately productive.

On the same table, as can be seen from item 3, the majority 45(65.7%) of line and 41(62.1%) of staff respondents replied that job rotation was used to train and develop employees in their organization. To obtain more information the researcher has conducted interview and analyzed performance reports of the organization. Based on this, the researcher understood that due to frequent structural changes employees were transferred from position to position which was not intentionally made to train and develop employees. From this, it is possible to conclude that on – the- job training and development methods were not carried out in all organizations and employees did not have adequate awareness on the concepts and techniques of using the methods.

With regards to off-the-job training and development methods the greater proportion 54(84.4%) and 38(59.4%) of line and 52(78.7%), 41(62.1%), of staff respondents confirmed that workshops/ seminars and in- service (summer) course respectively were used while scholarship (abroad) and visiting other organizations were not used by organizations. This implies that the organization repeatedly and commonly used limited off – the - job methods to

train and develop its employees which was not adequate to improve the employees' performance.

With regards to the modes of delivery, the greater proportion of respondents replied that lecture (class room instruction) and group discussions were the common methods that were frequently used whereas e-learning was rarely used to deliver training and development programs. This implies that organizations use traditional modes of delivery that might not be able to attract the attention of trainees and reduces the effectiveness of the training and development programs.

Training and Development Opportunities should be provided to all employees of the organization to update and enhance their existing knowledge and skill to perform their job and achieve organizational goals in efficiently and effectively. To do so, clear and transparent selection criteria is essential to provide training and development opportunities for employees. More over it avoids or minimizes grievance among members of an organization and help to deliver the right training and development to the right employee in accordance with the assessed needs. As a result resources could be utilized effectively for intended purposes. With regards to this, an attempt was made to assess the opinion of line and staff regarding the practices on how training opportunities have been offered to individuals.

In relation to this, 43(67.2%), 34(53.1%), and 29(45.3%), of line and 39(59.1%), 31(46.9%), and 23(34.8%) of staff respondents replied that training and development opportunities were given based on clear and transparent criteria, performance appraisal result, and as an incentive for competent employees respectively (multiple responses). On the other hand, from the response of respondents it can be understood that opportunities were not given based on observed performance gaps, employees' needs, need analysis and personal relationship with supervisors. This contradicts the findings Altaye (2005:58)

train and develop its employees which was not adequate to improve the employees' performance.

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and Melaku (2004:92) that says the selection of trainees and trainers are based on personal relationships and organizations do not have clear selection criteria.

With regards to this, result of interview and guidelines, rules and selection directives revealed that educational qualifications, experience, performance appraisal results and the positions that employees hold, were mainly used to select trainers and trainees and to provide training and development opportunities. Besides competent employees were given opportunities and chances to be trained first and then train others. From this it can be said that training and development opportunities were given relatively on objective criteria rather than personal relationships with managers.

Table.14. Response related to TD program Evaluation Practices

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	The organization keeps record of seminars/ workshops attended by each employees	Line	N	6	9	-	26	23	2.20	-0.417
		Staff	N	7	11	1	25	22	2.33	
2	Evaluation process is made through out the training process	Line	N	3	12	4	26	19	2.28	-0.864
		Staff	N	7	11	5	26	17	2.47	
3	Evaluation process is made after the training is completed	Line	N	21	25	-	11	7	3.66	0.640
		Staff	N	19	25	1	12	9	3.50	
4	The organization has an assessment format to get feedback from participants after the training is completed	Line	N	5	11	-	24	24	2.20	-1.042
		Staff	N	8	13	-	25	20	2.45	
5	There are relevant and clear criteria to evaluate the TD program	Line	N	6	7	-	30	21	2.17	-0.091
		Staff	N	4	10	-	33	19	2.19	
6	Evaluation process is participatory	Line	N	7	12	4	22	19	2.47	0.391
		Staff	N	8	7	7	24	20	2.38	

Training and development evaluation is a systematic and continuous process that measures the extent to which the training objectives are accomplished (Ethiopian Management Institute, 1998:1(Part x)). It also provides adequate information that help organizations to make sound decisions before and after the implementation of the programs. Therefore, organizations need to have a system by which it benefits to individuals and organizations were assessed.

As can be understood from item 1 of 14, both line and staff respondents with the mean scores of 2.20 and 2.33 confirmed that records of employees participated on workshops and seminars were not recorded and maintained. This indicates organizations could not evaluate the progress individuals, outcomes and problems of training and development programs to measure its effectiveness.

Moreover, both line and staff employees agreed that training and development evaluation was not conducted through out the training and development process. However, evaluation was conducted at the end of the program. In relation to this interviewees explained that in most of the training and development programs trainees were asked to express their feelings and reaction about the overall conditions of the training they had attended. From this it can be said that formative and summative training and development evaluations were not carried out in the organizations. Therefore, organization could not identify the factors that hindered the effectiveness of the program at every stage of the program and its outcome as well as to make sound decisions to improve its effectiveness.

In addition, as can be observed from table 14, the response of both line and staff respondents revealed that the organization has no assessment format, clear and relevant criteria to evaluate training and development programs and did not use participatory approach to evaluate the overall process of the program. This implies the organization did not use formal, continuous and participatory training and development program evaluation to identify the weakness and to take corrective measures. The result of document analysis and

response of the interview also indicate organizations did not conduct systematic and continuous evaluation which involves employees and/or different units of the organizations.

The above finding contradicts the idea that says training evaluation is the process of gathering information that helps to make sound decisions regarding training and redevelopment programs which involves activities of reviewing and measuring how well each training phases were carried out and the effectiveness of training programs as whole (Bramley, 1996: 5).The t- test result at 0.05 level of significance and 128 degrees of freedom shows no significant statistical difference between the mean scores line and staff respondents. This shows that there is an agreement between line and staff respondents on the absence of systematic, participatory and continuous training and development evaluation.

Table.15. Response related to Training and Development Constraints

No	Items	Respondents		Rating Scales					Mean	t-test
				5	4	3	2	1		
1	Lack of adequate budget for TDP	Line	N	21	27	-	7	9	3.69	-0.458
		Staff	N	24	27	-	8	7	3.80	
2	Attention is not given by top management	Line	N	27	19	-	10	8	3.73	0.320
		Staff	N	18	32	-	7	9	3.65	
3	Absence of training department/unit	Line	N	22	21	-	12	9	3.55	0.185
		Staff	N	25	17	-	14	10	3.50	
4	Non transferability of training	Line	N	19	27	-	12	6	3.64	0.792
		Staff	N	17	27	-	13	9	3.45	
5	Absence of training specialist/expert to identify training needs	Line	N	5	11	-	24	24	2.20	-1.042
		Staff	N	8	13	-	25	20	2.45	
6	TDP are not included in the strategic plan of the organization	Line	N	7	9	-	28	20	2.29	-0.760
		Staff	N	11	9	-	27	19	2.48	

As it was discussed in the literature part of this study, a number of factors hinder the identification, design, implementation and evaluation of the training and development programs. In this regards, respondents were asked to rate the factors that constrain the design and implementation as well as the over all effectiveness of the training and development programs of the organization as follows.

As can be observed from the above table, both line and staff respondents with no statistically significant difference between the two mean scores show their agreement that lack of adequate budget, absence of attention from top management, absence of training and development section and failure to transfer the trainings and development programs were the major constraints training and development program implementation.

On the other hand, the response of both line and staff respondents shows that absence of training specialist and failure to incorporate training and development programs in to the organizations' strategic plan were not the factors that constrain the training and development programs.

In relation to this, the interview held with heads of the organizations and analysis of annual budget and strategic plan document revealed that lack of adequate budget and absence of training section which identify, coordinate, facilitate and implement training and development programs were the major constraints to undertake training and development programs. From this one can deduce that lack of budget earmarked for training and development program, absence of training section which coordinate training and development activities and less attentions and commitment from top management body to allocate resources and implement training and development programs were the major constraints to carry out effective training and development programs of organizations.

Chapter Five: Summary, Conclusions and Recommendations

5.1. Summary

The major purpose of this study was to assess the practices and what have been carried out in Ilu Aba Bora Zone education desk and Woreda Education Offices in training and developing their employees, and also to investigate problems that have been adversely affecting the design and implementation of training and development program over the last three years (since 1998E.C).

In order to achieve this purpose, the following basic questions were raised.

1. Do Zone Education Desk and Woreda Education Offices integrate training and development programs with their strategic plans?
2. Do Zone Education Desk and Woreda Education Offices conduct training and development need assessment? If they do, how do they assess such needs?
3. What are the most commonly used training and development methods?
4. How are training and development opportunities offered to employees of the organization?
5. How frequent do offices evaluate the training and development programs they carry out?
6. What problems do they face in training and development of their employees?

Both qualitative and quantitative research methodology were used to conduct the study and descriptive research design was employed to assess and describe the problem in a broad and wider magnitude. Questionnaires, interview guides and document analysis were used to collect relevant and adequate data from sample respondents and the data gathered were analysed using percentage, mean and t-test. Based on data analyzed the following major findings were obtained.

i. Training and Development policy

Training and development policy is a guideline which shows direction and provides frame work to design and implement training and development programs. Training and development programs that are implemented with the absence of appropriate policies or guidelines could fail to achieve the objectives they were intended for .However, the response of almost all sample respondents indicated that there was no training and development policy at zone and woreda education offices or no attempt was made to develop training and development policies or guidelines at organizational level. As indicated by respondents' lack of adequate budget, awareness, trained manpower and expecting top level management body (Region and Federal) to do it for them were the major reasons for the absence of training and development policy in the woreda education offices and zone education desk.

ii. Training and Development Plan and Implementation

As it was indicated by respondents and observed from the strategic and operational plan documents, all organizations have developed strategic plans for long term from which operational plans were drawn for their offices. Moreover, the training and development plans were incorporated into the strategic plans of each organization. However, the training and development programs were not implemented according to the plan mainly because of budget constraints.

iii. Training and Development Needs Assessment

Training and development needs assessment is a continuous, systematic and participatory process that helps to identity knowledge, skill and attitude gaps that could be filled through training and development programs. The data obtained from questionnaire, interview and document analysis made reveal that there were no training and development needs analysis both in zone education head office and in the woreda education offices.

In analyzing training and development needs different approaches could be used to identify the gaps which exist between the actual and expected performances with in organizations. However, the respondents confirmed that task, person and organizational analysis were not used to assess the training and development needs of the organizations. Moreover, top level managers, experts and external consultants were not involved in identifying the training and development needs organizations.

Both line and staff respondents asserted that lack of adequate budget, commitment of top level managers and limited awareness on the importance of conducting training and development needs assessment were the major reasons that constrained the assessment of training and development needs.

As confirmed by respondents, urgency of needs and availability of budget were the major factors considered in prioritizing training and development needs. However, long term organizational needs, key tasks of the organization and observed skill, knowledge and attitude gaps were not considered to prioritize training and development needs.

As indicated by respondents training and development objectives were derived from the overall organizational goals. Moreover, the objectives were specific, realistic; measurable and time bounded. However, they were not achievable with in the planned time frame mainly because of budget constraints.

iv. Training and Development Resources

As indicated by the respondents trainers had adequate of subject matter and pedagogical knowledge and the ability to communicable with trainees. However, they lacked the experience to relate the training with the real life of trainees.

As indicated by the respondents, trainees were from different educational background, experiences and positions and were not actively participate on the training and development programs.

The respondents asserted that the amount of money earmarked for training and development programs was inadequate to cover the expenses of the program.

As indicated by the respondents training and development contents were designed in a simple, understandable and arranged in a logical order. However, the contents were not related to employees' current jobs to perform their job in efficient and effective ways. Moreover, training rooms, environments and facilities were not satisfactory and the schedules were not convenient for trainees.

v. Training and Development Methods

As confirmed by respondents the practice of using on – the- jobs training and development methods through coaching, mentoring, job rotation and action learning was extremely low. Whereas distance leaning were the most frequently used method by employees of the organization

As indicated by the respondents workshops/seminars and in-service (summer) were the most frequently used off – the- job method .whereas visiting other organizations and scholarship (abroad) were not used to train and develop employees of the organization.

With regards to modes of delivery as indicated by the respondents while classroom lecture and group discussions were frequently used, e – learning was rarely used by organizations to deliver the training and development programs.

vi. Training and Development Opportunities

As indicated by respondents, educational qualification, work experience, competency, performance appraisal result and the positions employees' holds in organizations were the major criteria that organizations used to provide training and development opportunities. Whereas, performance gap observed, employees' needs, need analysis and personal relationship with supervisors were not used to provide training and development opportunities for employees.

vii. Training and Development Program Evaluation

As confirmed by the respondents systematic, continuous and participatory formative and summative evaluation was found to be non existent in organization.

viii. Training and Development Constraints

As confirmed by respondents, lack of adequate budget followed by less attention from top management, absence of training and development department, inability of transferring trainings and development programs were the major factors that constrain the training and development programs of organization.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

- Training and development policies have great importance in providing guidance, direction and framework to design and implement training and development programs. However, the findings of the study revealed that there was no training and development policy at zone education desk and woreda education offices. This shows that training and development programs were designed and implemented with out policies that give them directions to perform training and development activities. From this it can be concluded that the offices have been facing great challengess in identifying priority areas, allocation of resources (financial, human, and material), selecting trainees, trainers, contents and methods of training and development programs and to design and implement efficient and effective training and development programs that can improve the knowledge, skill and attitude of employees and the overall performance of the organization. Thus, it can be said that the training and development programs that have been designed and implemented lacked consistency in selecting contents, methods, trainers, trainees and allocating resources.

➤ Conducting training and development needs assessment is an essential process which helps to identify performance gap and to determine whether training and development programs are the most cost effective solutions and important for the organizations. It is obvious that conducting training and development program without making needs assessment would have a risk of overcrowding or doing too little training and development activities, missing the desired target and wasting the limited resources (Brown, 2002:569). However, the finding of the study revealed that there were no practices of assessing training and development needs in all education offices of the zone. From this it can be concluded that the training and development programs that had been implemented in the education sector of the zone were not based on continuous, systematic and comprehensive analysis of tasks, person and organization. Therefore, it can be said that all attempts and efforts made to develop training and development programs could not achieve their intended goals. That is because the programs were no designed based on accurate identification of gaps actually exist. Thus, employees were not exposed to appropriate training and development programs that improve their knowledge, skill and attitudes and enhance the overall performance of the organization. As the result, both employees and the organizations did not benefit from the training and development programs implemented in the zone.

5.3. Recommendations

Based on the identified findings and conclusions drown, the following recommendations were forwarded.

1. Designing and implementing training and development programs should be regulated and guided by policy. Therefore, there has to be training and development policy which gives direction to identify priority areas, allocation of resources, selection of trainers ,trainees and methods, designing content and

evaluating the training and development programs both at woreda education office and zone education desk. Thus, Oromiya Education Bureau has to put in to effect regional training and development policy and correspondingly provide technical assistance to zone and woreda education offices in developing and implementing their own organizational training and development policy.

2. Training and development programs could be effectively achieved if they were planned based on the identified training and development needs of the organizations through systematic, continuous and participatory needs assessment. Otherwise, it would be wastage of resources and could not improve the knowledge, skill and attitude of individuals and achieve the desired goals of the organization. Therefore, it is recommended:

- Zone Education Desk and Woreda Education Offices should create close relationship and /or work in cooperation with public college (Metu TTC) and private colleges in the zone and identify the training and development needs of employees and their organization.
- Zone Education Desk and Woreda Education Offices should organize committee that comprises representatives of process owners in their organization that have the knowledge, skill, experience and commitment to conduct the training and development needs assessment and provide them with the necessary resources and facilitate conditions that help them identify the gaps through measuring each employees work against the performance established for the job, examining the knowledge, skill and attitude specified on the job description required to perform the job and analyzing the effectiveness and the problems of the organization in achieving its goals.

- Zone Education Desk and Woreda Education Offices should conduct continuous and frequent discussion with its employees on the major success and problems of the organization in general and strengths and weakness of employees to identify the gaps actually exist that can be solved through training and development programs.

3. Training and development programs are designed to fill the gap that exist what is being done and what should have been done and to build the capacity and potential of individuals for future better performance. Therefore, in order to achieve this, it is recommended:

- Zone Education Desk and Woreda Education Offices should develop /design relevant content that is related to the current jobs which enhances the technical skill of employees to perform the day to day operation in efficient and effective manner based on the identified needs.
- Zone Education Desk and Woreda Education Offices should set objective and transparent selection criteria to select trainers and trainees which include educational level, experience, academic performance, position, competency, motivation, performance appraisal results of employees.
- Zone Education Desk and Woreda Education Offices should arrange attractive training rooms and furnish with adequate furniture (chair, table) and training facilities and equipments like computers, overhead projector, LCD projector, Video recorder etc. to make the training more attractive and to use variety of methods to deliver the content.

4. The practice of using only off- the- job training and development methods and giving less emphasis to on – the- job training and development methods has to be changed in such away that both methods have to be complimentarily utilized depending on the nurture and content the programs, the availability of resources, interest of trainees, knowledge, skill and ability of supervisors and/or trainers or based on the policy of the organization. In this regard, it is recommended:

- Zone Education Desk and Woreda Education Offices have to provide intensive trainings on techniques how to implement on- the- job training and development methods in their organizations and provide with necessary training and development resources.
- Zone Education Desk and Woreda Education Offices should assign experienced employees who facilitate, coordinate and follow up the implementation of on-the-job training and development methods.
- Zone Education Desk and Woreda Education Offices should encourage employees to upgrade their professional competence through distance education by giving them permission to attend tutorial class and paying fees for the courses and provide opportunities of education for its employees to join universities and colleges through summer courses and regular programs.
- Zone Education Desk and Woreda Education Offices should set plan and allocate budget to share experiences and develop such culture among different process owners with in the organization and with other organizations at least twice a year.

5. Evaluation has paramount importance to identify the problems organizations encountered and may encounter in the course of designing and implementing the training and development programs. It also helps to make immediate and rational decisions with regards to the process, outcomes, goals and/or sustainability of the program based on the results of the evaluation. Therefore, it is recommended:

- Zone Education Desk and Woreda Education Offices should develop clearly defined evaluation criteria and standardized formats to assess the worth, impact, result and effectiveness of the programs.

- Zone Education Desk and Woreda Education Offices should provide continuous trainings to employees on how to assess, record, maintain and report their day-to-day progress obtained as a result of the training and development programs they have attended.

6. Training and development programs as process require huge investment. Resource limitations are usually expected and in some cases they are beyond the capacity of organizations. Therefore, in order to minimize resource problems it is recommended:

- Zone Education Desk and Woreda Education Offices should develop justified training and development plans based on the identified needs and submit to woreda cabine for adequate allocation and approval of budget for training and development programs.
- Zone Education Desk and Woreda Education Offices should develop/design convincing and attractive training and development proposals and request NGOs to provide them funds that help to implement the training and development programs.

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Appendix-A

Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management
Human Resource and Organizational Development Stream

**Questionnaire to be filled by employees of Zone Education Desk and
Woreda Education Offices**

Research Topic: Practice and Problems of Line and Staffs Training and

Development programs in education sector of Ilu Aba Bora Zone

The purpose of this questionnaire is to gather relevant data that will help to assess the practice and problems of training and development in the education sector of the zone. The study is conducted for academic purpose and hence would not affect any one in any case. The information collected through the questionnaire is kept confidentially and only used for academic purpose. However, the findings of the study and recommendations forwarded are believed to provide valuable input to improve the practice and solve the problems of training and development in the zone. Therefore, your genuine, frank and timely response is crucial for the success of the study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

Thank you!

General Directions

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

Part I: Personal Data

Name of your organization _____

1. Sex: Male Female
2. Age: Below 20 26-30 36-40
 20-25 31-35 Above 40
3. Educational Background: Below Grade 12 Diploma
 Grade 12 Complete First Degree
 Certificate/TTI Second Degree
4. Work Experience: Current Position _____
 In other positions _____ Total _____
5. Your Current Position _____
6. Section/unit _____
7. Field of Specialization _____

Part Two: Employee Training and Development

A. Training and Development Policy

1. Indicate your level of agreement on the training and development policy of your organization using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided,2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
1.1	The organization has formally written training and development policy.					
1.2	Training and development policy was developed at the organizational level.					
1.3	Training and development policy of the organization is well communicated to all employees.					
1.4	Training and development guidelines were developed based on the training and development policy.					

If any other opinion, please specify _____

B. Training and Development Plan

2. Indicate your level of agreement on the training and development plan of your organization using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree)

No	Question Items	Rating scales				
		5	4	3	2	1
2.1	The organization has clearly defined strategic plan					
2.2	The organization has clearly defined and formally written training and development plan					
2.3	Training and development plans of the organization are well communicated to all employees.					
2.4	Training and development programs are implemented according to the plan of the organization					

If any other opinion, please specify _____

C. Training and Development Needs Assessment

3. Indicate your level of reaction with regards to training and development needs analysis of your organization using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
3.1	Training and development needs are identified by top level managers					
3.2	Training and development needs are identified by training coordinators					
3.3	Training and development needs are identified by external consultants					
3.4	Training and development needs are identified through the analysis of detailed activities of the task					
3.5	Training and development needs are identified through the analysis of skills, knowledge and attitude of each individuals					
3.6	Training and development needs are identified through the analysis of organizational goal, culture, climate, structure, etc.					

If any other opinion, please specify _____

4. Indicate your level of agreement on the reasons that your organization did not conduct training and development needs analysis use the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
4.1	Lack of experts/specialist to conduct training and development needs analysis					
4.2	Lack of adequate budget					
4.3	Lack of commitment of managers					
4.4	The assumption that training and development needs analysis is time consuming and costly activity					

If any other opinion, please specify _____

5. Indicate your level of agreement to the techniques that your organization uses to obtain relevant information in conducting needs assessment by using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
5.1	Observation of employees performance					
5.2	Analysis of customer comments					
5.3	Feed back from higher authorities					
5.4	Use performance appraisal result of employees					
5.5	Conducting group discussion					

If any other opinion, please specify _____

6. Indicate your level of agreement on the factors that your organization consider in prioritizing the identified training and development needs by using the following rating scales(5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
6.1	Urgency of the need					
6.2	Availability of budget					
6.3	Long term organizational needs					
6.4	Key tasks of the organization					
6.5	Identified skill, knowledge and attitude gaps					

If any other opinion, please specify _____

7. Indicate your level of consensus with regards to the training and development objectives of your organization using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
7.1	Training and development objectives are derived from broad organizational goals					
7.2	Training and development objectives are set based on the identified training and development needs					
7.3	Training and development objectives are simple					
7.4	Training and development objectives are achievable					
7.5	Training and development objectives are realistic					
7.6	Training and development objectives are measurable					
7.7	Training and development objectives are time bound					

If any other opinion, please specify _____

8. Indicate your level of consensus with regards to the training and development objectives of your organization using the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
8.1	Training contents are related to the job of trainees					
8.2	Training contents are arranged in logical order					
8.3	Training contents are clear, simple and easily understandable					

9. Have you taken/attended any training and development program since 1998E.C?

Yes

No

10. If your response to question No' 8 'is 'yes', who designed/arranged the program?

Woreda Capacity Building

Woreda Education office

Zone Education Department

Regional Education Bureau

NGOs

If any other opinion, please specify _____

11 .Please indicate the kind /area of the training and development program(s) you have attended since 1998 E.C. (More than one response can be chosen).

- Performance Appraisal
- Strategic planning and management
- Business process reengineering
- Good Governance
- Information Communication Technology

If any other opinion, please specify _____

12. Rate the relevance of the training you have received on your job. Use the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
12.1	It improved job performance of employees					
12.2	It enabled employees to adapt to new technological developments					
12.3	It reduced customer complains					
12.4	It improved decision making process					
12.5	It enabled the organization to cope with the environment					
12.6	It enabled the organization to achieve its goal					

If any other opinion, please specify _____

D .Training and Development Resources

13. Rate the conditions of training and development resources on the training and development programs you have attended. Use the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
	Trainers					
13.1	Trainers have the knowledge of subject matter					
13.2	Trainers have the ability to communicate					
13.3	Trainers are punctual					
13.4	Trainers have the ability to relate the training with the trainees' real life					
13.5	Trainers have pedagogical knowledge					
	Trainees					
13.6	Trainees have similar educational back ground ,experience and positions					
13.7	Trainees are actively participate on the training					
13.8	Trainees have some back ground knowledge about the content of the training					
	Facilities and Environment					
13.9	Training rooms and seats are appropriately arranged					
13.10	Training compounds are attractive					
13.11	Training schedules are convenient					
13.12	Training locations are near to work environment of trainees					
	Financial Resources					
13.13	Adequate money is earmarked for the training program					
13.14	Payment for trainees are good					
13.14	Refreshment and other accommodation services are good					
13.16	Adequate money is allocated to purchase stationary materials					

If any other opinion, please specify _____

E. Training and Development Methods

14. How often your organization uses the following training and development methods? Indicate your response using the following scales (5=Always, 4= Usually, 3= Sometimes, 2= Rarely and 1= Do not use).

No	Question Items	Rating scales				
		5	4	3	2	1
	On -the-Job Training and Development Methods					
14.1	Coaching					
14.2	Mentoring					
14.3	Job Rotation					
14.4	Action learning					
14.5	Distance learning					
	Off -the-Job Training and Development Methods					
14.6	Workshop, seminars, etc.					
14.7	In-service (summer)					
14.8	Scholarship (abroad)					
14.9	Visiting other organizations					
	Modes of Delivery					
14.10	Lecture (Class room) instruction					
14.11	E-learning					
14.12	Group Discussion					

If any other opinion, please specify _____

F. Training and Development Opportunities

15. How training and development opportunities are provided to employees of your organization ? You can choose more than one response.

- Training and development opportunities are provided based on clear transparent criteria
- Training and development opportunities are provided based identified performance gaps
- Training and development opportunities are provided based performance appraisal result
- Training and development opportunities are provided based needs of employees
- Training and development opportunities are provided based training and development needs analysis
- Training and development opportunities are provided as incentives for competent employees
- Training and development opportunities are provided based good personal relation ship with supervisors

If any other opinion, please specify _____

G. Training and Development Program Evaluation

16. Indicate your level of agreement with the practice of training and development evaluation in your organization. Use the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

No	Question Items	Rating scales				
		5	4	3	2	1
16.1	The organization keeps record of all courses, seminars, workshops, etc. attended by each employees					
16.2	The evaluation process is made through out the training process					
16.3	The evaluation process is made after the training is completed					
16.4	The organization has a formal assessment format to get feedback from participants after the training is completed					
16.5	The organization uses relevant and clear criteria to evaluate the training and development program					
16.6	The evaluation process is participatory					

If any other opinion, please specify _____

H. Training and Development Constraints

17. Indicate your level of agreement with the constraints that your organization encountered in designing, implementing and evaluating training and development programs since 1998 E.C. Use the following rating scales (5=Strongly Agree, 4= Agree, 3=Undecided, 2= Disagree and 1= Strongly Disagree).

	Question Items	Rating scales				
		5	4	3	2	1
17.1	Lack of adequate budget for training and development programs					
17.2	Attention is not given by management body/top management					
17.3	Absence of training department/unit which coordinates training and development programs					
17.4	Non transferability of training					
17.5	Absence of training specialist/expert to identify training needs					
17.6	Training and development programs are not included in the strategic plan of the organization					

Appendix-B

Interview Guide

This interview guide is prepared to direct the interviews to be carried out to obtain information from zonal education desk and woreda education office heads on the practice of employee training and development training programs in their organization.

The interview Questions

1. Does your organization developed training and development policy?
2. Does your organization have training and development plan?
3. Has your organization conducted training and development needs assessment since 1998 E.C?
4. Who identify training and development needs in your organization?
5. Does your organization prioritize its training and development needs?
How?
6. Does the organization set objectives for training and development? . 7.
Which methods were used in delivering the program?
8. What do say about resources and facilities used in training and development?
9. Does the organization conduct evaluation of training and development? When? How?
10. What benefits your organization and employees have got from training and development?
11. What are the problems your organization faced in conducting training and development? What measures have you taken?

Thank You!



Appendix-C

Yunveristii Addis Ababaa

Sagantaa Barnoota Digirii Lammaffaa

Koollejji Barnootaa

Dippaartimantii Karooraafi Bulchiinsa Barnootaa

Damee Misooma Bulchiinsa Humna Namaafi Dhaabbataa

(Human Resource Management and Organizational Development)

Gaafannoo Hojjettoota Deeskii Barnootaafi Waajjiraalee Barnoota

Aanaatiin Guutamu

Kaayyoon gaafannoo kanaa Deeskii Barnoota Godina Iluu Abbaa Booraa fi waajjira barnoota aanaalee keessatti akkaataa leenjiiwwaniifi misooma hojjettoota itti gaggeeffamaa jiruufi rakkoolee isaan mudatan ilaalchisee ragaaleefi odeeffannoo adda addaa sassaabuun (funaanuun) qaaccessuun furmaata kennuuf kan ooludha. Argannoo (firiin) qo'annoo kanaa hojii barnootaaf kan oluufi iccitiin kan qabu waan ta'eef sodaa tokko malee ragaalee qulqulluufi dhugaa irratti hunda'e akka naaf kennitan gaafachaa, ragaaleen kennitan kun galma ga'insa qo'annichaatiif gumaacha guddaa waan qabuuf obsa, of-eeggannoofi yeroon guuttanii akka naaf deebifan kabajaan isin gaafadha.

Hubachiisa

- Maqaa keessan barreessuun hin barbaachisu
- Deebii keessan Amaariffaa ykn Ingiliffaan deebiisuu ni dandeessu.
- Gaaffiilee saanduqni qophaa'eef mallattoo" ✓" saanduqa keessa kaa'udhaan deebisaa. Gaaffiilee yaada keessan akka ibsitan gaafataniif iddoo duwwaa irratti yaada keessan barreessaa.

Galatoomaa!

Kutaa Tokko: Ragaa Dimshaashaa (General Information)

Maqaa waajjirakee _____

1. Saala:

Dhiira Dhalaa

2. Umrii:

20 gadi 26-30 36-40
 20-25 31-35 40 oli

3. Sadarkaa Barnootaa:

Kutaa 12 gadi Dippiloomaa
 Kutaa 12 kan xumure/tu Digirii jalqabaa
 Sartifikeetii Digirii 2^{ffaa}

Kan biraa _____

4. Bara tajaajilaa:

Iddoo amma jirtutti waggaa _____

Bakka kan biraa irratti waggaa _____

Tajaajila dimshashaa waggaa _____

5. Gita hojii amma irra jirtu _____

6. Damee/kutaa irra hojjettu _____

7. Ogummaa itti leenjifamte (Field of specialization) _____

Kutaa Lama: Leenjii fi Misooma Hojjettootaa (Employee Training and Development)

A. Imaammataa Leenjiifi Misooma Hojjettootaa (Training and Development Policy)

1. Imaammataa leenjiifi misooma hojjettootaa waajjira kee ilaalchiise sadarkaa waliigaltee himoota armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
1.1	Waajjirichi imaammata leenjiifi misooma hojjettootaa barreeffaman ni qaba					
1.2	Imaammanni leenjiifi misooma hojjettootaa sadarkaa waajjirichaatti kan qophaa'edha					
1.3	Imaammanni leenjii fi misooma hojjettootaa waajjirichaa hojjettoonni hundi akka beekan ta'eera.					
1.4	Waajjirichi imaammata irratti hundaa'uun qajeelfamoota leenjiifi misooma hojjettootaa adda addaa qopheeffateera					

Kan biraan yoo jiraate _____

B. Karoora Leenjiifi Misooma Hojjettootaa (Training and Development Plan)

2. Karoora leenjiifi misooma hojjettootaa waajjira kee ilaalchiise waliigaltee himoota armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
2.1	Waajjirichi karoorra tarsiimoo(SP) ifa ta'e qaba					
2.2	Waajjirichi karoorra leenjiifi misooma hojjettootaa ifa ta'e qaba					
2.3	Karoorri leenjii fi misooma hojjettoota waajjirichaa hojjettoonni hundi akka beekan ta'eera.					
2.4	Sagantaan leenjiifi misooma hojjettoota waajjirichaa haala karoorra waajjirichaatiin hojiirra oolaa jira					

C. Qorannoo Fedhii Leenjiifi Misooma Hojjettootaa (Training and Development Needs Assessment)

3. Hirmaannaa hojjettootaa waajjira kee qorannoo fedhii leenjiifi misooma hojjettootaa gaggeessuu keessatti qaban ilaalchiisee sadarkaa waliigaltee himoota armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3= homaa jechuu hin danda'u, 4=waliingalafi,5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
Fedhiin Leenjiifi Misooma Hojjettoota Waajjirichaa qoratamee kan addaan baafamu:						
3.1	Qaama hoggansa olaanaatiin (Top Level Managers)					
3.2	Qindeessaa adeemsa hojii quunnamtii barnootaafi leenjiitiin					
3.3	Gorsiiota waajjira alaatiin(external consultant)					
3.4	Hojiwwan waajjiricha keessatti hojjetaman qaaccessuun(Task Analysis)					
3.5	Dandeettii ,beekumsaafi ilaalcha tokkoon tokkoo hojjettootaa qaaccessuun(Person Analysis)					
3.6	Galma, kaayyoo, aadaa ,caasaa fi kkf waajjirichaa qaaccessuun(Organizational Analysis)					

Kan biraa yoo jiraate_____

4. Sababoota waajjirrikee qarannoo fedhii leenjii fi misooma hojjettootaa hin gaggeesine hafeef ilaalchiisee sadarkaa waliigaltee kee mallattoo '✓'fayyadamuun agarsiisi (Hubachiisa:1= tasuma walii hingalu,2=walii hingalu, 3=homaa jechuu hin danda'u,4=waliingalafi, 5=baayiseen Waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
4.1	Ogeessoonni fedhii leenjii fi misooma hojjettootaa qoratani/ qaaccessanii addaan baasan dhabamuu					
4.2	Baajanni ga'aa ta'e dhabamuu					
4.3	Hoganoonni fedhii leenjiifi misooma hojjettootaa addaan baasuuf itti ofkennanii hojjechuu dhiisuu					
4.4	Ilaalcha fedhii leenjiifi misooma hojjettootaa gaggeessuun yeroo fi baasii guddaa kan gaafatudha jedhu jiraachuu					

Kan biraa yoo jiraate_____

5. **Tooftaalee/maloota** waajjirri keessan yeroo qarannoo (assessment) fedhii leenjiifi misooma hojjettootaa gaggeessu ragaaleefi odeeffannoo sirrii ta'an sassaabuuf itti fayyadamu ilaalchisee sadarkaa waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
5.1	Yeroo hojjettoonni hojii hojjettan daawwachuun					
5.2	Koomiifi yaada maamiltootaa/tajaajilamtoota qaaccessuudhaa					
5.3	Yaada ykn deebii-duubbee qaamoota olaanaa qaaccessuun					
5.4	Madaallii raawwii hojii hojjettootaatti fayyadamuun					
5.5	Marii hojjettoota waliin gaggeessuun					

Kan biraa yoo jiraate_____

6. Waajjirrikee fedhii leenjiifi misooma hojjettoota tokkoof **dursa kennuuf** (prioritize) ulaagaaleen itti gargaaramu ilaalchisee sadarkaa waliigalteekee agarsiisi(Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
6.1	Hatattamaan barbaachisummaa fedhii leenjiifi misooma humna namaa (urgency of the need)					
6.2	Baajenni jiraachuu					
6.3	Fedhii yeroo dheeraa waajjirichaa giddugaleessa godhachuun					
6.4	Hojiwwan ijoo waajjirichaa irratti hunda'uun					
6.5	Hanqinoota dandeettiifi beekuumsa umaman irratti hunda'uun					

Kan biraa yoo jiraate_____

7. **Kaayyoo** fedhii leenjiifi misooma hojjettoota wajjiirakee ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
Kaayyoon leenjiifi misooma hojjettoota waajjirichaa:						
7.1	Galma waajjirichaa(Organizational goal) irraa kan maddedha					
7.2	Fedhii leenjiifi misoomaa qoratamanii addaan baafaman irra kan maddedha					
7.3	Haala ifaa/salphaa ta'een kangophaa'edha(Simple)					
7.4	Kan raawwatamudanda'udha(Achievable)					
7.5	Dhugummaa kan qabudha(Realistic)					
7.6	Safaramuu kan danda'udha(Measureable)					
7.7	Yeroodhaan kan daangefamedha(Time bound)					

Kan biraa yoo jiraate_____

8. Qabiyyee Leenjii fi Misooma hojjettootaa irratti hirmaatte ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
8.1	Sadarkaa barumsaa ,muuxxannoofi gita hojii walfakkaatu qabu					
8.2	Haala ho'aa ta'een leenjii irratti ni hirmaatu					
8.3	Qabiyyee leenjichaa irratti hubannoo ni qabu					

9. Bara 1998 A.L.H asitti sagantaa leenjiifi misooma hojjettootaa kannaman irratti hirmaattee beektaa?

Eeyyee

Lakki

10. Gaaffii 8ffaa f deebiin kee 'Eeyyee' yoo ta'e sagantichi eenyuun qophaa'e?

Waajjira ijaarsa dandeettii aanaa

Waajjira barnoota aanaa

Deeskii barnoota godinaa

Biiroo Barnoota Oromiyaa

Dhaabbilee miti-mootummaa

Kan biraa yoo jiraate _____

11. Sagantaan leenjiifi misooma hojjettootaa ati irratti hirmaatte mata-duree/qabiyyee maal irratti kan xiyyeeffateedha?

Madaallii bu'aa irratti xiyyeeffate

karoora tarsiimoo (SPM)

Jijjiirama Adeemsa bu'uura hojii (JABH/BPR)

Bulchiinsa gaarii

Teknoolojii quunnamtiifi odeeffannoo (ICT)

Kan biraa yoo jiraate _____

12. Sagantaan leenjii fi misooma hojjettotaa ati irratti hirmaatte wallitti dhufeenya inni hojii hojjetu wajjin qabu ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3= homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliingala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
12.1	Hojiwwan waajjiricha keessatti hojjetaman fooyyesseera					
12.2	Hojjettoonni teknooloojii haaraa waliin akka adeeman taasiseera					
12.3	Koomii maamiltoonni hojjettoota irratti qaban fureera					
12.4	Dandeettii murteessummaa hojjettootaa fooyyesseera					
12.5	Waajjirichi haala naannoo waliin akka tarkaanfatu isa dandeesiseera					
12.6	Waajjirichi galma isaa akka ga'u isa taasiseera					

Kan biraa yoo jiraate _____

D.Haala Leecalloo leenjiifi Misooma Hojjettootaa (Training and development resources)

13. Sagantaalee leenjiifi misooma hojjettootaa irratti hirmaatte ilaalchisee haala leecalloo leenjiifi misooma (Training and development resources) madaaluun sadarkaa waliigalteekee agarsiis (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3= homaa jechuu hindanda'u, 4=waliingalafi, 5=baayiseen waliingala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
Leenjiftoota (Trainers) Ilaalchisee						
13.1	Waa'ee qabiyyee leenjichaa beekumsa ga'aa qabu					
13.2	Dandeettii waliigaltee gaarii qabu					
13.3	Yeroo leenjii ni kabaju					
13.4	Dandeettii leenjicha haala jireenya leenjifamtootaa waliin walsimsiisuu qabu					
13.5	Beekumsa mala leenjii itti kennan qabu					
<i>Kan biraa yoo jiraate</i>						
Leenjifamtoota(Trainees) Ilaalchisee						
13.6	Sadarkaa barumsaa ,muuxxannoofi gita hojii walfakkaatu qabu					
13.7	Haala ho'aa ta'een leenjii irratti ni hirmaatu					
13.8	Qabiyyee leenjichaa irratti hubannoo ni qabu					
<i>Kan biraa yoo jiraate</i>						
Meeshaaleefi Haala Naannoo (Facilities and Environment)						
13.9	Teessoonfi kutaan leenjii sirritti gurmaa'era					
13.10	Haalli naannoo leenjiwwan itti kennaman kan nama hawwatu dha					
13.11	Sagantaan yeroo leenjichi itti kennamu mijataadha					
13.12	Bakki leenjichi itti kennamu bakka hojii leenjifamtootaatti dhihoodha					
<i>Kan biraa yoo jiraate</i>						
Leecalloo Maallaqaa(Financial Resource)						
13.13	Maallaqni ga'aan sagantaa leenjiif ni ramadama					
13.14	Kaffaltiin leenjifamtootaaf kaffalamu gaariidha					
13.15	Sagantaan bashannanaafi keessummeessuu gaariidha					
13.16	Qarshii ga'aan meeshaalee barreessaa ni ramadama					
<i>kan biraa yoo jiraate</i>						

E. Maloota Leenjiifi Misooma Hojjetootaa (Training and Development Methods)

14. Maloota adda addaa (Methods) waajjirrikee leenjiifi misooma hojjetootaa itti gaggeessu ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma hinfayyadamu, 2=akka tasaa, 3= darbee barbee, 4=yeroo hedduu, 5=yeroo hunda kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
Maloota Leenjiifi Misooma Hojiirraa (On-the-Job Training and Development Methods)						
14.1	Gorsaafi hordoffii itti gaafatama dhihoo/supparvizaratiin qarqaarmun hojjetichi haala hojichi itti hojjetamu dandeettiifi beekumsa ga,aa ta'e akka horatu gochuu (Coaching)					
14.2	Hojjettoonni gorsaafi hordoffii ogeessotaa/hojjetoota cimoo ykn muuxannoofi amala gaarii qaban irraa hojii isaan hojjetan akka daawwataniifi baratan taasisuun beekumsaafi dandeettii ga'aa ta'e akka horatan gochuu (Mentoring)					
14.3	Hojjetaa/ttuu hojii adda addaa irratti yeroo adda addaatti ramaduun akka hojjetu/ttu gochuun leenjisuu(Job Rotation)					
14.4	Dhimoota adda addaa hojii isaanii wajjin walfakkaatan leenjifamtootaaf dhiyeessuun akka ahojjetan gochuun leenjisuu (Action learning)					
14.5	Leenjii barumsa fagootiin kennuu (Distance learning)					
<i>kan biraa yoo jiraate</i>						
Maloota Leenjii fi Misooma Hojiin Alaa (Off-the-Job Training and Development Methods)						
14.6	Workshooppii,Seminaarootaa fi kkf kennuun					
14.7	Barumsa gannaatiin leenjisuu(In-service/summer Training)					
14.8	Biyya alaatti erguun leenjisuu(scholarship)					
14.9	Waajjiraalee kan biroo daawwachuun muuxannoo akka horatan gochuu					
14.10	Dare kessatti ibsa kennuun(Classroom lecture)					

Tooftaalee Leenjii fi Misooma itti Kennamu					
14.11	Meeshaalee elektirooniksiitti gargaaramuun leenjisu (e-learning)				
14.12	Leenjii barumsa fagootiin kennuu (Distance learning)				
14.13	Mariwwan garee uumuun leenjifamtoonni dandeettiifi beekumsa isaanii akka cimsatan gochuu(Group Discussion)				
<i>kan biraa yoo jiraate</i>					

F.Carraa Leenjiifi Misooma Hojjetootaa (Training and Development Opportunities)

15. Waajjiirrikee carraa leenjiifi misooma hojjetootaa maal irratti hundaa’ee hojjetoota isaatiif kenna? Deebii tokkoo ol kennuu ni dandeessu.

- Ulaagaalee ifaafi bilisa ta’e irratti hundaa’ee
- Hanqinoota hojii irratti mul’atan irratti hundaa’ee
- Madaallii raawwii hojii hojjetootaa irratti hunda’ee
- Fedhii hojjettoonni leenjiif qaban irratti hunda’ee
- Qorannoo fedhii leenjiifi misooma hojjetootaa gaggeeffame irratti hunda’a
- Akka badhaasaatti hojjetoota cimoo ta’aniif kennama
- Hojjetoota hoggantoota isaanii wajjin walitti dhufeenya gaarii qabaniif kennama.

Kan biraa yoo jiraate_____

G. Madaallii Saganta Leenjiifi Misooma Hojjeetootaa (Training and Development Evaluation)

16. Madaalli sagantaa leenjii fi misooma hojjeetootaa waajjirri kee gaggeessuu ilaalchiisee sadarkaa Waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
16.1	Waajjirichi ragaalee workshooppii, semiinaarafi koorsii adda addaa hojjeettoonni irratti hirmaatan galmeessee ni qaba					
16.2	Madaalliin adeemsa leenjiifi misooma hojjeetootaa hunda irratti ni gaggeeffama					
16.3	Madaalliin erga saagantaan lenjiifi misooma hojjeetootaa xummurame booda gaggeeffama					
16.4	Waajjiirichi erga sagantaan xumurame booda guca deebi-dubbee(feedback) hirmaattoota irra itti sassaabu ni qaba					
16.5	Waajjirichi ulaagaalee ifaafi sirrii ta'e fayyadamuun sagantaa leenjii fi misooma hojjeetootaa madala					
16.6	Adeemsi madaallii sagantaa leenjiifi misoomni wajjirichaa hirmaachiisaa dha					

Kan birooyoojiraate _____

H.Rakkoolee Sagantaa Leenjii fi Misooma Hojjettootaa (Training and Development Constraints)

17. Sagantaa leenjii fi misooma hojjeettootaa waajjirri kee gaggeessuu keessatti rakkoolee waajjiira kee qunname ilaalchiisee sadarkaa waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
17.1	Sagantaa leenjiifi misooma hojjeettoota gaggeessuuf baajata ga'aa ta'e dhabamuu					
17.2	Qaamoota/hoggantoonni olaanaan xiyyeeffanaan ga'aa ta'e kennuu dhiisuu					
17.3	Kutaan leenjii fi misooma hojjeettootaa qindeessuu dhabamuu					
17.4	Leenjiiwwan kennaman hojjitti hiikamuu/ jijjiiramuu dadhabuu					
17.5	Oggeessa fedhii leenjii fi misooma hojjeettootaa addaan baasuu danda'u dhabamuu isaa					
17.6	Sagantaan leenjii fi misooma hojjettootaa karoora tarsiimoo waajjiirichaa keessatti utuu hin hammatamiin hafuu isaa					

18. Rakkoolee gurguddoon waajjirakee leenjiifi misooma hojjetootaa gaggeessuu keessatti mudatan maalfaadha?

19. Rakkoolee kanaaf furmaanni maali jettee yaadda?

Galatoomaa !

Appendix- D

Gaafanoo Afaanii

Gaafannoon afaanii kun kan qopha'e itti gaafatamtoota waajjiiraalee barnoota anaalee fi deeskii barnoota godinaa irraa odeeffannoo ga'aa ta'e argachuuf yaadameetu.

Gaaffiilee Gaafanoo Afaanii

1. Waajjiirri kee imaammata leenjiifi misooma hojjettoota qopheffatee qabaa?
2. Waajjiirri kee karoora leenjiifi misooma hojjettoota qopheffatee qabaa?
3. Waajjiirri kee qorannoo fedhii leenjiifi misooma hojjettoota bara 1998 ALH asitti gaggeessee beekaa?
4. Fedhii leenjiifi misooma hojjettoota waajjira kee eenyutu qorata ?
5. Waajjiiri kee fedhii leenjiifi misooma hojjettoota duraafi dubaan tartibesse beekaa? Maali irratti hunda'ee?
6. Waajjiiri kee fedhii leenjiifi misooma hojjettootaaf kaayoo qopheesseera?
7. Maloota akkamitti gargaaramuun sagantaa leenjiifi misooma hojjettoota gaggeessa?
8. Waa'ee leecaaloo leenjiifi misooma hojjettoota ilalchiisee yaadi at qabdu maali?
9. Waajjiiri kee madaallii leenjiifi misooma hojjettoota gaggeessee beekaa? Yoom? Akkamitti?
10. Hojjettonnii fi waajjiirri kee bu'aa maalii sagantaa leenjiifi misooma hojjettoota irra argatan?
11. Sagantaa leenjiifi misooma hojjettoota gaggeessuu keessatti rakkoolee wajjiirri kee qunnaame jira? Furmaata akkamii kennitan?

Appendix -E

Computational Formula for t- test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{((n_1-1) s_1^2 + (n_2-1) s_2^2)}{(n_1+n_2)-2} (1/n_1 + 1/n_2)}}$$

\bar{X}_1 = Sample Mean 1 (Line employee)

\bar{X}_2 = Sample Mean 2 (Staff employee)

S_1^2 = Variance of Sample 1

S_2^2 = Variance of sample 2

n_1 = Number of sample respondents 1

n_2 = sample respondents 2

Source :ያለው እንዳወቀ (2006:292).

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name : Mebratu Tafesse

Signature: 

Place: Addis Ababa University

Date of submission: 18 June 2009

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

Name: Adane Tessler (Asst. Prof.)

Signature: 

Date of Approval: 19 June 2009