

THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE TRAINING
AND DEVELOPMENT OF PRINCIPALS IN SECONDARY SCHOOLS IN
WEST HARARGHE ZONE

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**THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE TRAINING
AND DEVELOPMENT OF PRINCIPALS IN SECONDARY SCHOOLS IN
WEST HARARGHE ZONE**

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This is to certify that the thesis prepared by Abdi Yassin, entitled: the Practices and problems of human resource training and development of principals in secondary schools in West Hararghe zone and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership and Management) recognized with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The practices and problems of human resource training and development of secondary schools' principals in west hararghe zone

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The purpose of this study was to assess the practices and problems that have been conducted for secondary schools' principals for the last three years since 2001E.C in West Haraghe zone. Descriptive research design was employed for the study and the questionnaire, semi-structure interviews and document analysis were the major data collecting instruments. Based on these instruments, the data were collected from 126 secondary schools' principals, vice principals and department heads in fourteen (14) secondary schools located in eight (8) woredas. The data collected from these groups was analyzed based on statistical tools of T-test, chi-square and descriptive statistics of percentage and frequency account. The findings of the study indicated that, training and development of secondary schools' principals was conducted without properly designed training plan, practices of needs assessments and training evaluation. There were challenges that hinderd the successfulness of the programs. From these major findings, it was concluded that, training and development of secondary schools' principals was conducted without proper design and applications of systematic training processes. Based on this, it was recommended that, woreda education offices and other concerned bodies are expected to design proper and functional training and development plan, conduct training provisions based on identified training needs assessment, provide faire and transparent selection criteria of trainees, conduct training evaluations and give attentions to solve the challenges that hindered the successfulness of training programs.

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List of Acronyms

HRM:	Human Resource Management
KSA:	Knowledge, Skills and Attitudes
SMART:	Specific, Measurable, Achievable, Realistic and Time Bound
OJT:	On-the-job Training
NCBP:	National Capacity Building Program
MCB:	Ministry of Capacity Building
PSCAP:	Public Sector Capacity Building Program
SPSS:	Statistical Package of Social Science

CHAPTER ONE

THE PROBLEM AND ITS APPROACHES

1.1. Background of the problem

Formal education systems in nearly every part of the world are aimed at the younger members of society. It was designed to provide the basic skills of different disciplines as well as passing on the cultural norms and values of the society. What the system cannot provide is the specific skills required for particular jobs. Provision of these basic skills is best accomplished through specific programs geared to the job and the employer. This does not mean that there is no link between formal education, training and development. The more formal education a person has received, the more honed will be his or her basic skills and ability to reason and analyze (Cartwright, 2003). This indicates the strong relationships of training, education and development in which training is more appropriate for improving the deficiencies in particular job whereas education and development are more general than particular job and enhance capacity of individuals to understand once new skills.

The need for training and development has always been present in every walk of life. This is because; the speed of change in the existing basic skills is accelerating with the technological advancement today. What was appropriate last time in some areas of our lives is no longer appropriate today and knowledge and skills gained yesterday will no longer be sufficient to equip institutional managers for a life time. Therefore, organizations had begun to see training and development as an investment rather as a cost

and Organizational leaders also began to consider training and development as lifelong processes to achieve their individual growth and occupational success (Pont, 1991). This implies sustainable need of human resource training and development for the improvement of human capacity and to go ahead with ever-changing technological advancement and leads for organizational productivity.

Now days, human resources are the most valuable assets of any organization and nothing get done without human actions. Organizations are also in a position of searching advancement through investing training of human resources. This is because; the universally accepted secret behind for improved productivity of many organizations lied on the provisions of human resource training and development of its staff members. So that to make function effective and perform efficiently, organizations are expected to give training and development to fill the gaps of their staff members (Ojo and Olaniyan, 2008). This shows the crucial value of human asset in a given organization and this value of human asset becomes more vital for organizations' productivity when their existing capacities and deficiencies improved and filled through continuous training and development provisions.

There were trends that make training professionals to look at what they do and forced them for moving beyond training as an exceptional change strategy. Four trends have contributed for exerting human resource training and development. These were the challenges to keep pace with rapid external environmental change, the efforts to establish high-performance work environments that are optimally conducive to human productivity, the work activities which increasingly being organized in innovative ways, centering on teams or contingent or temporary workers or relying on outsourcing and

finally the employees themselves are in a position of find and an interested to prepare themselves for continually upgrading their competencies in real time. Each of these trends was therefore becoming a driving force behind for the holistic approaches to improving human performance (Rothwell, 2005).

To make performance improvements of managers and organizational success sustainable, a good design and implementation of effective training interventions is important. This also cannot be accomplished without first identifying the various processes operated during provisions of training and development programs. To give any training and development of any organization, different scholars recommend the following training process. Accordingly, Mathis and Jackson (2010), Mondy (2010), Cartwright (2003) similarly stated four phases. These were: the consideration of the overall strategy and goals of the organization and then identifying the training needs to meet what the organization wishes to do; the formulation of plans to meet the identified training needs; consideration of the practicalities of implementing the training and development and lastly the evaluation of the training and development results.

From above mentioned issues, it is possible to understand as human resource training and development program should be carefully planned based on systematic process that fit with organization's strategic plans to ensure an efficient and effectiveness of organizational productivity.

To sum up, training and development for any organization in general and for educational leaders particularly for secondary school principals would be a systematic way to cope with ever-changing technologies and competitive environment. Because; for the

contemporary world, training and development is advancement, a requirement for improved productivity and more importantly, the entire process of direction and leading people highly depends on the skills and knowledge of individual managers. The absence of this program obviously leads for problems of incompetence, inefficiency and ineffectiveness (Ojo and Olaniyan, 2008).

Thus, training and development is apparently indispensable to perform one's job efficiently, know how to lead others and the desire to meet educational objectives of producing higher productive citizens with quality education makes the training and development more absolutely compulsory for principals in secondary schools.

When we come to Ethiopia, education is expanding at all levels and targeted for ensuring the quality, equity as well as relevance that requires effective management and leadership at all levels of the education system. Today, the country's educational priority gives emphasis on the quality of education. To maintain quality of education, the role of educational planners and managers is enormous. These ambitions cannot be realized without sustainable capacity development programs of training and development for educational leaders and managers particularly for secondary schools' principals.

GEQIP (2008) stated that, for the achievement of millennium development goals and poverty reduction which is a cornerstone of Ethiopian development strategy, education has been taken as a key element. And an essential aspect of improving quality education is an improvement of performance through strengthening planning and management capacity at all levels of education sectors but with greatest emphasis at lower levels in particular the woreda and the schools and more emphasis is given for practical aspects

rather theoretical aspects. And lastly, education and training policy (1994) concluded that, the provisions of relevant and appropriate education and training of manpower is crucial in various skills at different levels through formal and non formal programs to satisfy country's socio-economic and political life of the society.

Some studies which conducted at different Ethiopian educational institutions revealed that, human resource training and development were undertaken without due attention for training process. Accordingly, Zewdu (2010), Juber (2009) and Lidya and Wuletaw (2006) identified the absence of training needs analysis, training evaluation, and improper selection criteria in different Ethiopian educational institutions. However, whether these and other remaining gaps exist or not in the process of training and development for secondary schools' principals in West Haraghe zone, still remain open for investigation. Hence, this study attempts to assess the practices and problems of human resource training and development of first cycle public secondary schools' principals in west Hararghe zone.

West Hararghe zone is one of zonal region in Oromia regional state. It is around 346km far from Addis Ababa to Eastern direction of Ethiopian regions. In this zone, there were 23 first cycle public secondary schools having 55 principals (first and vice principals) and 148 department heads, total 203 secondary schools' principals and department heads. Moreover, there were sixteen (16) Woreda administrative in which at least one or two secondary schools were located (Educational record office of West Hararghe Zone).

1.2. Statement of the Problem

School principals and their leadership has indeed become one of priorities in education policy agendas internationally. They have essential role in improving school outcomes by influencing school climate and environment and provide motivation as well as building capacity of school teachers. They are also expected to play crucial roles of planning, organizing, leading, and controlling duties of the schools. However, all of these contributions need performance improvement of school principals. Training and development is one means in which school principals develop their potential skills, knowledge and attitudes for successful achievement of intended goals.

Allenby and others (2003) reported that, training is a planned and organized procedure designed to improve the effectiveness of people at work. This is because; it provides a means of building up knowledge, skills and attitudes which directly relevant to the work. And Cartwright (2003) stated that, training and development programs would be designed to: do current tasks better; be able to do future tasks; develop and retain people to grow with the organization; and attract high quality people into the organization.

However, there were different perspectives on the cost and benefits of human resource training and development of a given organization. Richard Pettinger (1998) cited in Cartwright (2003) commented that, many organizations training and development was seen as costs to be born rather than investments to be made. Too many organizations load the responsibility for training and development onto already overworked front-line staff. This lack of status and resources for training and development explains why trainees do not always value training and development opportunities.

Beardwell and others (2004) further indicated that, many organizations invest considerable resources in training and development but never really examine how training and development can most effectively promote organizational objectives, or how developmental activities should be altered in the light of organizational plans. For these authors, the most common way training needs discovered in organizations was when a problem occurs or a key employee leaves. This was a very reactive approach and is not assessing, analyzing or predicting training requirements. Unfortunately, this was all too common in many organizations.

This implies the provisions of training and development without due attention for needs analysis which is an indication of wastages of resources. This is because; inconsistency of training and development objectives and contents with appropriate performance gaps may not bring the desired goals of the organizations.

Different scholars recommend induction and orientation training and development programs at the beginning of the school year particularly for newly appointed principals. Parker (2008) reported that, new managers very often find the start of a new position a trying experience. There were much they don't know about the job tasks and responsibilities, the organization and its operations, the organization and reporting structure, the operational rules and procedures they should follow and what they are expected to do and not to do. All new managers also want to be successful, and organizations want them to succeed. Thus, newly recruited educational leaders' orientation program must be planned and implemented carefully to ensure that success.

Moreover, Chapman (2005) found that,

The newly appointed leaders requires the engagement in a systematic program of learning, and induction based on an analysis of person's previous experiences and capabilities integrated with the needs of the particular school, system, and context in which they serve. However, the provisions of this program were not the same in different countries.

This indicates the absence of similarly structured orientation program for new employees in all countries and organizations and existence of difference among organizations on the provisions of the program for their newly recruited workers. Absence of this program on the other hand may leads for low performance, feeling of in-confidence and moral deterioration among workers.

Meanwhile, the research conducted on Addis Ababa university by Abate (2010) found that, new employees join their daily jobs without any orientation program offered before their jobs, but Wulatew (2006) stated that, there were orientation program for newly recruited educational managers though there were strong opinions difference among different individuals.

The reality in Ethiopian first cycle public secondary schools in general, West Hararghe zone in particular, depicted the aforementioned gaps and problems mentioned by different writers and researchers. This was what I recognized from my experience in west Hararghe Zone public secondary schools for three years. In those secondary schools, there were problems of shortages of leaders who qualified with educational leadership and the newly recruited principals simply join their daily tasks without due attentions for training orientations. The immediate training and development provisions for school principals depends on reactive approaches or provide training for problem occurred rather

estimating problems before it being occurred or provide training without assessing, analyzing and predicting training requirements. Moreover, there were principals who consider the provisions of training and development as a means of their financial well-being and no more attention for application of what they trained to their real work activities in their schools.

Therefore, the purpose of this study was to assess the practices and the problems of human resource training and development of first cycle public secondary schools' principals in west Hararghe zone. To achieve this goal, the following guiding questions were designed.

1. What are the current practices of training and development programs of principals in secondary schools of West Hararghe zone?
2. What are methods applied to provide training and development program of principals in secondary schools?
3. What are the factors hindered training and development program of secondary schools' principals in West Haraghe zone?
4. How principals consider the provisions of training and development programs in secondary schools of West Hararghe zone?

1.3. Objectives

1.3.1. General Objectives

The general objective of this study was to assess the practices and problems of human resource training and development programs of principals in first cycle public secondary schools of west Hararghe zone.

1.3.1.1. Specific Objectives

The specific objectives of the study were:

- To assess the existing practices of human resource training and development of secondary schools' principals in West Hararghe zone.
- To evaluate the mechanism the training and development provided for secondary schools' principals in west Hararghe zone.
- To identify the factors that influence the successfulness of human resource training and development programs in west hararghe zone.
- To assess principals' considerations towards the provisions of training and development program in west hararghe zone.

1.4. Significance of the Study

This study would be thought to have the following importance.

- 1) The findings of this study would provide valuable inputs to the woreda education offices and human resource managers in designing, executing and evaluating training and development programs for the general secondary schools' management.

- 2) The study can help also woreda and zonal education bureau's experts and team leaders to identify major problems of human resource training and development and to take corrective measures for possible solutions.
- 3) It would create awareness for employees and management body about their training needs assessment and evaluation outcomes.
- 4) It would draw attention of educational official and experts to the issues related with significance of training and development of secondary schools' principals.
- 5) The findings of the study also expected to provide some current information to the already existing knowledge regarding the subject matter under study.
- 6) It may also open a chance for those who want to conduct in-depth and further investigation on the same problems.

1.5 Delimitation of the Study

There are first cycle public and private elementary and general secondary schools, second cycle publics or not private preparatory schools and technical colleges in West Hararghe zone. Conducting a research on all of these schools is difficult and unmanageable due to financial and time constraints. So that, researcher decided to be limited to conduct the research on the first cycle public or not private general secondary schools. This was because, the general secondary school education is the basis for producing trainable persons who would either joining training of a middle level labor force or a college or university preparatory programs. Assessing the existing practices and problems of training and development program of principals in secondary schools of West Hararghe zone was therefore timely investigating issues. This is because; strengthening the skills and knowledge of principals through training and development programs contribute for

the crucial roles principals for implementation and production of quality educations and qualified human resources.

Moreover, the study also is delimited to the practices and problems of training and development of principals in secondary schools. This was because; the provision of training and development for secondary schools' principals would be one of management tool and strategy to enabled principals and others staff members to cope them with ever-changing technologies and competitive environment. Moreover, developing capacity of schools' principals through training and development ultimately leads for schools' performance in terms of productivity, efficiency and effectiveness.

1.6. Limitation of the Study

Some of recently established secondary schools from 1998 E.C were worked their regular jobs only for one shift. This was hindered the researcher to use time properly and forced to go there for more than two and above rounds. Besides, there was a shortage of transport in some woredas specifically in oda bultum and doba. This was again another challenge that hindered the proper usage of the time in accordance with the schedule. Moreover, there was an expected workshop at zonal level that interrupted promised time of interview with sampled interviewee. All of these challenges delayed the researcher from proper usage of time and forced to end the research work without critically editing and proper checking of the grammars.

1.7. Definition of Terms

Human Resource Training-is an on-going process of acquiring capabilities to perform jobs (Jackson and Mathis, 2010), the process that systematically designed, planned and implemented to meet defined needs and always provided by people who know how to train and carefully evaluated the impact of it (Armstrong, 2006).

Management Development -is the process that consists of all learning experiences provided by an organization resulting in upgrading skills and knowledge required in current and future managerial positions (Mondy, 2010 and Cartwright, 2003).

Training and Development- is the heart of a continuous effort designed to improve employee competency and organizational performances (Mondy, 2010).

Training Needs Assessment (TNA) - systematic review of the current skills base against organizational requirements in order to identify the skills gap (Dessler, 1991).

Secondary School - refers to the structure of educational system of general secondary education from nine up to tenth grades.

School Principal - refers to management of the school including school director and assistant director.

Department head - are the one who receive services provided by principals as a teacher and one part of school management to bring the services for both local and school communities.

1.8. Organization of the Study

This study organized into five units or chapters. The first chapter deals with the problems and its approaches. The second unit deals with the review of related literatures whereas the third unit deals with the research design and methodology. The fourth unit of this study on the other hand discuss about the analysis, presentation and interpretation of the study. This is the main section of the study in which the hypothesis of the problem under study becomes disproved. The last chapter of the study deals about the summary of major findings, the conclusion and the recommendation. This section of the study would be where the unique contribution of the study for existing knowledge about the problem under study is depicted and known.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter, the review of related literature was undertaken with the theoretical background of human resource training and development. In this case, the concept, its benefits the process and other major aspects of human resource training and development were discussed profoundly.

2.1. Concepts of Human Resource Training, Development and Education

Human resource training is a commonly used word that may be applied to a variety of activities. Different scholars define the term training in different manners, but they are common in conceptual considerations. According to Wilson (1999), human resource training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

With the other perspective, Jackson and Mathis (2010) define human resource training as an on-going process of acquiring capabilities to perform jobs or mastering of a particular task or set of tasks. It provides employees with specific, identifiable knowledge and skills for use in their present jobs.

Allenby and others (2003) on their side stated that, training is a planned and organized procedure designed to improve the effectiveness of people at work. This is because, training provides a means of acquiring skills and knowledge or it concentrates on building up knowledge, skills and attitudes which are directly relevant to work. Moreover, Holton III, and Naquin (2003) identified that, training is the acquisition of the

technology which permits employees to perform to standard. It is an experience and a discipline that causes people to acquire new, predetermined behaviors.

Furthermore, training is the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. So that, training should be systematic in that it is specifically designed, planned and implemented to meet defined needs and always provided by people who know how to train and carefully evaluated the impact of it (Armstrong, 2006).

Management development on the other hand is the process that consists of all learning experiences provided by an organization resulting in upgrading skills and knowledge required in current and future managerial position (Mondy, 2010). It is the process in which learning occurs through experience and where the results of the learning enhance not only the task skills of the individual but also his or her attitudes and goes beyond today's job and has a more long-term focus (Cartwright, 2003).

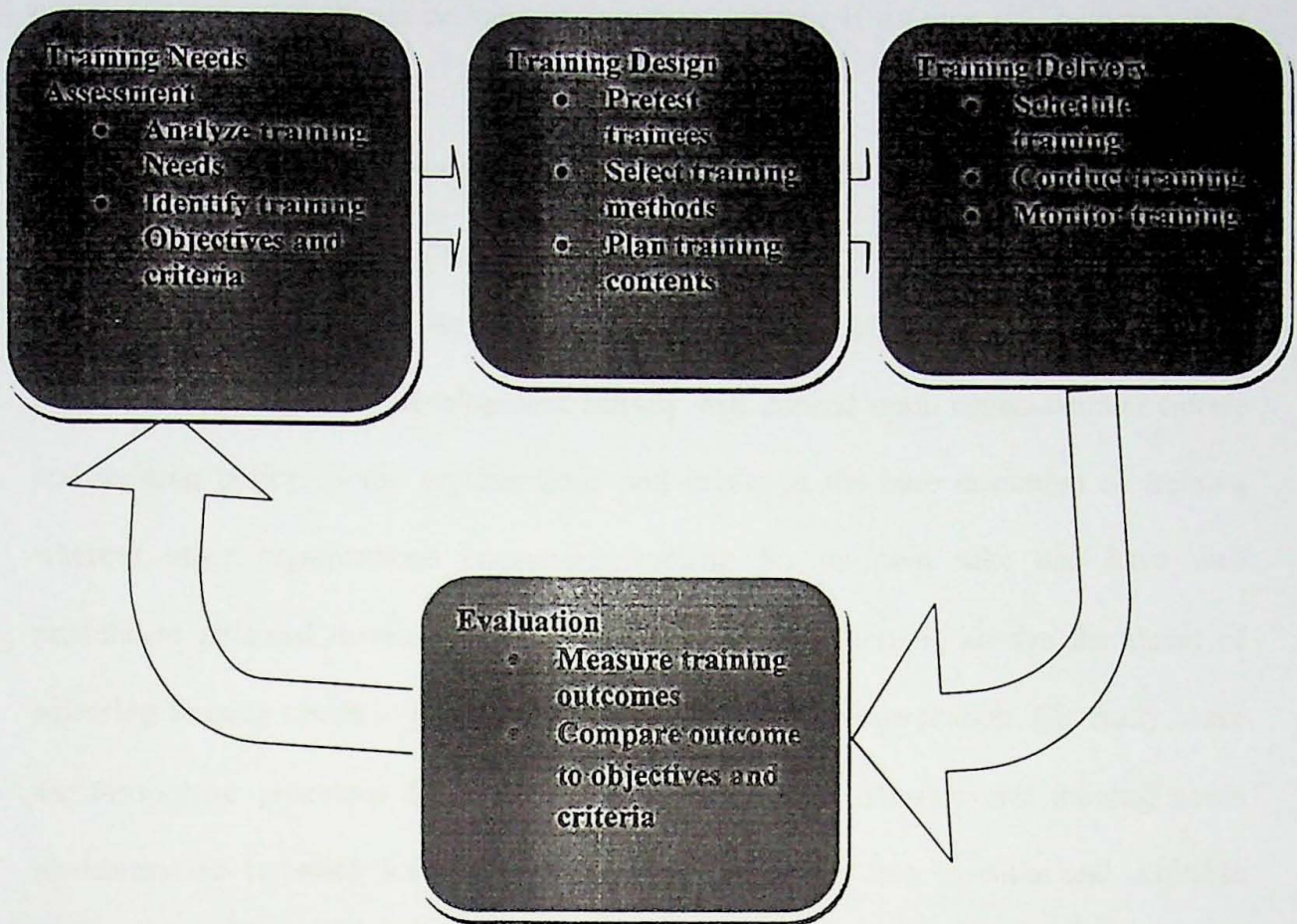
Moreover, management development is any attempt to improve the current and future managerial performance through imparting knowledge, changing attitudes, and increasing skills. It is a tool for promotion of management talent and facilities for organizational continuity by preparing employees and managers for smoothly assuming higher-level position (Dessler, 1991). In general, development is process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It does not concentrate on improving performance in the present job rather it takes the form of learning activities that prepare people to exercise wider or increased responsibilities (Armstrong, 2006).

Education is the broadening of the knowledge and skills base of the individual and indeed the group with the objective of the individual functioning in and being a benefit to the society he or she lives in. It is where individuals learn about the norms operating in their society and an investment by a society into its members with the ultimate aim of benefiting that society (Cartwright, 2003). Parker (2008) further stated that, training is often more along the line of skills building and familiarization with specific details of products and procedures whereas education is more formalized and often presented in a classroom format and provides learners with the conceptual and theoretical aspects but development is almost a cross between training and education, and provides practical aspects routinely needed to get a job done.

2.1.1. Process of Training and Development

The way in which the organizations plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training. Effective training requires the use of a systematic training process. There are four phases of systematic approaches of human resource training and development. These are: Assessment, Design, Delivery, and Evaluation (Mathis and Jackson, 2010 and 2008).

Figure 1- Systematic Training Process



Source: Mathis and Jackson, 2010) p.260

This indicates that, training and development has the process that used to make the provisions of training and development appropriate with identified needs. So that, training and development provision without due attention for systematic process is a wastage. Because, the desired training objectives and contents would be only appropriate for the right person who has performance deficiency in the given organization.

2.1.1.1. Training needs assessment

According to Mathis and Jackson, (2010 and 2008) needs assessment is the process that used to measures the competencies of an organization, a group, or an individual as they

relate to what is required in the strategic plan. It is necessary to find out what is happening and what should be happening before deciding if training will help and what kind is needed.

Meanwhile, Wilson (1999) suggested that, it is quite feasible for an organization to place too much emphasis on training to meet current performance and business objectives and meeting the short-term bottom line results at the expense of developing people for the future. But the degree of development activity will depend upon organizational culture and training policy. Some organizations will invest in the bare minimum of training whereas other organizations encourage learning for its own sake and have well established personal development programs. Therefore, there is always the threat of assessing training needs solely from the perspective of the organization. Generally, there are three-stage processes for prioritizing training needs. These were: training needs predetermined at policy level; divide the remaining needs into essential and desirable needs and wants and Cost the essential needs and prioritize via Pareto/Pareto analysis (a technique used to define the highest priority training needs among the remaining needs).

In general, Barbazette (2006) further stated that, needs assessment is the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved). Generally, the term needs assessment has three-phase process. Collecting information, analyzes it, and creating a training plan. These processes of needs assessments, often involves the use of more than one type of analysis such as performance analysis (at organizational and individual levels) and job/task analysis.

2.1.1.1.1. Organizational Analysis

Organization analysis is a process for determining the appropriateness of training by evaluating the characteristics of the organization. It looks at training needs in light of the organization's strategy, resources available for training, and management's support for training activities. Training needs will vary depending on whether the organization's strategy is based on growing or shrinking its personnel, whether it is seeking to serve a broad customer base or focusing on the specific needs of a narrow market segment, and various other strategic scenarios (Noe and others, 2010).

For Mondy (2010), Organizational analysis is the process in which overall organizational perspective are undertaken. It studied an organization's strategic mission, goals and corporate plans along with the result of strategic human resource planning, and also Gomez-Mejia and others (1995) stated that, organizational analysis is the process that examines such broad factors as the organization's culture, the mission, business climate, long and short-term goals and structure.

Therefore, it is possible to understand as organizational needs are a need at organizational levels. These needs can be about the policies, the rules and regulations and other aspects of organizations. In general, organizational needs could be the needs that recognized by organization or that of requested needs due to change in system, new equipment, new and revised rules and regulation and others. Of two organizational needs, the requested needs are the most commonly observed needs in secondary schools of west hararghe zone.

2.1.1.1.2. Individual Analysis

Individual analysis is the process that determines the employees who need training by examining how well they are carrying out the tasks or their jobs. Training is often necessary when there is a discrepancy between a worker's performance and the organization's expectations or the standards. Person analysis entails examination of the worker performance ratings routinely collected by the organization, then identifying individual workers or groups of workers who are weak in certain skills (Gomez-Mejia and others, 1995).

Meanwhile, organizations are seeking to identify any shortfall in the individual's knowledge, skills and attitudes required to perform his or her job. The difference between the desired level of performance and the current level of performance is the training gap. With supporting this, McConnell and others (2003) stated that, basic skills required of an individual employee (not all employees) in a job are usually classified as individual training needs. Individual employee training needs are those not required by typical employees rather training required by a specific employee to improve performance, to be qualified for other jobs, or to acquire specific skills or abilities that most employees already have. This show as individual training needs is the needs that required individuals who have deficiencies in their performance with expected standards of the organizations.

2.1.1.1.3. Job/Task Analysis

Task Analysis is the process of identifying and analyzing tasks to be trained for and the knowledge, skills, and behaviors that training should emphasize. Usually, task analysis is conducted along with person analysis. Understanding shortcomings in performance usually requires knowledge about the tasks and work environment as well as the

employee. To carry out the task analysis, it requires looking at the conditions in which tasks are performed. These conditions include the equipment and environment of the job, time constraints (for example, deadlines), safety considerations, and performance standards. These observations form the basis for a description of work activities, or the tasks required by the person's job (Noe and others, 2010).

Meanwhile, task analysis is a systematic means of gathering and organizing information concerning the tasks, the duties and responsibilities of specific jobs. The tasks and duties are used to identify the knowledge, skills and abilities (KSAs) required to perform the job adequately and to determine the kinds of training needed for the jobs (Gomez-Mejia and others, 1995). This implies as the task analysis is one of the training needs assessment technique that used to identify the performance gaps of an individuals in the process of training and development provisions.

2.1.1.1.4. Identify Training and Development Objectives and Criteria

Training and development objectives should be defined in the manner that has become accepted for all business, to fulfill their training and development strategies or it should be defined in SMART criteria of: Specific, Measurable, Achievable, Realistic and Time bound. Therefore, each objective should be clearly specific to those who involved with its achievement to enable them know exactly what the objective is and how it relates to the overall strategy of the organization. It is important also to state at the beginning how the achievement of the objective is to be measured. And moreover, training Objectives need to be agreed by all concerned and should be realistic (achievable) and lastly time scales need to be lay down (Cartwright and others 2003).

Meanwhile, Scannell and Donaldson (2000) stated that, training objective is eminent from a training goal in that the objective defines a level of performance in terms of quantity and the specific quality of the performance, whereas a training goal is defined as a general skill or behavioral change that occurs as the final result of the training. Therefore, by using behavioral terms, it is possible to predict out the desired behavior and performance standards the program intended to achieve.

In general, it is possible to understand as needs assessment is the first phase of systematic training and development process where levels of performance deficiency and problems are known after reviewing source of techniques at organizational, job/task and individual analysis. Moreover, need assessment is the phase in which the intended training and development objectives and criteria are identified in SMART form.

2.1.1.2. Designing of Training and Development

Once training objectives have been determined, training design can start to address the assessed specific needs. Effective training design considers learning concepts and a wide range of different approaches to training. Working in organizations should be a continual learning process, and learning is the focus of all training activities. Different approaches are possible because learning is a complex psychological process. There are three primary considerations when designing training. These were: determining learner readiness; understanding different learning styles and designing training for transfer (Mathis and Jackson, 2008).

Beside, training designer should design training for the highest possible transfer from the class to the job. Training transfer occurs when trainees actually use on the job what

knowledge and information they learned in training. Effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. A number of ways can increase the transfer of training. Offering trainees an overview of the training content and process before the actual training is transfer. Another specific way to aid transfer of training to job situations is to ensure that the training mirrors the job context as much as possible (Mathis and Jackson, 2010).

Moreover, our general choices of designing training and development will depend on: the needs of the trainee(s); the demands of the given task; the availability of budget and the resources or the available facilities of the organization (Allenby and Jenkins, 2003).

This indicated as training and development designers should consider the interests of the trainees, appropriate techniques for intended targets, availability of resources and demands of the tasks.

2.1.1.2.1. Pretest Trainees

One obvious way to find out where an individual is coming from is to give a test on what that individual already knows is commonly called a pretest. A popular way of doing this is to administer the criterion (or final) test, or its equivalent, at the first session. If this test is explained properly and given in a goal-setting and diagnostic atmosphere, it can do more than measure and can set expectations. It confidently lets learners and instructors form: a clear picture of what they don't need to stress because people already know it; it gives individual diagnostic data and the learners can identify the areas they must concentrate on; instructors know how each trainee performed and where extra individual

counseling will be needed, the experience (inventory) of learners is examined and becomes an early ingredient in the learning process (Holton III and others, 2003).

2.1.1.2.2. Designing Training and Development Contents

Whether the organization prepares its own training programs or buys training from other organizations, it is vital to verify that the content of the training relates directly to the training objectives. Relevance to the organization's needs and objectives ensures that training money is well spent and tying training content closely to the objectives also improves trainees' learning, because it increases the possibility that the training will be meaningful and helpful (Noe and others, 2010).

Organizations are expected to consider everything new that is proposed in the predictable future. This is because; any things new will generally have a training implication. So, all new developments involve change and organization will be reviewing the training implications before rather than during the implementation of anything new. The training professional will be keeping an eye open for new implementations and can make a valuable input to ensure the training need is considered at the right time. Therefore, training and development will be designed by considering: new product; new process or method; new technology; new piece of equipment; new legislation; new/transferred employee; new procedures/standards and new customer/market (Wilson, 1999).

2.1.1.2.3. Select Managerial Training and Development Techniques

The most common type of training at all levels in an organization is on-the-job training (OJT) because; it is method which is more flexible and relevant to what employees do. A well-planned and well-executed OJT can be very effective. But the trainers lack of

experience in training, shortage of time to do it, absence of trainees desire to participate in it and disrupt in regular work are some problems that hindered OJT to be effective (Mathis and Jackson, 2010).

Moreover, Beardwell and others (2004) further stated that, a careful use of training methods and techniques can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or groups and organizations often use inappropriate methods, which can be both costly and time wasting and bring very little improvement in the performance of the employee. Generally, a great deal of management development is formalized, planned and structured and can take place either by on-the-job – within the workplace environment (training center) or off-the-job – away from the workplace in a college, university or conference/seminar.

2.1.1.2.3.1. On-the-Job Techniques

i) Orientation Training

Orientation is the initial training and development effort for new employees that inform them about the organization, the job and the work group. This training technique therefore conducted for the purpose of team membership, employee development, socialization, organizational policies, rules and regulations and so forth (Mondy, Noe and others, 2010).

According to Mathis and Jackson (2008), training Orientation is the most important and widely conducted type of regular training done for new employees. It is the planned introduction of new employees to their jobs, co-workers, and the organization, and is offered by most employers. It requires cooperation between individuals in the human

resource unit and operating managers and supervisors. In a small organization without human resource department, the new employee's supervisor or manager usually assumes most of the responsibility for orientation but in large organizations, managers and supervisors, as well as the human resource department, generally work as a team to orient new employees.

From this, it is possible to understand as orientation training is the technique that provided for new employees to adopt them with the rules and regulations, the policies and other aspects of organizations. These also contribute for new employees self-confidences in what they work and promote interpersonal relationships of more experienced employees with less experienced once.

ii) Coaching

Cartwright and others (2003) stated that, coaching is the process of transferring the skills and knowledge of older and more experienced employees to the less experienced through a close relationship, usually face-to-face interactions. Armstrong (2006) further stated that, coaching is the structured and purposeful dialogue of coach who uses feedback to bring an objective perspective. The need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities. Coaching as part of the normal process of management consists of: making people aware of how well they are performing by; controlled delegation or ensuring that individuals are not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily and encouraging people to look at higher-level problems and how they would tackle them.

Therefore, is possible to understand as coaching is OJT technique that more experienced person show and trained those of less experienced employees about the regular activities of the work. This also observed in education sectors as a short-term staff meeting specifically at lower levels educational institutions.

iii) Mentoring

Mentoring is an approach that has application on a wider organizational scale and to the higher levels and/or more complex situations. It can be managed in a number of different ways, and the more normal approach of mentoring is for one experienced person to act, usually over an extended period, as the mentor, supporter, adviser, event arranger, for the learner. Following more formal induction training and following or running alongside management training, a departmental line manager or seniors of managers might be appointed in a progressive plan as mentors to the newly appointed management trainee (Rae, 2000).

Beside this, mentoring has been found to be a most valuable strategy for providing newly appointed school leaders with support (Chapman, 2005), when coaching is to training, mentoring is to development. A mentor is not concerned solely with improving skills and performance in a narrow range of tasks but with the development of the whole individual and provides counsel and guidance to assist the individual in his or her organizational growth (Cartwright and others 2003).

From these mentioned perspectives, it is possible to say as both mentoring and coaching do have close relationships in the provisions of valuable skills and knowledge for less experienced employees from those of more experienced once. In this case, they do have

also unique differences. For example advanced oxford dictionaries define the word mentor as an experienced person who advice and help those of less experienced person over a period of time whereas coaching is the process of training someone to do a job better or to improve his/her skills. This techniques specifically observed in educational institutions at lower levels of primarily and secondary schools specifically for induction courses to train and give an advice and guidance for those of new staff members.

iv) Job rotation

Job rotation or sometimes cross-training is training and development method that employees move from one job to another to broaden their experience. This technique require for higher-level tasks to breadth knowledge of the workers. Rotational training programs help an employee to understand a variety of jobs and their interrelationships, thereby improving productivity. It also often used by the organizations to relieve boredom, stimulate better performance, reduce absenteeism and provide additional flexibility in the job assignments (Mondy, 2010).

Meanwhile, job rotation is the process in which the person is moved among various jobs not only to fill an imminent need, but also to give an understanding of what is involved in the various jobs. It gives broad exposure to the overall organization, but takes time to put into operation, seasonal situations affect assignments and not all assignments may be relevant to the employee (Parker, 2008).

V) Action Learning

Action learning can be considered a half-way house approach between training and instruction and absolute self-development (Rae, 2000). It is a method of helping managers develops their talents by exposing them to real problems. They are required to

analyze them, formulate recommendations, and then take action. It accords with the belief that managers learn best by doing rather than being taught. A typical action learning program brings together a group, or set managers to solve the problem and learn from each other, but an external consultant or set adviser who helps the members of the set to learn from one another and clarifies the process of action learning. In this process, the groups are involved in deciding on objectives, planning resources, initiating action and monitoring progress (Armstrong, 2006).

2.1.1.2.3.2. Off-the-Job Technique

Off-the-job training and development brought together groups of people with similar needs for learning events in the most economical and cost/value-effective manner. It gives the opportunity for different Views, opinions and information to be shared with the other people in the group, who may come from the same or different parts of the same organization or from range of organizations and who can bring a wide range of experience or knowledge to the discussions. Besides, the new concepts and techniques can be presented to a large number of people in the shortest possible time and Opportunities for the learners to clarify and practice aspects of the learning that they do not understand or on which they require additional information. However, it makes group usually forced to progress at a compromise rate and different learning preferences of individuals or groups of individuals cannot always be taken into account. In addition to this, all the learners may not attend the event with similar motivation levels and in fact, some may be resisting learning because they did not want to come or because of some of the other learning barriers (Rae, 2000).

i) Seminars and Conference

Conferences are not always recognized as training events by the participants and basic aim of any conference is that those participating leave with a greater awareness than they had when they arrived. The format is commonly a series of lectures by internal or external experts on the topics to be covered. On the other hand, Seminars can be described as mini-conferences as they follow a similar format of a series of lectures by experts in the topic of the seminar. However they are usually smaller in size as it is necessary for the lectures to be highly interactive. The lectures frequently followed by mini-workshops in which the topic is discussed in depth and decisions made for action. It is also often described as a symposium and both conference and seminars are stands to disseminate, discuss and refine views and information and consequently used as learning event usually at the professional level (Rae, 2000).

These indicate as both seminars and conference are the technique in which a series of lecture is given by either internal or external expertise on the topics to be covered but both are differs in their participant size.

ii) Case Study

A case study is a history or description of an event or set of circumstances that is analyzed by trainees in order to analyze the causes of a problem and work out how to solve it. It mainly used in courses for managers and team leaders because they are based on the belief that managerial competence and understanding can best be achieved through the study and discussion of real events. Case studies should aim to promote enquiry, the exchange of ideas, and the analysis of experience in order that the trainees can discover underlying principles that the case study is designed to illustrate. Trainers have to work

hard to define the learning points that must come out of each case, and they must work even harder to ensure that these points do emerge. Besides, trainers also have to challenge assumptions and force people to justify their reasoning (Armstrong, 2006). Meanwhile, Mondy (2010) stated that, case study method is a training and development method that trainees are expected to study the information provided in the case and make decisions based on it.

Therefore, it is possible to say that case study method is the technique that provides the learners with a description of events to be analyzed and come-up with possible solutions for many problems.

iii) Role-playing

Role-playing is a training and development method that participants are required to respond to specific problems they may encounter in their jobs by acting out real-world situations. In this technique, learning is done by doing rather than by hearing trainers' talk about how to handle the problems or discussing it. It is the technique that is used to teach skills such as disciplinary action, interviewing, grievance handling, conducting performance-appraisal reviews, team problem solving, effective communication and leadership-style analysis (Mondy, 2010). And role-playing develops interactive skills and gives people insight into the way in which people behave and feel and enables trainees to get expert advice and constructive criticism from the trainer and their colleagues (Armstrong, 2006). This shows that role-playing is the technique that enhances self-confidence among trainees due to its more focus on practical activities of what is discussed.

iv) Computer-based Training Programs (CBT)

The explosive growth in information technology in the past few years has revolutionized the way all individuals work, including how they are trained. Today, computer-based training involves a wide array of multimedia technologies. The new technologies incorporated into training delivery also affect the design, administration, and support of training. Generally, technology is moving from center stage to becoming embedded in the learning and training processes. As learning and work merge even closer in the future, technology is likely to integrate into the work environment of more employees. This integration will allow employees to spend less time in the future learning how to use technology, and more time on learning the desired content (Mathis and Jackson, 2008).

2.1.1.3. Training and Development Delivery

A perfectly conceived training program will fail if management cannot convince the participants about its merits. Participants must believe that the program has value and will help them achieve their personal and professional goals. Generally, implementation of training and development programs may become difficult due to the following reasons. These were: managers feeling to be too busy for training and development and his/her typical action-oriented; problems in availability of qualified trainers; the resistance from employees due to alienability of change with provision of training and lastly problems of record keeping specially with the regarding to the employees performance during training and on the job practices (Mondy, 2010).

2.1.1.3.1. Schedule Training

According to Allenby and Jenkins (2003), a number of decisions must be made with regard to the timing of the training. These are: total length of time to be given to the

training; duration of each session and frequency of sessions. You may also need to give some thought to how you will cope with the trainees' absence and who will cover for them at work.

Moreover, Rae (2000) stated that, allocation of time in training program is one of the most difficult areas in training design. There are a number of factors working both for and against effective allocation. The trainers themselves will have favorite sessions and will try hard to have the maximum amount of time allocated to these, often irrespective of the subject's importance. Meanwhile, some sessions in a program may have higher priorities than others and will demand a greater time allocation. Therefore, one essential action for the session practitioner is that, when the timing has been agreed, loyalty must be complete if the program contains a series of sessions, each with specific time allocations. Therefore, this indicates as time allocation is vital for each activities done during training provisions.

2.1.1.3.2. Conduct Training

Allenby and Jenkins (2003) stated that, it is important to conduct training to make sure that all the equipment is available and in working order. There is little pleasure in spending weeks in preparing a program only to discover that a vital piece of equipment is not working or that another group has planned a course in the same place on the same day. You will need to check that the following are available and appropriate. These are: trainers; trainees; training rooms; training aids such as (LCD) projector, flipcharts, videos, tables, chairs; Computers; and training databases; Simulation equipment and refreshments.

Moreover, anyone planning a training program must consider whether the organization has the budget, time, and expertise for training. Even if training fits the organization's strategy and budget, it can be feasible only if the organization is willing to support the investment in training. Managers also increase the success of training when they support it through such actions as helping trainees see how they can use their newly learned knowledge, skills, and behaviors on the job and if the people planning training can show that it will solve a significant problem or result in a significant improvement, relative to its cost (Noe and others, 2010). This indicate as training to be provided, there will be management support, available time and budget, training expertise and interested trainees, attractive classroom and training aids and others necessary ingredients.

2.1.1.3.3. Monitor Training

Line managers, training planners and the trainers are among responsible personnel to monitor the learners at work after the training program to look at the learners' implementation of their learning continuously and evaluate the cost and value effectiveness of the training that led to the learning and checked if the organization has been benefited or not. Moreover, attendance on a training course is not often an end in itself and requires substantial follow up when the learner returns to work and training course material is also often very general, deliberately so to give a base for a range of situations in which the skills have to be implemented back at work (Rae, 2000).

2.1.1.4. Evaluation of Training and Development

The term evaluation is tends to be employed to encompass all activities undertaken to help educators, trainers and learners decide what aspect of teaching and learning design and methodology worked and what did not, what should be kept and what changed. It is

about arriving at a judgment of a central value and worth whiteness of an approach of learning results (Wilson, 1999), and also Allenby and Jenkins, (2003) stated that, evaluation is the stage that enables to: measure the performance of the trainees during training and afterwards; check the quality and effectiveness of the training; keep training records; assess job performance; feedback the results to the trainees to make them know how well they are progressing and note problems and areas of difficulty. It is also the stage which is important to those who: made the plans and prepared the training; gave the training and received the training and development programs.

2.1.1.4.1. Purpose of Training and Development Evaluation

Training and development obviously can enhance its integrity within an organization if it shows the tangible benefits to the organization. There are three main purposes of training and development evaluations. These are: deciding whether a program should be continued or not; deciding whether a program should be modified and determining the value of training and development program in the given organizations (Mondy and others, 2010).

Generally, this perspectives about training evaluation and purpose indicate that training evaluation is a judgment made to check whether training provision is successful or not/cost value analysis and intended to know future focus areas of work, determining the sustainability of training, modification needed and lastly for determining information about the kinds of changes needed.

2.1.1.4.2. Levels to Measure Training Outcomes

Measurement is the process of gathering data and the act of assigning numerals to process events or items by using some consistent set of rules whereas evaluation is the process of making judgments about those data. The process of measuring training outcome should be integral to all training and development functions. Without measurement, there is no positive assurance that the resulting judgments are accurate (Holton III, and others (2003). Many scholars such as Mondy (2010), Mathis and Jackson, (2010 and 2008), Silberman (2006), Rothwell (2005) and Rae (2000) similarly stated four levels of training evaluation model made by Donald Kirkpatrick that dominated training evaluation discussion since it was first published forty years ago (Kirkpatrick 1959a, 1959b, 1960a, 1960b). These were: reaction; learning; behavior and results.

Level 1: Participants' Reaction/Opinions

This is the most common kind of training evaluation level. It is easy, fast, and inexpensive when compared to evaluation efforts at other levels. When your program has ended, you will naturally want to find out whether the training met the participants' expectations. Try to obtain a picture of participants' reactions to the training program as a whole, as well as a sense of their response to the various parts. The beauty of this technique is that you will usually obtain a deeper and more personal response than a questionnaire could bring out. The drawback, of course, is that it is much more difficult to quantify or summarize the results (Silberman (2006) and Rothwell (2005).

Level 2: Extent of Learning

Most of time, it is difficult to determine whether or not the training achieved real learning, as opposed to memorization. One of instrument used measure this process is test

results that prove whether learning is occurred or not. Therefore, it is desirable (although not always practical) to test participants' knowledge, attitude, and skill before the training begins as well as after. With such a baseline, you would be on safer ground in claiming that the training program was responsible for any changes. Besides testing, the followings are evidence that show whether learning has taken place. These were: Performance on job-relevant tasks at the end of the training program, case studies, or role plays; Participant interviews to see how they would respond to job-related problems; Project assignments that require participants to integrate what they have learned with how they are applied (Silberman, 2006).

Level 3: Behavioral Change

The easiest way to assess whether your training has led to on-the-job application is to survey or interview participants. Beside, Self-reports of participants' value and every reason that confirm participants' actually doing on the job what the training objectives were seeking are the vital areas to be focused. In this case, Post-training performance should be evaluated by observing participants' actual job performance or by obtaining feedback from supervisors or other key informants. A procedure that combines participant self-report and supervisory feedback can be utilized. Evaluators might do this by asking participants to fill out a follow-up form at the end of a program that contains statements about how they plan to implement what they have learned. Level 3 data can also be obtained through Performance appraisals of participants, On-site observation of sample participants on the job, Checklists of key behaviors that are completed by unbiased informants and interviewing supervisors (Mondy, 2010) and Mathis and Jackson, 2010).

Level 4: Results

Assessing the business results of training is the most difficult to do. Typically, level 4 evaluation requires time-consuming activities such as focus groups, strategic interviews, and observation. However, many trainers overlook data that may already exist in the organization. Among sample examples used are: employee satisfaction surveys; organizational and team morale scores; number of customer complaints; employee retention; lost time; customer service ratings; work flow and efficiency data; operating costs; compliance versus violations; accuracy studies; consistency and product defects (Mondy, 2010) and Silberman, 2006).

Generally, to evaluate training and development results and outcomes; the main focus would be given for Participants' reactions, Participants' knowledge, skills, and attitudes, On-the-job application and organizational results. Training and development evaluation can be utilized either pre-training or during training or end of training and follow-up period. In this case, it addresses what is happening in the training program as much as whether it is making any difference. So that process of evaluation is vital because without good records of what happened during a training program, it is not always clear what needs to be changed if the outcome evaluation is disappointing.

2.1.1.5. Constraints of Training and Development

Noe and Colquitt (2002) cited in Cascio and Aguinis (2005) stated that, training success is determined not only by the quality of training, but also by the interpersonal, social, and structural characteristics that reflect the relationship of the trainee and the training program to the broader organizational context. Variables such as organizational support, as well as an individual's readiness for training, can enhance or detract from the direct

impact of training itself. Meanwhile, Mondy (2010) suggested that, training and development program cannot be successful without the support of top management. This is because, the needed resource and facilities for the success of training is provided by them and therefore active participation of top management is essential for the achievement of training and development. Moreover, this author identified as there is no factors that have an influence on training and development more than the technology.

Therefore, from above mentioned facts, it is possible to understand as training and development can be affected by different factors in which the technological advancement, learner and structural Characteristics, organizational/ management support, interpersonal and social aspects in general can hinder the successfulness of training and development achievement.

2.2. An Over View of Human Resource Training and Development in Ethiopia and Oromia Regional State

2.2.1. Human Resource Training and Development Programs in Ethiopia

Comprehensive and relevant capacity development programs for human resource in the education sector are needed to overcome many development challenges. There is an increasing need to raise the competencies of educators, trainers and providers of education services to ensure their readiness in responding appropriately to the demands of the stakeholders. In this case, Leadership development is one of very critical issue for overall performance of the public sector, especially for the rapid changes of economic and political landscape and increase effectiveness of service delivery provided to the citizen. Thus, leaders in the public sector must get up to date information and capable in realizing strategies and policies into actions and bring results (World Bank, 2005).

Having this considerations, Ethiopia has launched to design a comprehensive National Capacity Building Program (NCBP) in 2001 to strengthen working systems, improve organizational effectiveness, and rapidly develop human resources in the public sector. And within frame work of mentioned aims, Public Sector Capacity Building Program (PSCAP) was established in 2003 and Ministry of Capacity Building (MCB), was established to provide policy direction, coordination, and implementation support. Moreover, the counterpart Capacity Building Bureaus were created in the regions to support capacity building efforts at sub national levels (GEQIP, 2008).

Moreover, Public Sector Capacity Building Program (PSCAP) Mid-Term Review Report (2008) indicated that, there has been considerable investment in rolling out training activities to strengthen management systems at different levels. Moreover, GEQIP (2008) stated that, management capacity development programs will be provided at all levels, but with greatest emphasis at the lower levels, in particular the woreda, kebele and school levels.

2.2.2. Training and Development in Oromia Regional State

One of Ethiopian education sector mission is the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country. Regional education bureaus are the major agents for the achievement of this target and have the responsibility to train and manage educational staffs in their regions with the cooperation of zonal and woredas educational bureaus (UNESCO, 2011). Accordingly, Capacity building program is designed in oromia regional state under supervisions of Oromia capacity building bureau. CBBO (2007) cited in Zewdu (2010) stated that, Oromia capacity building bureau was established based on

federal ministry of capacity building frame works of improving the efficiency and effectiveness of public wide service deliveries of different sectors. And there were various training and development programs delivered at zonal and woreda public sectors to improve the deficiencies of human resource performances.

2.3. Summary of Review Literature

Training and development programs consists four phases of needs assessment, design, delivery and evaluation.

The training and development needs can be assessed using organizational, job/task and individual analysis techniques. This phase is the stage in which performance deficiencies or the gap between desired performance or standards and actual performance is clearly known. Training and development design is the second stage of training process where learner readiness, different learning styles and design of training for transfer are being considered in detail. Training and development delivery is the third stage in which training provided by different styles and techniques to transfer the skills and knowledge for the trainees to make them capable of performing the current and future jobs of an organization. Moreover, training and development evaluation is the last stage of training process where the post-training results compares to the pre-training objectives of trainers and trainees to see how well it worked. This stage of training and development evaluation consist four levels of participants reaction, learning, behavioral change and the results.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Descriptive survey research method of quantitative and qualitative data analysis was employed for this study. This research method was employed to collect, organize and summarize information about the matter being studied. This was because: it is the method that used to describe different attitudes and opinions to be understandable and summarizing specific factual information into empirical generalizations (Creswell, 2008). Moreover, qualitative and quantitative research can be usefully combined in mixed methods designs, which often produce a lot of useful information and make a research more flexible. And quantitative research design is good at providing information in breadth from a large number of units whereas qualitative research method is appropriate when we want to explore a problem or concept in depth (Daniel, 2004).

3.2. Source of Data

Both primary and secondary data were the source of information for this study. The Primary sources of data were the information obtained from different secondary school principals and department heads and semi-structured interview with human resource directors and supervisors at both zonal and sampled woreda education bureaus and planning and reporting department expertise in sample woreda. Beside secondary sources of data for the study were the reports, the plans and other relevant records from zonal and sampled woreda education record offices.

3.3. Sample Size and Sampling Technique

West Hararghe Zone has 16 woredas and twenty-three general public secondary schools.

In these schools, there are 55 principals and vice principals and 148 department heads.

Out of 16 woredas in the given zone, 8 (50%) of them were randomly selected for the sample of the study. In these woredas, there are fourteen general secondary schools having 35 principals and 91 department heads. And all of these principals and department heads in the given schools were sample participants of this study. This technique was employed to give equal chance for each woredas to be chosen.

In addition to this, two experts from zonal education bureau and four experts from gemmechies woreda of education bureau was taken by using purposive sampling technique. This is because; they were few in number and selected purposively because; all of them were at a central position for the source of information needed for the study.

Table 1 List of Sample Respondents of the Study

No	Name of woredas	No. of secondary schools in	No. of principals	No. of sample principals	No. of dept. head	No. of sample dept. heads	Total	Total No. of sample respondents
1	Mieso	2	4	4	8	8	12	12
2	Anchar	1	2	-	7	-	9	-
3	Ciro city administration	1	3	3	11	11	14	14
4	Darolabu	1	3	-	10	-	13	-
5	Habro	3	7	7	19	19	26	26
6	Hawi gudina	1	2	-	4	-	6	-
7	Badesa city administration	1	3	3	11	11	14	14
8	Burqa dhintu	1	2	-	4	-	6	-
9	Xulo	2	5	5	15	15	20	20
10	Boke	1	2	-	4	-	6	-
11	Doba	2	5	5	15	15	20	20
12	Mesela	2	5	-	15	-	20	-
13	Oda bultum	2	5	5	8	8	13	13
14	Guba qoricha	1	2	-	9	-	11	-
15	Gemmechies	1	3	3	4	4	7	7
16	Ciro rural administration	1	2	-	4	-	6	-
Total		23	55	35	148	91	203	126

3.4. Instrument of Data Collection

Three basic data collection instruments were used to obtain reliable and adequate information for this study. The data gathering tools were:

Questionnaire:-this tool is an appropriate data gathering tools to obtain information and opinions from such larger population for the subject matter under study. According to Kumar (2006) questionnaires are a major instrument for gathering data where the sources are varied and widely scattered. It is very usable in cases, where one cannot conveniently see personally all the people from whom the responses are required. It can be used or practical for over extensive range of territory, national and international levels.

Accordingly, nine parts of questionnaires prepared based on the review of related literature and guiding questions. Of the items, forty-six (46) of them, out of twenty-five (25) sub branches, were close-ended and supplemented with three (3) open-ended items to get more opinions of the respondents. Meanwhile, the same items were prepared in English for both groups of secondary schools' principals and vice principals and department heads. This was because; the researcher expected that, both groups could understand English because of its common language of their regular works.

Pilot study was conducted on 14 respondents from non-sampled public secondary school to check the internal consistency of the instrument. So that, using split half method, the instruments were calculated based on spearman Brown prophecy and Pearson coefficient correlation formulas. As a result, the reliability of instrument was found to be 0.8738 or 87.4. Hence, the instrument was found to be reliable as statistical literatures usually recommend a test result of 0.70 and above as a reliable. Regarding this, Robert (2006) stated that, reliability coefficients are interested in the values ranging from 0 to 1 and reliability coefficients of .70 or higher are generally considered to be acceptable for research purposes.

Apart from this, to check the validity of instruments, the questionnaires were distributed among five experts from statistics, measurement and evaluation department, leadership and management, curriculum department and adult and behavioral studies department. Accordingly, depending on the feedbacks from selected professional, necessary improvements were made and irrelevant and vague items were rejected. After the

necessary amendments were made, the final copies were distributed to be filled by the sampled respondents.

Semi-Structured Interviews: - was another data collection tool of the study. This tool was conducted in Afan Oromo with zonal and gemmechies woreda education office experts. This was because; they were few in numbers and therefore interviews are appropriate tool to collect required information from the office expertise.

Document analysis: -training plans and reports of sampled woreda and zonal education record offices were reviewed to get tangible information and supplement more sources of information about the practices and problems of human resource training and development of principals in public secondary schools in West Hararghe zone. The tool was also applied for the matter of triangulation of data or for approving and justifying acquired information through reviewing of the files.

3.5. Data Gathering Procedures

To acquire full support in administering and collecting the instruments of data collection, first contact was made with the zonal education office to obtain assistance letter for concerned bodies. Following this, principals and department heads in secondary schools were identified. And then, the items were distributed to the sample respondents. The filled out questionnaire were collected and semi-structured interviews were conducted with human resource directors and supervisors at sample Woreda and zone education office and with planning and reporting department of sample woreda experts. Moreover, relevant documents such as the plan and report of training program at woreda and zonal education offices were reviewed. Lastly, the collected data were analyzed and interpreted

carefully and thoroughly. And the questionnaires and semi-structured interview questions are attached at the end of the research report.

3.6. Methods of Data Analysis

The data collected through questionnaire were presented in table form. And after making necessary coding, the data were analyzed using 15.0 versions of SPSS program. Accordingly, to analyze the relative standing characteristics of sample respondents such as sex, age, education background, field of study and work experiences, descriptive statistics such as frequency account and percentage were used. Besides, to analyze the associations and opinions difference between categorical combinations of the variables, inferential statistics specifically chi-square test was used. Moreover, to analyze the five point scale of measurements, t-test was used to check the mean differences of respondents' opinions.

In addition to this, the data obtained through open-ended items, semi-structured interviews and documents were analyzed using descriptive approach or explaining and summarizing of the ideas and information acquired to supplement quantitative data analysis following sub-topics under each parts of the items.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of data. It can be divided into two sections. The first part concerned with the characteristics of the respondents with the regard to sex, age, and educational background, field of study and years of services where as the analysis and interpretation of the data that related to the topic of the study is the second section of the chapter.

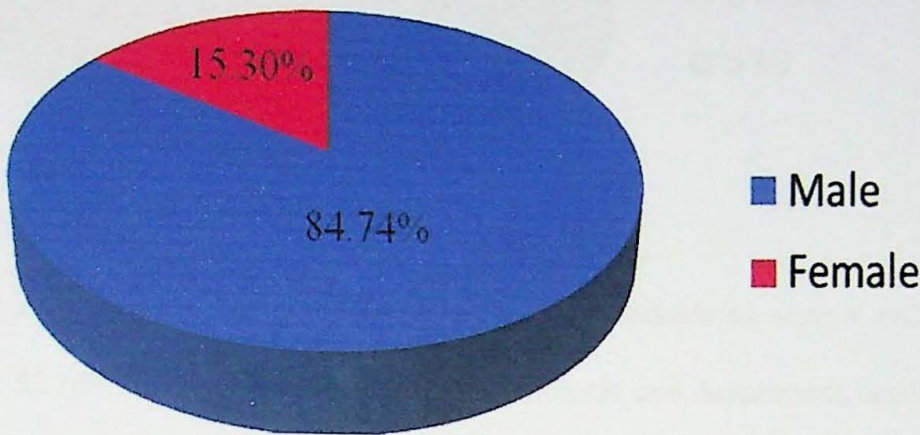
Accordingly, for this study, a total of 126 questionnaires were prepared and allocated to secondary schools' principals and vice principals and department heads in fourteen (14) public secondary schools in eight woredas. Of distributed questionnaires, 118 (93.6%) were filled out and returned. The information collected through semi-structured interviews and documents were first organized and summarized from the note book taken during interview and files analysis. Then after, the information obtained analyzed in relation to the responses obtained through questionnaire.

4.1. Characteristics of the Respondents

The study targeted at 126 or 35 secondary schools' principals' principals and vice principals and 91 department heads working in fourteen public secondary schools located in west Hararghe zone. Besides, human resource directors and supervisors at zonal and woreda education offices, experts at planning and reporting department in sampled woreda and the document like training plan and reports of zonal and woreda education record offices respectively interviewed and analyzed to crosscheck the data acquired through questionnaire and to get profound information. Moreover, depending on the

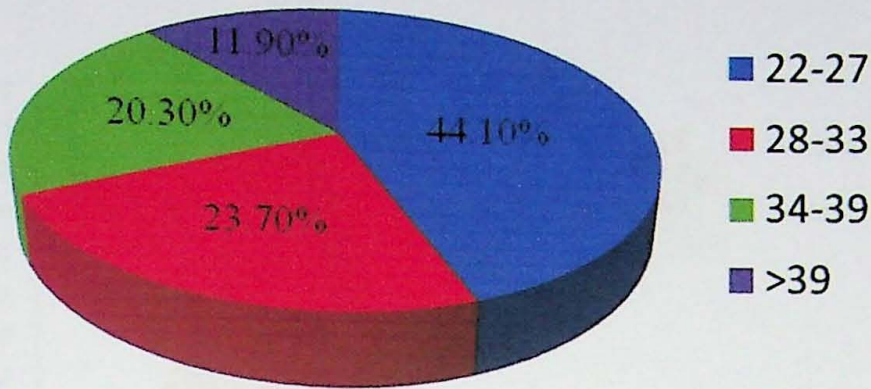
responses acquired, necessary presentation, analysis and interpretation of data were made following each table. Accordingly, the analyses of the study were provided as follows.

Figure 2 Respondets Sex



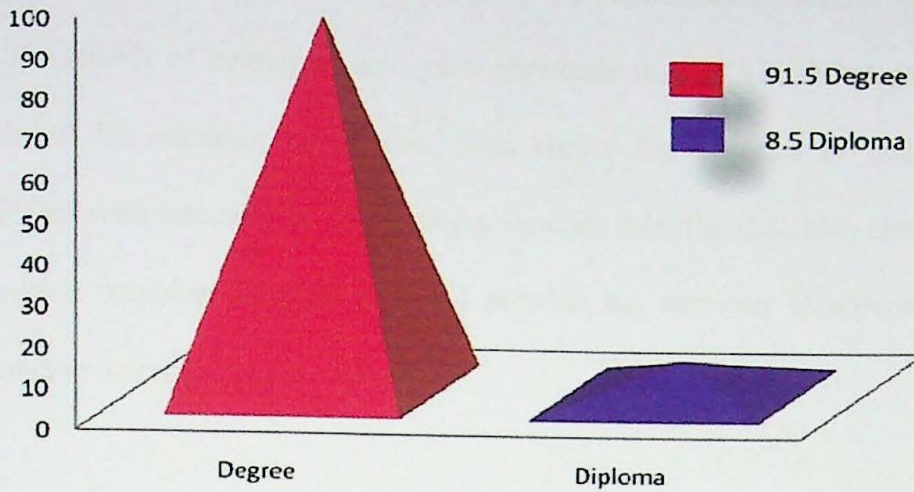
As it indicated on figure 4, the majority 100 (84.7%) of secondary schools’ principals and department heads were male, whereas 18 (15.3%) of secondary schools’ directors and of department heads were females. This shows less proportion of female leaders in secondary schools management than male leaders who have been dominantly leading school management. Thus, there is no gender equality in secondary schools management. This is an indication of less attention of training and development policy towards the encouragement of female leaders in school management. Regarding this, MoE (2010) stated that, the number of females in administrative and in positions of educational leadership and management as well as in teaching profession specifically in secondary schools remains extremely low and under represented.

Figure 3 Respondents Age



With the regarding to age distributions of the respondents as shown on figure 5, the majority, 52 (44.1%) frequency account of principals and department heads were found to be under the age ranges of 22-27. Others 28 (23.7%) frequency accounts of principals and department heads and 24 (20.3%) frequency of both principals and department heads were found under age ranges of 28-33 and 34-39 years respectively. And only 14 (11.9%) of principals and department heads found to be above age range of 39. This indicates as the majority of sample respondents were found to be under age ranges of 22-27 years and followed by age range of 28-33 years. Therefore, the majority of sample respondents were under active work-force or productive age groups who training and development programs more require to be provided in order to make the work done by the groups more productive, efficient and effective.

Figure 4 Education Backgrounds of the Respondents

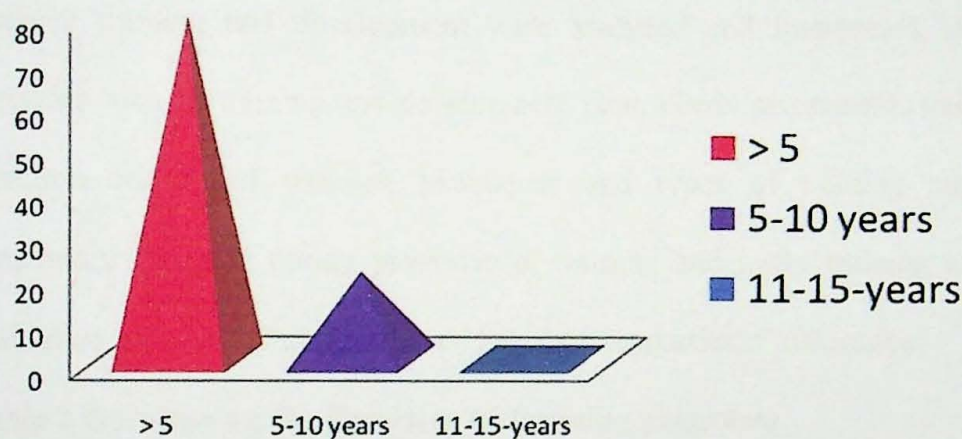


Regarding the respondent qualifications or education background of the respondents, as it can be seen on figure 6, the majority, 108 (91.5%) of school principals and department heads were first degree holders and followed by number of respondents with educational background of diploma level which accounts for 10 (8.5%) of total respondents. However, there was no principals and vice principals and department heads with qualification level of MA or MSC Degree holders. From this, it is possible to understand as secondary schools communities are administering by professionals with first degree holders and a few percent of diploma level services even though the government strategy and policy asks at least first degree holders and second degree holders for teaching services and to be a director in secondary schools. In addition to this, MoE (2002 and 2009) revealed that, diploma holding secondary school teachers that did not fully qualify to teach at this level were required to take unduly long summer courses to ensure that all

secondary school students are taught by degree holders and also secondary schools directors will have to have MA/MSc degree holders.

Moreover, the respondents' responses for the field of their studies indicated that, almost all 35 (100%) of principals and vice principals and 83 (100%) department heads were qualified by teaching profession. This shows the absence of qualified leaders who qualified with educational leaderships. Besides this, the data also shows the possibilities in which teaching profession could provide the services in administrative system of secondary schools' managements.

Figure 5 Respondents Service Years



With regarding to work experience, as figure 7 shows, considerable number of respondents, 93 (78.8%) of principals and department heads were identified as having less than five year of services in their current position. Among the rest, respondents having the service of five up to ten years of experience account for 24 (20.3%) of total respondents and were followed by those having years of experience 11-15, that account one or eight percent of the total respondents. From this, it can be deduced that, majority

of sample respondents have less than five service years. This implies that in addition to seniors or existing leaders, the new force are participating actively in the process of secondary schools' management and administrative systems. Low service years basically require more training provisions than high service years. Because; new employees have no full confidence to join their regular works. This may reduce quality of services given for communities. However, they are well-informants in providing the recent information about the practices and problems of human resource training programs.

4.2. Practices and Problems in Training and Development Program

In this section, the variable that related with the practices and problems of human resource training and development were analyzed and interpreted. Accordingly, the variables such as training and development plan, needs assessment, training objectives, selection criteria of trainees, techniques and types of training and development, constraints observed during provision of training and lastly training and development evaluation were raised and discussed based on respondents' responses.

Table 2 Opinions on the Provision of Training programs

No	Items		Respondents						χ^2	p-Value	df
			Principals and vice principals		Department heads		Total				
			No	%	No	%	No	%			
1	Does training and development of school principals conducted for the last three years (2001-2003E.C)?	Yes	24	68.6%	76	91.6	100	84.7	10.07	.002	1
		No	11	31.4	7	8.4	18	15.3			
		DK	-	-	-	-	-	-			
		Total	35	100	83	100	118	100			

As shown from item number 1 of table 2, the majority, 24 (68.6%) of principals and vice principals and 76 (91.6%) of department heads respectively indicated the provisions of

training and development of secondary schools' principals and vice principals in West Hararghe zone. Moreover, the calculated chi-square result (at chi-square value 10.07; $p < 0.05$) indicated that, there is an association of categorical distribution of the variable. Thus, the difference between the observed and expected account is statistically significant that implies the existence of training and development provisions of principals in secondary schools for the last three years (2001-2003E.C).

Table 3 Perceptions on Existence of Training and Development Plan.

N o	Items		Principals and vice principals	Department heads	t-test	Sig(2- tailed)
1	There are training and development plan.	Mean value	3.30	2.65	2.27	.025
		St.D	1.2	1.40		
2	Training plan designed based on needs assessment.	Mean value	3.00	2.95	.221	.826
		St.D	1.11	1.00		
3	Training objectives and strategies are set in the plan.	Mean value	3.50	2.95	2.604	.010
		St.D	1.11	.94		
4	Plan is communicated with the trainees very well.	Mean value	2.93	2.34	2.5	.015
		St.D	0.94	1.18		
5	Training provided based on time set in the plan.	Mean value	2.87	2.77	.474	.636
		St.D	.900	.998		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral, 3.5-4.49 Agree, 4.50-5.00 strongly Agree, Value 0.05)

As shown in item 1 of Table 3, the majority of respondents, with mean ratings (3.30) of principals and vice principals and (2.65) of department heads were indicated their neutral position for presence of training and development plan of secondary school principals. However, the calculated t-value indicated that there is statistically significant difference between the respondents opinions (at t-value 2.27; $P < 0.05$). Therefore, it is possible to deduce that, there might be an absence of common ideas and information gaps between training designers and providers on one hand and the trainees on the other hand on the presence of training and development plan.

Moreover, with relation to this issue, the interview was made with planning and reporting department of sampled woreda experts on training and development plan. The response obtained from interviewee indicated that,

There was no independently designed training and development plan for secondary school principals. However, providing training included as one part in the annual plan prepared by the bureau and if training needed to be provided at woreda/Zonal/regional levels, principals were informed through immediate letters sent from training providers.

Meanwhile, the strategic annual plan prepared at both zonal and sample woreda education office also indicates the absences of independently designed training and development plan for secondary school's principals.

Similarly, as indicated from item 2 of Table 3, the majority of respondents responses with few mean difference ratings (3.00) of principals and vice principals and (2.95) of department heads were also took neutral position without statistically significant

difference between respondents opinions (at t-value 0.22; $P > 0.05$). This implies the possibility for presence of consensus between respondents' opinions.

Moreover, the respondents were also asked whether training objectives and strategies were set in the plan. So that majority of principals with mean scores (3.5) agreed that training objectives and strategy were set in the plan. However, the department heads respondents with mean rating (2.95) indicated their neutral position and the calculated t-test result also indicated the presence of statistically significant difference between groups' opinions. This shows that the principals and vice principals might be more informant about training objectives and strategies set in the training plan than department heads. With the same manner, response from department heads revealed that the absences of dialogue and discussion of trainees on the training and development plan as shown in item 3 of Table 3 with mean scores of 2.34, whereas the principals and vice principals were stand on neither agreeing nor disagreeing with mean score 2.93. The calculated t-test results indicated that there is statistically significant difference between groups mean (at t-value 2.5; $P < 0.05$). The responses obtained through interview with worded education experts also indicate that,

Since there is work loads and time constraints, no dialogue and discussion is made with the trainees principals and vice principals.

Thus, there was a huge gap on the problem under considerations.

Therefore, it can be inferred that, there was no contacts and communications made between training and development designers with the trainees on the training and development plan.

The last question about training and development plan was regarding training provision in accordance with time schedule in the plan. The respondents responses for this question was lies in the same category of undecided or neutral position with mean ratings (2.87) of principals and (2.77) of department heads. The calculated t-value also shows that, there is no statistically significant difference of both groups' mean (at t-value 0.474; $P > 0.05$). This implies the possibility of common ideas on provisions of training for secondary schools' principals in accordance with time schedule in the plan. But, neutral scores interval may also indicates the possibility for the presence of problems on the issue under consideration.

Generally, under this section, attempts were made to investigate the presence and practice of training and development plan for secondary schools' principals in West Hararghe Zone. The response from sample respondents, interview with woreda education experts and document analysis shows the huge gaps and problems on the presence of training and development plan. Moreover, the problems were indicated also in the contents and characteristics of plan with the process and development of training provisions. The failure to set appropriate training and development plan may leads to failure to achieve the intended targets in defined time schedule within limited resource available. Therefore, it is so difficult to determine whether or not the right training was provided for the right person within the right time schedules and by cost-value effectiveness of the organization.

Table 4 Ratings Responses on Identification of Training Needs Assessment

N o	Items		Principals & vice principals	Departme nt heads	t-test	Sig(2- tailed)
1	Training is given based on identified training needs.	Mean value	3.50	3.07	2.05	0.043
		St.D	0.97	0.98		
2	Training needs of principals conducted based on urgency problems occurred.	Mean value	3.90	4.24	1.99	0.051
		St.D	0.76	0.94		
3	Training needs assessment discussed between the trainees and training designers.	Mean value	2.73	2.83	0.34	0.731
		St.D	1.5	1.24		
4	Training needs conducted based on interests of team leaders in education office.	Mean value	3.83	3.96	0.62	0.54
		St.D	0.91	1.01		
5	Training needs conducted based on an availability of budget and time.	Mean value	3.60	3.78	0.83	0.410
		St.D	0.97	1.04		
6	Needs assessment prioritized based on trainees' motivation.	Mean value	2.90	2.90	0.01	0.992
		St.D	1.16	1.16		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

Different organizations have their targets to be achieved at different time frame with varieties of inputs. Trained human resources are very decisive inputs to achieve the targets. To secure such trained human resources, performance deficiencies in skills, knowledge and attitude have to be identified based on training needs assessment. With the regarding to this aspect, as it can be seen from item 1 of Table 4 the majority of the principals and vice principals with mean ratings of (3.50) agreed that training was provided based on identified need assessment but the department heads with mean score (3.07) did not indicate their neither agreement nor disagreement on the provisions of training and development based on identified training need assessment. The calculated t-value of sample respondents also shows the presence of statistically significant difference

between groups mean (at t-value 2.05; $P < 0.05$). This implies opinions difference between sampled respondents. This might be due to lack of free flow of information and common understanding on training needs assessment.

Moreover, zonal and sampled woreda education office experts through interview with regarding of this issue responded that,

Identifying needs assessment for training and development provisions of principals in the general secondary schools was not conducted. And principals informed their training invitation through a network of sending letter immediately as soon as the information is arrive from training providers.

In addition to this, performance evaluation and monthly reports were analyzed from files but no one is indicating the identification of training needs assessment of secondary schools' principals. Therefore, it is possible to generalize that, training provisions of secondary schools' principals was conducted without practice of training needs assessment. So that it is difficult to obtained full information about concrete evidence of discrepancies between what is expected and what is exist and therefore training objectives and contents were mismatched with the performance gaps intended to be improved. Regarding this, Mathis and Jackson (2008 and 2010) indicated that, needs assessment is the process used to measures the competencies of an organization, a group or an individual as they relate to what is required in the strategic plan and is necessary to find out what is happening and what should be happening before deciding provisions and kinds of training needed.

Beside, the respondents were asked to rate whether or not training provisions was conducted based on urgency issues. Regarding this, both groups of principals and vice principals with mean scores 3.9 of principals and vice principals and 4.24 of department heads clearly indicated without statistically significant difference between groups opinions (at t-value 1.99; $P > 0.05$) that, the training provisions of schools' principals conducted based the urgency problems or issues. This implies that training and development of secondary schools' principals was provided without due attentions for conducting training requirements of collecting needs assessment information, assessing and analyzing to provide training provisions. Regarding this, Beardwell and others (2004) indicated that, the most common way training needs discovered in organizations was when a problem occurs or a key employee leaves. This was a very reactive approach and is not assessing, analyzing or predicting training requirements.

Furthermore, as observed in Table 4, item number 3, respondents were preferred to stand on the side of neither agreeing nor disagreeing with mean score (2.73) and (2.83) of both groups respectively to ensure the existence of trainees dialogue on training needs assessment with training designers. This was reported without presences of statistically significant difference between the two means (at t-value 0.34; $P > 0.05$). This might indicates the consensus between both groups of respondents but respondents' absences of high mean score could shows also the presences of problems on the area under consideration.

Similarly, the respondents were also replied for item number 4 and 5 of Table 4 that the training needs could be conducted based on the interest and decisions of team leaders in woreda education office and based on availability of budget and time with mean scores

3.83 and 3.60 of principals and 3.96 and 3.78 of department heads. The calculated t-test result also indicated that, there is no statistically significance difference between two groups opinions (at t-value 0.62 and 0.83; $P > 0.05$). This shows that training needs assessment could be conducted if there is available budget and ample time with exceptional interest and decisions of team leaders of education bureau. This might be the reason behind for respondents responses for the last item of Table 4 that, they took neutral position with identical mean scores (2.90) without statistically significant difference between two groups opinions. This might be shows either respondents were not sure about their motivations consideration for prioritizing needs assessment or they may preferred to be reserved from rating it.

Table 5 Opinions on Techniques and Types of Training Needs Analysis

N o	Items		Respondents						χ^2	P- value	df
			Principals & vice principals		Departme nt heads		Total				
			No	%	No	%	No	%			
1	More applicable needs analysis 1. Job analysis 2. Organizational analysis 3. Individual analysis 4. All of them are equally applicable 5. None of them are applicable	1	14	40	37	44.6	51	43.2	0.371	0.95	3
		2	8	22.9	16	19.2	24	20.3			
		3	5	14.2	13	15.7	18	15.3			
		4	8	22.9	17	20.5	25	21.2			
		5	-	-	-	-	-	-			
	Total			35	100	83	100	118	100		
2	Does any technique used to gather training needs assessment information? 1. Yes, like question naire, interviews, observations and tests. 2. No, performance evaluation is an exceptional technique to gather information. 3. Do not know								21.25	0.000	2
		1	13	37.1	22	26.5	35	29.7			
		2	10	28.6	56	67.5	66	55.6			
		3	12	34.5	5	6.0	17	14.4			
	Total			35	100	83	100	118	100		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

Training needs assessment is not conducted haphazardly. It has its own scientific techniques, methods and procedures. In this respects, as indicated from item number 1 of Table 5, the majority, 14 (40%) of principals and vice principals and 37 (44.6%) of department heads were agreed the more application of job analysis and whereas 8 (22.9%) of principals and 17 (20.5%) of department heads were agreed as all of training needs analysis were applicable in their schools. So that, the respondents responses were

indicated as organizational analysis and individual analysis were applicable respectively next to job analysis. The calculated chi-square value also revealed that, there is little difference between observed and expected value or the difference existed between respondents' opinion is not large enough to be statistically significant (at-chi square value 0.371; $P\text{-value} > 0.05$). This shows that even though the applicability level varies among the levels and methods, more or less, there was some practice of conducting training needs assessment techniques at all levels. Nevertheless, the document analysis indicated the absence of the list that indicate the analysis made on three techniques of training needs assessment except the performance evaluation list of secondary schools' principals.

Besides this, item 2 of Table 5 asked the technique used to gather training needs assessment information. So that as it can be shown from the Table, 35 (29.7%) of total respondents of principals and vice principals and department heads agreed as the techniques like questionnaires, interviews, observations and tests were used whereas the majority, 66 (55.6%) of total respondents agreed as performance evaluation was the common techniques used to gather information for training needs analysis. The calculated chi-square value however indicated that, there is an association of categorical distributions of the variables (at chi square value 21.3; $P < 0.05$). This implies that there is an effect of the techniques and tools used to gather information on the identification of training needs assessment.

Table 6 Respondents Rating on Selection Criteria of the Trainees

N o	Items		Principals and vice principals	Department heads	t-test	Sig(2- tailed)
1	Private collection of evidence/port folio used as selection method of trainees.	Mean value	3.09	3.12	0.124	0.902
		St.D	1.380	1.40		
2	Past performance evaluation used as selection criteria for trainees.	Means value	3.83	4.16	1.642	0.103
		St.D	1.014	0.98		
3	Personal relationship and good will of boss is dominantly selection criteria.	Means vaule	4.06	4.06	.012	0.990
		St.D	1.2	1.3		
4	Professional approach is more considered than other criteria.	Means vaule	3.49	3.45	0.161	0.872
		St.D	1.15	1.3		
5	Females have the priority for training opportunity.	Means value	3.34	3.04	1.43	0.154
		St.D	0.99	1.09		
6	Principals have the priority than vice principals.	Means value	3.80	4.01	0.98	0.331
		St.D	1.1	1.1		
7	Senior principals have more opportunity than newly recruited principals.	Means value	3.94	4.07	0.56	0.575
		St.D	1.21	1.1		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 strongly Agree, P-value 0.05)

As shown from item 1 of Table 6, the respondents responses indicated the neutral position for the private collection of evidence used as selection method of the trainees with mean ratings (3.09) of principals and vice principals and (3.12) of department heads. The calculated t-value result however revealed that there is no statistically significant difference between groups opinion (at t-value 0.124; $P > 0.05$). This implies as private collection of evidence/portfolio may or may not used as selection method of principals. This is because; respondents were not decided either their agreement or disagreement on the problems under consideration, rather they preferred to took neutral position without statistically significant difference between groups means.

Moreover, as it can be seen from item number 2, 3 and 4 of Table 6, the majority of sample respondents were agreed that past performance evaluation and personal relationships of trainees with the good will of boss were the major selection criteria for secondary schools' principals but both groups' responses were neither agreeing nor disagreeing whether or not professional approach was considered in selection criteria like other two in the process of training provisions. This is indicated with mean ratings of 3.83, 4.06 and 3.49 of principals and vice principals and 4.16, 4.06 and 3.45 of department heads respectively. The calculated t-values of sample respondents also indicated that there is no statistically significant difference between respondents' opinions (at t-value 1.642, .012 and 0.161; $P > 0.05$). This implies the absence of transparency and unfair process of trainees' selection in which the right person for training provisions might be missed.

In addition to this, as shown in item 5, 6 and 7 of Table 6, the majority of sample respondents with mean ratings 3.34, 3.80 and 3.94 of principals and vice principals and 3.01, 4.01 and 4.07 of department heads indicated their neutral positions whether or not female leaders have priority for their training opportunity. However, both groups indicated that the principals especially seniors have more training and development opportunities than vice principals and newly recruited principals. The calculated t-value of sample respondents also shows as there is no statistically significant difference existed between respondents' opinions (at t-values 1.43, 0.98 and 0.56; $P > 0.05$). This implies as training provisions was more attended by and given for principals than vice principals and also shows as experience or seniority could be considered in selection of trainees.

Table 7 Training and Development Objectives

N o	Items		Respondents						χ^2	p- Value	df
			Principals and vice principals		Departme nt heads		Total				
			No	%	No	%	No	%			
1	Training and development programs provided to: 1. Fill the gaps in performance 2. Enable school to cope with ever changing technology and complete environment 3. For both 1 and 2 4. For other objectives	1	8	22.8	17	20.5	25	21.2	8.93	0.01	2
		2	10	28.6	7	8.4	17	14.4			
		3	17	48.6	59	71.1	76	64.4			
		4	-	-	-	-	-	-			
	Total	35	100	83	100	118	100				

As it can be seen from item 1 of Table 7, the majority, 17 (48.6%) of principals and vice principals and 59 (71.1%) of department heads indicated that training and development programs provided to fill performance gabs of principals and vice principals and to cope school with ever changing technologies and competitive environment. This is accounted 76 (64.4%) of total respondents and followed by 25 (21.2%) of total respondents. The chi-square result however shows that, there is no an independent distribution of categorical variables (at chi-square value 8.93; $P < 0.05$). This implies that there is an effects and association of setting objectives for training and development provisions of employees.

Table 8 Training and Development Objectives and Criteria

N o	Items		Principals and vice principal	Department head	T-test	Sig(2- taile d
1	There was an easy measurable training objective in training provisions.	Mean value	04.09	4.08	0.008	0.99
		Std.D	0.781	0.83		
2	The program provided reasonable training and development objectives.	Mean value	4.11	3.93	1.03	0.30
		Std.D	0.79	0.135		
3	Objectives were relevant with daily works of the school.	Mean value	3.74	3.64	0.5	0.64
		Std.D	1.09	1.10		
4	There was short and long term training objective in the program.	Mean value	4.03	3.90	0.74	0.5
		Std.D	0.89	0.82		
5	The objectives were easily transferable to the real work of the school.	Mean value	3.80	3.82	0.100	0.92
		Std.D	0.93	0.96		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05

As it can be seen from item number 1 of Table 8, the respondents were asked whether training and development objective was easy and measureable. Regarding this, the majority of respondents with mean ratings (4.09) of principals vice principals and (4.08) of department heads replied that training and development objective provided was easy and measurable. In the same manners, majority of the respondents also agreed that the training program provided were more of reasonable, short and long term, relevant and easily transferable training and development objectives as it can be seen from item numbers 2, 3, 4, and 5 of Table 8. The calculated t-value of the respondents also indicated as there is no statistically significant difference existed between respondents' opinion (at t-values 1.03, 0.5, 0.74 and 0.100; $P > 0.05$). This indicates as training and development objectives were provided in SMART form. So that the intended targets could be understood easily for the target groups because;

SMART form of training objectives is clear, not ambiguous and can be easily exercised in the real works of the schools. Regarding this, Cartwright and others (2003) stated that, training and development objectives should be defined in the manner that has become accepted for all consumers or it should be defined in SMART criteria of: Specific, Measurable, Achievable, Realistic and Time bound.

Table 9 Methods of Training and Development Provision

N o	Items		Principals and vice principals	Department heads	t-test	Sig(2- tailed)
1	Both on-the-job and off the job training is applicable for secondary schools' principals.	Mean value	3.89	4.05	0.82	0.42
		St.D	1.08	0.95		
2	On-the-job training is more applicable than off the job.	Means value	4.00	4.14	0.82	0.41
		St.D	0.84	0.89		
3	Off-the-job training is preferable training for school principals	Means value	3.89	3.71	0.85	0.39
		St.D	0.93	1.05		
4	Orientation training	Means value	3.26	2.77	1.831	0.07
		St.D	1.31	1.32		
5	Mentoring	Means value	3.91	4.05	0.73	0.47
		St.D	0.951	0.89		
6	Coaching	Means value	3.66	3.24	1.798	0.75
		St.D	0.94	1.23		
7	Seminars and conference	Means value	3.51	3.36	0.62	0.54
		St.D	1.17	1.26		
8	Role playing	Means value	3.11	2.93	0.75	0.46
		St.D	1.231	1.237		
9	Computer-assisted training	Means value	3.09	2.75	1.29	0.197
		St.D	1.34	1.28		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

As indicated in item 1 of Table 9, the principals and department heads respondents with the mean values of 3.89 and 4.05 respectively revealed that both on-the-job and off-the-

job training was applied for secondary schools principals. The t-test result also indicated that there is no statistically significant difference between respondents' opinions (at t-value 0.82; $P > 0.05$). This shows the practical application of on-the-job and off-the-job training for secondary schools' principals in order to improve principals' skills and knowledge with both short and long term training provisions.

Besides this, in item number 2 and 3 of Table 9, the majority of both principals and department heads with the mean scores of 4.00 and 4.14 respectively indicated that on-the-job training was more applicable training than off-the-job training. However, both groups of respondents also agreed as off-the-job training was preferable training for secondary schools' principals with mean scores of 3.89 and 3.71 respectively. The calculated t-test result for both items also shows that there is no statistically significant difference between respondents opinions (at t-value 0.82 and 0.85; $P > 0.05$). This shows as secondary schools' principals have more interested to have training provisions out of their regular works even though it was short-term training that applied more for secondary schools principals in West Hararghe Zone. With this regards, Mathis and Jackson (2010) stated that, the most common type of training at all levels in an organization is on-the-job training due to its more flexible and relevant to what employees do.

Moreover, as indicated in item number 4 of Table 9, both principals and department heads with mean scores 3.26 and 2.77 respectively stand on neither agreeing nor disagreeing with no statistically significant difference between groups' means (at t-value 1.83; $p > 0.05$).

Furthermore, both groups revealed that mentoring was the most common on-the-job training technique used for training provisions of secondary schools' principals with mean scores of 3.91 and 4.05 of principals and department heads respectively. This is also indicated by the calculated t-test result with no statistically significant difference between the two groups' means. However, even though principals and vice principals were agreed as coaching was another on-the-job training technique used for principals training provisions with mean score (3.66), department heads stand on the neutral position with mean score (3.24). However, it was reported with no statistically significant difference between both groups' opinions. This generally indicates the applicability of on-the-job training techniques, specially mentoring for training provisions of secondary schools' principals. However, no agreement was reached between both groups' respondents on the applicability of other techniques of orientation and coaching training without statistically significant difference between both groups' opinions. With supporting this, Rae (2000) revealed that, mentoring is an approach that has application on a wider organizational scale and to the higher levels and/or more complex situations.

On the other hand, as item 7 of Table 9 indicates, principals and vice principals were showed their agreement on the application of conference and seminars for training provisions of secondary schools' principals with the mean score of 3.51. However, department heads were preferred to be neutral with mean score 3.36. The calculated t-test results however shows that, there is no statistically significant difference between respondents' opinions (at t-value 0.62; $P > 0.05$). This indicates that seminars and conferences were off-the-job training techniques provided and familiar more for

principals and vice principals than department heads in order to improve the skills and knowledge of their current and future job.

Regarding item 8 and 9 of Table 9, respondents' agreement also relies in the same category of undecided/neutral with mean scores of 3.11, 3.09 of principals and 2.93 and 2.75 of department heads respectively. The calculated t-test results of the respondents however shows that there is no statistically significant difference between both groups' opinions (at t-value 0.75 and 1.24; $p > 0.05$). This implies that the role playing and computer-assisted training techniques may not as such familiar in secondary schools of West Hararghe zone. Therefore, the respondents were not reached upon agreement or disagreement rather preferred to be neutral and reserved from rating it.

Table 10 Training Providers and Types of Training

No	Items		Principals and vice principals	Department heads	t-test	Sig(2-tailed)
	Training and development providers					
1	Woreda education office	Mean value	4.09	4.27	0.89	0.38
		St.D	1.095	0.964		
2	Zonal education bureau	Means vale	4.20	4.28	0.40	0.69
		St.D	0.994	0.93		
3	Regional education office	Means vale	4.03	3.95	0.401	0.69
		St.D	0.75	1.02		
4	Central level of education bureau	Means vale	3.20	3.01	0.83	0.41
		St.D	1.02	1.16		
	Types of training					
5	Regular/required training	Means vale	3.54	3.93	1.96	0.055
		St.D	1.04	0.79		
6	Job/technical traing	Means vale	4.31	4.12	1.055	0.29
		St.D	0.900	0.92		
7	Interpersonal/problem solving training	Means vale	4.20	4.06	0.69	0.49
		St.D	1.13	0.95		
8	Developmental/career training	Means vale	3.94	3.95	0.05	0.96
		St.D	1.03	0.91		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5–4.49 Agree, 4.50-5.00

Strongly Agree, P-value 0.05)

As shown in items 1,2,3 and 4 of Table 10, the majority of sample respondents were agreed that training and development of secondary schools' principals were provided by woreda, Zonal and regional education bureaus with the mean ratings of 4.09, 4.20, 4.03 of principals and vice principals and 4.27, 4.28, 3.95 of department heads. However, both groups' responses show their neutral position for central level education bureau to be one of the training providers with mean scores 3.20 of principals and 3.01 of department heads. The calculated t-test results on the other hand revealed that, there is no statistically significant difference between respondents' opinions (at t-values 0.89, 0.40, 0.401 and 0.83; $P > 0.05$). This implies that educational offices starting from woreda up to region were common capacity building agents for secondary schools' principals and vice principals. Therefore, there were vast opportunities of secondary schools' principals to learn new skills and knowledge and share experience from different experts at different levels of educational institutions.

Meanwhile, as it can be seen from items 5, 6, 7 and 8 of Table 10, the majority of respondents with mean ratings 3.54, 4.31, 4.20, 3.94 of principals and vice principals and 3.93, 4.12, 4.06 and 3.95 of department heads indicated that training and development provisions of secondary schools' principals were deals more about the regular or required, job/technical, problem solving/interpersonal and developmental types of training and development programs. The calculated t-test results also shows that there is no statistically significant difference between both groups opinions (at t-vales 1.96, 1.05, 0.69 and 0.05; $P > 0.05$). This indicates that training and development provisions of secondary schools' principals emphasized on improving the technical skills and knowledge, problem solving skills and capacity building skills.

Table 11 Principals' Attitude Towards Training and Development Provisions.

N o	Items		Respondents		t-test	Sign (2 tailed
			Principals and vice principals	Department heads		
1	Training provision is an immediate opportunity for financial well-being of secondary schools' principals.	Mean value	4.00	4.16	0.74	0.46
		Std.D	1.2	0.99		
2	Principals give low attentions for applying what is trained for the real work of the school.	Mean value	3.91	4.17	1.27	0.21
		Std.D	0.95	1.01		
3	There is no interest of principals to attend training that has no financial motivation.	Mean value	4.17	4.58	2.24	0.03
		Std.D	0.99	0.67		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

As it can be seen from item 1 of Table 11, the majority of the respondents agreed that principals were considered training provisions as their immediate financial well-being opportunity with mean scores 4.00 of principals and 4.16 of department heads respectively. The calculated t-test results also indicated that there is no statistically significant difference between groups' respondents (at t- value 0.74; $p > 0.05$). Similarly, sampled respondents were asked whether there is principals' practical implementation of what is trained to the real works of the school or not. With this regards, both groups' respondents agreed that, there was low attentions of principals for practical implementations of the skills and knowledge they acquired from training provisions to the real works of the school. This is indicated with mean scores 3.91 of principals and vice principals and 4.17 of department heads with no statistically significance difference between both groups' opinions (at t-value 1.27; $p > 0.05$).

Moreover, respondents were also asked in the last item of Table 11 the condition in which principals give more attention for training provisions. On this item, the sample respondents replied with mean scores of 4.17 and 4.58 respectively that, principals have

no interests to attend training that lacks financial motivation. The calculated t-value however showed as there is statistically significant difference existed between two groups' means. This implies the principals' lack of interest to attend training that has no financial motivations even though there is opinions' difference among individuals.

As a whole, it can be inferred that, even though different scholars recommended training provisions for improving skills and knowledge to fill performance gaps and practical implementation of what is acquired from training, the finding shows as there was poor considerations towards the target training is intended to be provided and low achievements of training objectives and contents. This again an indication of resource wastage since training provisions was not implemented for the targets it was intended to be provided. In addition to this, MoE (2010) stated that, the main challenge in training and development programs are the problems in which the newly acquired skills gained through training are not systematically applied and easily transferred into the work environment.

Table 12 Training and Development Resources

N o	Items		Respondents		t-test	Sign (2 tailed)
			Principals and vice principals	Depart ment heads		
1	There was attractive environment of training classrooms.	Mean value	2.91	2.77	0.58	0.57
		Std.D	1.12	1.45		
	Training facilities					
2	Available modules	Mean value	2.51	2.66	0.62	0.54
		Std.D	1.06	1.23		
3	Available stationeries	Mean value	2.46	2.67	1.03	0.31
		Std.D	0.89	1.4		
4	Available table and chairs for the trainees and trainers	Mean value	3.40	3.16	0.98	0.33
		Std.D	1.09	1.28		
5	Good perdeim for the trainees	Mean value	2.31	2.52	0.93	0.35
		Std.D	0.93	1.4		
	Training session					
6	Sufficient	Mean value	2.23	2.36	0.56	0.58
		Std.D	1.03	1.46		
7	To be extended	Mean value	3.89	3.66	1.06	0.29
		Std.D	0.93	1.26		
8	To be shortened	Mean value	2.26	2.71	2.29	0.25
		Std.D	0.89	1.19		
9	Properly utilized	Mean value	2.43	2.69	1.28	0.203
		Std.D	0.85	1.29		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

As it can be seen from item 1 of Table 12, respondents were asked about training and development of classroom environment. With this regards, both groups with mean scores 2.91 of principals and vice principals and 2.77 of department heads preferred to stand on the side of neither agreeing nor disagreeing and no statistically significant difference was also reported between the two groups opinions (at t-value 0.58; $P > 0.05$). This might be indicates the presence of consensus between both groups' opinions but the mean scores in the same categories of neutral position may also an indication for the presence of the problems.

Meanwhile, as observed in Table 12, item number 2 and 4, respondents were once again preferred to stand on neutral position with mean score 2.51 and 3.40 of principals and

vice principals and 2.66 and 3.16 of department heads. Here again, there was no statistically significant difference between groups' opinion (at t-value 0.062 and 0.98, $P > 0.05$). This implies the possibility of consensus between both groups' opinions but not fully free from the presence of the problems. Besides, respondents were also asked to rate availability of stationeries and perdeim for the trainees. Accordingly, principals and vice principals were indicated that there were no available stationeries and sufficient payment of training perdeim for the trainees with mean scores 2.46 and 2.31. However, department heads with mean scores of 2.67 and 2.52 preferred to stand on their neutral position. The calculated t-test results indicated that there is no statistically significant difference between groups' opinions (at t-values 1.03 and 0.93; $P > 0.05$).

On the other hand, the majority of respondents with mean scores 2.23 of principals and 2.36 of department heads revealed that the training and development provided for secondary schools' principals was not sufficient. For this reason, both sample respondents were agreed that the training and development provisions of secondary schools' principals need to be extended with mean scores 3.89 and 3.66 of principals and department heads respectively. The calculated t-test result also showed that, there is no statistically significant difference of two groups mean (at t-value 1.06; $p > 0.05$). In addition to this, even though principals and vice principals were indicated as training and development of secondary schools' principals will not be shortened rather it need to be properly utilized with mean scores 2.26 and 2.43, department heads once again stand and took their neutral position with the mean scores of 2.71 and 2.69 respectively. The calculated t-value however showed that there is no statistically significant difference between groups' opinions (at t-value 2.29 and 1.28; $p > 0.05$). Therefore, it can possibly

be inferred that training and development of secondary schools' principals was not provided with sufficient training facilities and resources. This might decline achievement of training objectives and quality of skills and knowledge needed to be transferred.

Table 13 Training and Development Evaluation

N o	Item		Respondents						χ^2	P. value	df
			Principals and vice principals		Department heads		Total				
			No	%	No	%	No	%			
1	Does training and development evaluation conducted before?	Yes	15	42.9	38	45.8	53	44.9	0.085	0.077	1
		No	20	57.1	45	54.2	65	55.1			
		Dk	-	-	-	-	-	-			
	Total		35	100	83	100	118	100			

Training programs need to be evaluated at various stages as different literatures recommended. The needs for undertaking evaluations are to identify some problems that may encounter throughout training program and to set possible corrections for the future. Based on this point of view, sample respondents were asked whether there is a practice of evaluating training and development program for the last three years or not.

Accordingly, as it can be seen from item number 1 of Table 13, 53 (44.9%) of total respondents of both principals and department heads have confirmed that, there was an activities of evaluating training programs of public secondary schools' principals and vice principals. However, more than half, 65 (55.1%) of total number of both principals and department heads did not accept the existence of the practice of training evaluation in their secondary schools. The calculated chi-square result also shows that, there is no large

enough difference that statistically significant between observed and expected value (at chi-square value 0.085; $p > 0.05$).

Table 14 Practices of Training and Development Evaluation

			Principals and vice principal	Department heads	T-test	Sig(2-tailed)
1	There was formal evaluation format.	Mean Value	2.93	2.95	0.04	0.97
		Std.D	1.16	1.31		
2	There were relevant evaluation criteria and objectives.	Mean Value	2.93	3.29	1.02	0.31
		Std.D	1.100	1.16		
3	There was clearly related training course to the daily jobs of school.	Mean Value	2.87	3.34	1.37	0.82
		Std.D	1.13	1.17		
4	Principals were learned much in their training course.	Mean Value	2.87	3.16	0.77	0.45
		Std.D	0.99	1.33		
5	Principals applied what they learned back on their daily work of school.	Mean Value	2.80	3.16	0.98	0.33
		Std.D	1.08	1.24		
6	There were principals who participated in evaluation process of their training results.	Mean Value	3.13	3.05	0.20	0.84
		Std.D	1.13	1.37	2	
7	There was pre and post training evaluation of principals.	Mean Value	3.00	3.24	0.75	0.47
		Std.D	1.000	1.195		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value 0.05)

As it can be observed in Table 14, item number 1 up to 7, respondents were preferred to stand on the side of neither agreeing nor disagreeing of all ideas raised to investigate the practices of training evaluations. Here again, the opinions difference of sample groups is not large enough to be statistically significant (at t-values < critical values 1.98; $P > 0.05$).

This indicates that either they were not sure about the practices of training evaluation or they may prefer to be reserved from rating it.

Furthermore, with regarding to this issues, human resource directors and supervisors at both zonal and woreda education offices were interviewed and most of interviewees confirmed that,

There was no practice of evaluating training programs but the skills and knowledge of secondary schools' principals evaluated based on the monthly, quarterly and annual reports submitted for woreda education offices.

Nevertheless, there was no indication of trainees' evaluation on the report through document analysis except list of the jobs done in the schools. Attempts was made to get also training evaluation format that may indicate kinds of training evaluation, specific topics discussed on, number of participants, values of evaluation and others, as a result, no records was found from files. And lastly, the reasons respondents stated for open-ended question was summarized as: absence of concern for training evaluation from managing bodies; lack of awareness about the benefits of training evaluation; shortage of time because of workloads and financial problems.

Generally, as stated by most of sample respondents, there were no practices for training and development evaluation of public secondary schools' principals in West Hararghe Zone. This shows that there were no attempts to know about the weak and strong sides of training programs. So that, schools may or may not acquired the benefit expected from the programs and nothing is known and clear whether the program will be sustainable or

not since the costs spent for the program and the benefits acquired is not clearly known through evaluating of the program. In supporting this, Noe and others (2010) stated that, training and development evaluation is made to help with future decisions about the organization's training programs, the organization may identify a need to modify the training and gain information about the kinds of changes needed, the organization may also decide to expand on successful areas of training and cut back on training that has not delivered significant benefits and lastly, organization should look for transfer of training or on-the-job use of knowledge, skills, and behaviors learned in training. And Rae, (2000) on other side identified that, training evaluation is the stage used to measure the effects and impact of the training on the individuals' practice at work and expenditure on the training in terms of cost and saving of an organizations.

Table 15 Constraints in Process of Training and Development provisions

N o	Item		Respondents						χ^2	P. value	df
			Principals and vice principals		Department heads		Total				
			No	%	No	%	No	%			
1	Does any problems faced during training provision for the last three years 92001- 2003E.C)?	Yes	28	80	71	85.5	99	83.9	0.56	0.45	1
		No	7	20	12	14.5	19	16.1			
		Dk	-	-	-	-	-	-			
	Total		35	100	83	100	118	100			

As it can be seen from item 1 of Table 15, considerable number of respondents, 28 (80%) of principals and vice principals and 71 (85.5%) of department heads were identified as training and development of secondary schools' principals was faced a challenges of different problems for the last three years. The calculated chi-square result also showed

that there is little difference between observed and expected value and this difference are not also large enough to be statistically significant (at chi-square value 0.56; $p > 0.45$). This implies the existence of constraints and challenge for training and development provisions for the last three years since 2001E.C. Therefore, the advantages and benefit intended from provisions of training and development might be hindered to be achieved.

Table 16 Rating scale on the Constraint of Training and Development programs

N o	Constraints /problems		Principals and vice principal	Departme nt head	T-test	Sig(2- tailed
1	Shortage of training time	Mean value	4.26	4.10	0.69	0.49
		Std.D	1.05	1.19		
2	Poor availability of training budget	Mean. value	4.56	4.37	0.96	0.34
		Std.D	0.71	1.02		
3	Poor quality of trainers	Mean. value	3.62	3.61	0.05	0.96
		Std.D	1.07	1.19		
4	Irrelevancy of training objectives and contents with actual work of the school	Mean. Value	3.79	4.07	1.08	0.29
		Std.D	1.23	1.23		
5	Lack of top management support for training	Mean. Value	3.59	3.42	0.73	0.47
		Std.D	1.05	1.12		
6	Poor application of what is trained for real works of the school	Mean. Value	3.91	3.93	0.077	0.94
		Std.D	0.99	1.31		

(1.00-1.49 strongly disagree 1.50 – 2.49 Disagree, 2.50 – 3.49 undecided/neutral 3.5-4.49 Agree, 4.50-5.00 Strongly Agree, P-value.

As it can be seen from the table, respondents were asked to rate presence of different problems. Accordingly, as it shown from item 1 of Table 16, the majority of respondents with mean scores 4.26 of principals and 4.10 of department heads were agreed that shortage of training time is one of the constraints that hindered the achievements of training objectives. The calculated t-test result also indicated as no statistically significant opinions difference existed between groups means (at t-value 0.69; $P > 0.05$). Similarly, on the basis of the responses given by both groups of principals and department heads with a mean scores 4.56 and 4.37, agreements was reached on the presence of problems in availability of budget as it can be seen from item 2 of Table 16. The calculated t-test score also indicated that there is no statistically significant difference between respondents' opinions.

Besides this, respondents were asked to rate the quality of trainers. With this regards, both principals and department heads with mean scores of 3.62 and 3.61 clearly indicated with no statistically significant difference between the two means that, the training was provided by the expertise with poor quality training. Meanwhile, the groups were asked to rate their level of agreement for the irrelevance of training objectives and contents with the real works of the school. The response given by the respondents shows that there was irrelevancy of training objectives and contents with the real works of school. This is indicated by mean scores 3.79 of principals and 4.07 of department heads with no statistically significance difference between groups' means (at t-vale 1.08; $P > 0.05$).

Moreover, the majority of principals with mean scores of 3.59, as shown from item 5 of Table 16 agreed that, lack of management concern for training provisions was one of the constraints faced training provisions of secondary schools' principals for previous three

years. But majority of department heads with mean scores 3.42 preferred to be neither agreeing nor disagreeing on the issue under consideration. The calculated t-test result however indicated that there is no statistically significant difference between groups' opinion (at t-value 0.73; $P > 0.05$). In addition to this, respondents were indicated poor application of what is trained for real works of the school as last constraints with mean scores of 3.91 and 3.93 of two groups respectively. The calculated t-test result also showed that there is no statistically significant difference between two groups' opinions (at t-value .08; $P > 0.94$).

Besides, with the regarding of training and development constraints, the focal person from planning and reporting department of woreda education office and supervisors at both zonal and woreda education bureaus were interviewed. The response they replied indicated that,

Even though training was provided for secondary schools' principals on different aspects; it was so difficult to observe them when they apply what is trained for real works of their school. Training also provided most of the time for principals as a representative to re-train the staff in his/her school. This was made due to scarcity of budget. Moreover, training has been given by local experts of education office after he/she got training of trainers and therefore there were no as such qualified professionals in training and development fields.

Furthermore, with regarding of training constraints, respondents were asked in open-ended question the possible measures to be taken for the future remedies. Accordingly,

the major points raised by some of sample respondents were summarized as follows. These were: training and development budget and time will be properly allocated; low concern of management bodies would be improved; training and development objective and contents would be arranged by considering the current and future works of the schools and the skills and knowledge acquired through training and development will be implemented into the real works of the schools.

In general, under this section, attempts were made to investigate the factors that made a challenge for training and development provisions of secondary schools' principals. Accordingly, almost all of sample respondents were agreed that great challenge were faced training provisions from scarcity of training budget, shortage of time, poor application of what is trained for real works of schools, poor quality of trainers, irrelevance of training objectives and contents with real works of schools are the majors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION OF THE STUDY

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that are assumed to be useful to enhancing the effective implementation of training and development provisions of secondary schools' principals in West Hararghe zone.

5.1. Summary

Human resource training and development is very vital for improving the productive capacity of an employees and profitability of organizational output. And the skills and knowledge grasped through training provisions is becoming one requirement for improved productivity of an organization in contemporary world. Therefore, organizations are becoming well- understood about the benefit of human resource training and development programs and begun to fund more on it. However, most of training programs were provided with so many problems and constraints. This study therefore intended to assess the current practices and problems of training and development of secondary schools' principals carried out in west Hararghe for over the last three years since 2001-2003 E.C. To achieve this, the researcher used the following guiding questions as a frame work.

1. What are the current practices of training and development programs of principals in secondary schools of West Hararghe zone?
2. What are methods applied to provide training and development program of principals in secondary schools?
3. What are the factors hindered training and development program of secondary schools' principals in West Haraghe zone?

4. How principals consider the provisions of training and development programs in secondary schools of West Hararghe zone?

Based on these mentioned research guiding questions, the data were collected from sample respondents of secondary schools' principals and vice principals and department heads through questionnaire and semi-structured interviews with human resource directors and supervisors at zonal and sampled woreda education offices and plan and report department experts at sampled woreda education office and lastly reviewed document analysis. Besides, the data collected from sampled respondents were coded, feed to the computer and analyzed by using SPSS 15.0 version software program. Depending on the nature of data, the variables were analyzed using t-test, chi square and descriptive statistics of frequency and percentage account. And based on the result obtained using statistical tools, the major findings of the study were presented as follows.

Practices and Problems in Training and Development Program

I. The Provision of Training and Existence of Training Plan.

- The majority, 24 (68.6%) of principals and vice principals and 76 (91.6%) of department heads indicated that, training and development programs was provided for secondary schools' principals and vice principals for the last three years (2001-2003 E.C) in West Haraghe zone.
- The data gathered from sample respondents, the interview with educational experts and document analysis shows the absence of independently designed training and development plan.

II. Identification of Training Needs Assessment

- There was no practice of conducting training needs assessment in the process of conducting training provisions of secondary schools' principals in West Haraghe zone. Majority of sample respondents were indicated as training and development provisions was conducted based on the urgency problems occurred, exceptional interest and decisions of team leaders in woreda education bureau and based on the availability of budget and sufficient time.

III. Techniques of Training needs Analysis and Tools Used to Gather TNA Information

- The majority, 51 (43.2%), 24 (20.3%) and 18 (15.3%) of total of respondents indicated that, the techniques of training needs assessment were applied in descending order from job analysis to organizational and individual analysis. However, the application was not supported by records that revealed conducting of training needs assessment of all three techniques.
- Performance evaluation and other tools of questionnaire, interviews, observation and tests have a significant effect on the identification of training needs assessment as it indicated (at chi square value 21.3; $p < 0.05$).

IV. Selection Criteria of Trainees

- Past performance evaluation and personal relationships of trainees with the good will of boss were the major selection criteria for secondary schools' principals with mean scores 3.83, 4.06 of principals and vice principals and 4.16, 4.06 of department heads.

- The majority of respondents responses with mean scores 3.80 and 3.94 of principals and vice principals and 4.01 and 4.07 of department heads showed that, secondary schools' principal especially senior principals have more training and development opportunities than vice principals and newly recruited principals.

V. Training and Development Objectives and Criteria

- The majority, 76 (64.4%) of total respondents were indicated that, there is significant effects of setting training objectives on training and development provisions of employees (at chi-square value 8.93; $p < 0.05$).
- Beside this, the majority of respondents with mean scores 4.09, 4.11, 3.74, 4.03 and 3.80 of principals and vice principals and 4.08, 3.93, 3.64, 3.90 and 3.82 of department heads agreed that, training and development programs was provided more of measureable, reasonable, short and long term, relevant and easily transferable training objectives.

VI. Methods of Training and Development Provision

- Majority of sample respondents responses with mean values of 3.89 and 4.05 revealed without statistically significant difference between respondents' opinions (at t-value 0.82; $P > 0.05$) that, both on-the-job and off-the-job training was applied for secondary schools principals in West Hararghe zone.
- Besides, majority of both principals and department heads with the mean scores of 4.00 and 4.14 respectively indicated that on-the-job training was more applicable training than off-the-job training. However, both groups of respondents also agreed as off-the-job training was preferable training for-

secondary schools' principals with mean scores of 3.89 and 3.71. This is reported without statistically significant difference between two groups' means (at t-value 0.82 and 0.85; $P > 0.05$).

- Of both types of training and development techniques, mentoring was the most common on-the-job training technique used for training provisions of secondary schools' principals with mean scores of 3.91 and 4.05 of principals and department heads respectively.

VII. Training and Development Providers and Types of Training Provided.

- The finding shows that, woreda, Zonal and regional education bureaus were the major training and development providers of secondary schools' principals in West Hararghe zone. And the major types of training provided were deals with improving the technical skills and knowledge of principals, problem solving/ interpersonal skills of principals and developmental/ career building skills.

VIII. Principals' Attitude Towards Training and Development Provisions

- Training and development provisions was considered as the immediate financial well-being opportunity of secondary schools' principals in West Hararghe zone and low attentions has been given for practical implementations of the skills and knowledge acquired from training provisions to the real works of the school. Therefore, even though there is opinions difference between sample respondents, it was reported that, no principals have an interest to attend training that lacks financial motivation.

IX. Training and Development Resources

- Training and development provisions of secondary schools' principals for the last three years since 2001E.C were not sufficient. For this reason, majority of the respondents agreed as it needs to be extended.

X. Training and Development Evaluation

- The response obtained from majority of sample respondents, the interview made with human resource directors and supervisors at both zonal and sample woreda education bureaus and the file reviewed indicated that, there were no practices for training and development evaluation of public secondary schools' principals in West Hararghe Zone for previous three years since 2001E.C. The absence of concern from managing bodies, lack of awareness about the benefits of training evaluation, shortage of time and financial problems were the major reasons stated by sample respondents in open-ended question.

XI. Constraints of Training and Development Provisions

- Almost all of sample respondents were agreed that, the scarcity of training budget, shortage of time, poor application of what is trained for real works of schools, poor quality of trainers, irrelevance of training objectives and contents with real works of schools were the major challenges faced training and development provisions of principals in secondary schools.

5.2. Conclusions

Based on the findings of the study it is possible to arrive at the following conclusion.

Training and development is not conducted arbitrarily. This is because; before training provisions, identifications of needs assessment to identify areas of performance gaps is necessarily requires. This can be through collecting necessary and relevant information through scientifically disproved techniques and tools to analyze and come-up with identification of the gaps that could be solved by training needs or non-training needs. If the problem identified is created due to performance gaps, training is planned and designed to be delivered to improve the skills, knowledge and attitudes of the workers.

However, the findings of the study indicated that, training and development of principals in secondary schools was conducted without properly designed training and development plan, practice of training needs assessment and training evaluation. The programs provided based on an urgency problems occurred and based on the interest and decisions of team leaders in woreda education bureaus. Besides, the findings of the study also show unfair selection and varied training opportunities of the trainees. Thus, it can be inferred that, training and development provisions for the last three years was conducted without practices of training requirement before training provisions. As a result the right training needs might not provided for the right person with limited resources in defined time schedule. This may leads for resource wastage or improper utilization of training resources.

Moreover, the findings revealed that, training and development programs encountered with the challenges such as: scarcity of budget; shortage of time; poor quality of trainers; poor application of what is acquired from the program to the real works of the schools

and irrelevance of training objectives and contents with the real works of the schools. These challenges might contribute for poor transfer of training and development provisions. This is also an indication of unsuccessful achievement of intended training and development objectives.

5.3. Recommendation

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded.

Training and development needs assessment is the base for other remained process of training program. It is the stage where the gaps between desired and actual performance is identified based on information collected from three sources of organizational, individual and job training needs analysis. It is also the stage where training and development plan for identified performance gap is designed to be delivering. However, as it indicated in major findings, there were problems of designing training and development plan and conducting training provisions based on identified needs assessment and urgency problems occurred. Therefore, it is suggested that:

1. Training providers are expected to have the dialogue and discussions with the trainees to conduct training needs assessment and design training plan. Training and development of principals in secondary schools should be pro-active rather be reactive in order to asses, analyze and predict training requirement before training and development provisions and identification of training needs assessment techniques needs should be filed to differentiate level of needs analysis and cross check its improvements from time to time.
2. Selection criteria in selecting the trainees and trainers should be clear and transparent based on educational background, performance evaluation reports, work experiences,

total grade report of previous course, interest of trainees in accordance with required skills to fill the gaps between desired and actual performance of principals and vice principals. Besides, fair distribution of training opportunity has to be given to secure training provisions for those with performance deficiencies and avoid repetition of training opportunities for the same individuals. Moreover, free flow of information should be existed between woreda education bureaus, other training providers and trainees' principals to solve problems of personal relationships of trainees with the good will of the boss.

3. To design appropriate training and development methods, it is better for training providers considering the contents of the programs, learners' readiness/interest of the trainees, knowledge and skills of both trainees and trainers and the availability of necessary resources. In addition to mentoring training method, other training methods like orientation training is also important to be provided specially for newly recruited principals in order to inform them about the rules and regulations of the school, their job responsibilities, socialization and team membership with staff members and other purposes.
4. Woreda education bureaus and other training providers had better to exercise the evaluation of the programs to check whether the new skills and knowledge acquired from the training is applied or not and the compare the result obtained with the cost spent for the programs. Meanwhile, secondary schools' principals will have necessarily considers their training provisions as their skills building means of their performance gaps. Improving once skills, knowledge and attitudes of individuals through training and development provision shall be taken among principals as an

input for their mental satisfaction that could value even the cost of money received from the program. So that, in addition to financial benefits, more attentions are expected from trainees principals and vice principals for the practical implementation of the skills and knowledge acquired for the real works of their schools. This could be through provisions of staff members with the new skills and knowledge they acquired from training programs and also giving staff members the time the new skills are being implemented to the real works of their school.

5. Training providers have to design proper training and development schedule and incorporated it in to annual training and development plan of secondary schools' principals in order to facilitate training sessions that needed to be extended. To solve problems of budget, local experience sharing programs are needs to be designed by woreda education offices. Besides, training needs proposals are expected to be designed to search local and other external interested and benevolent organizations for sponsorships of training provisions of secondary schools' principals.

Moreover, Woreda education offices and other training providers must be considered the major frame works of secondary schools when ever training and development programs is wanted to be design for secondary schools' principals in order to solve problems of irrelevance of training objectives and contents with the real works of the schools. Monitoring and continuous follow up and supportive programs are also recommended for both internal and external supervisors to solve problems of applying the skills and knowledge acquired from training and development programs. And lastly, it is invited for other researchers who need further investigations on the given problems of other remained variables.

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Practices of Training and Development

Part II- Training and Development Plan

- Does your organization conducted training and development of school principals for the last three years from (2001-2003E.C)?
1) Yes ☐ 2) No ☐ 3) Do not know ☐
- If your answer for question No.1 is 'yes', Please indicate the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
1	There are training and development plan in your organization.					
2	The Plan is designed based on needs assessment.					
3	Training objectives and strategies are set in the plan.					
4	The plan is communicated with the trainees very well.					
5	Training provisions has been given in accordance with the plan.					
Part III- Training Needs Assessment						
6	Training and development of school principals conducted based on identified developmental training needs.					
7	Training and development provisions of schools' principals were depends on urgency problems occurred in the schools.					
8	There is dialogue and discussion between training designers and the trainees about training needs assessment.					
9	Training needs was basically conducted by the interest and decisions of the team leaders of woreda education bureau.					
10	Training needs conducted based on availability of budget and time.					
11	Training needs assessment is prioritized based on trainees' motivation.					

Direction-show your reactions by putting 'x' mark in the given box (es) of your choice for the following items.

- Which one of needs analysis is more applicable in your organization?

1) Job Analysis ☐

2) Organization Analysis ☐

3) Individual analysis ☐

4) All of them are equally applicable. ☐

5) None of them are applicable ☐

13. Does your organization use any techniques and tools for gathering training needs assessment information?

1. Yes, like questionnaires; interviews; observations and tests ☐

2. No, performance evaluation is an exceptional technique to gather needs assessment information ☐

3. You do not know ☐

4. Other techniques if any _____

14. If your organization did not conducted training and development of school principals for the last three years, what do you think the reason behind?

Part IV-Training Objectives and criteria

15. Your organization develops training development programs to?

1) Fill the gaps in performances deficiency ☐

2) Enable the school to cope with ever-changing technologies and competitive environment ☐

3) For both 1 and 2 ☐

4) For other objectives if any _____

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

N o	Question items.	Rating scale				
		5	4	3	2	1
16	Training and development provided were easy and possible to measure what it intended to achieve.					
17	There were reasonable training and development objectives provided in the program.					
18	Training objectives matched with both daily works of trainees and content of the program.					
19	There were training objectives provided to be achieved in short and long term duration of time.					
20	There were easily transferable training objectives to the real work of the school.					
Part-V-selection criteria to offer training and development opportunity						
21	Private collection of evidence/portfolios used as selection criteria since it shows the skills, knowledge, and attitudinal achievement of principals.					
22	Past performance evaluation is used as trainees' selection criteria.					
23	Personal relationships and good-will of the boss is a dominant selection criterion.					
24	Professional approach is more considered than other criteria.					
25	Female school managers have the priority in selection criteria.					
26	Priorities are given for principals than vice principals.					
27	There were more training opportunities for senior principals than newly recruited principals.					

Part VI-Methods and Types of training and development

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
28	Training and development provisions of schools' principals deals with:					
28.1	Regular/required training.					
28.2	Job/technical training.					
28.3	Interpersonal/problem solving training.					
28.4	Developmental/career training.					
29	Both on-the-job and off-the-job training was applicable for school principals after they join their daily tasks.					
30	On-the-job training was the more applicable training of principals than that of off-the-job training.					
31	Off-the-job training was preferable once for school principals.					
32	There were principals who participated on-the-job training of:					
32.1	Orientation or induction					
32.2	Mentoring					
32.3	Coaching					
33	There were principals who participated on off-the-job training of:					
33.1	Seminars and conference					
33.2	Role playing					
33.3	Computer-assisted training					
34	Training and development of school principals provided by:					
34.1	Woreda education bureau					
34.2	Zonal education bureau					
34.3	Regional education bureau					
34.4	Central level of education bureau					

Part-VII: - principals' perception towards provision of training and development.

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

N o	Items	Rating scale				
		5	4	3	2	1
35	Training provision was an immediate opportunity for financial well-being of secondary schools' principals.					
36	Principals gave low attentions for applying what is trained for real work of school.					
37	Principals have no interest to attend training that has no financial motivation.					

Part-VIII-Problems encountered and solutions sought during training and development activities.

38. Does your organization faced any problems in tanning provision for the last three years from 2001-2003E.C? 1) yes ☐ 2) no ☐ 3) you do not know ☐

39. If your answer for question no.38 is 'yes', Please indicate the extent to which you agree with the following reasons by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in given space provided.

No	Items	Rating scale				
		5	4	3	2	1
39.1	Poor availability of training budget.					
39.2	Shortage of training time.					
39.3	Poor quality of trainers.					
39.4	Irrelevancy of training objectives and contents with actual work of the school.					
39.5	Lack of management support for training provisions.					
39.6	Poor application of what is trained for real works of the school.					

40. If your answer for question No 38 is 'yes', what kinds of measures do you think will be taken to overcome the problems? (Write them in short terms).

Part-IX-training and development resource

DIRECTION-Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
41	There are attractive environment of training classrooms.					
42	There were enough training facilities of:					
42.1	Available modules.					
42.2	Available Stationeries.					
42.3	Available bench/chairs for trainees and trainers.					
42.4	Good perdiem for the trainees.					
43	Time duration given for training session was:					
43.1	Sufficient.					
43.2	To be extended.					
43.3	To be shortened.					
43.4	Properly utilized					

Part -X Training and development evaluations

44. Does your organization conduct training evaluation before?

1) Yes ☐ 2) no ☐ 3) do not know ☐

45. If your answer for question no.44 is 'yes', Please indicate the extent to which you agree with the following statements (5-strongly agree, 4-agree, 3-undecided, 2 disagree, 1-strongly disagree) by marking 'x' in the given box.

No	Items	Rating scale				
		5	4	3	2	1
45.1	There was formal training evaluation formats.					
45.2	There was both pre and post training evaluation process.					
45.3	There were relevant evaluation criteria and objectives.					
45.4	This training course was clearly related to your daily job.					
45.5	I feel that I learned much in this training course.					
45.6	I was applied what I learned back on my job.					
45.7	I was one of the participants in the evaluation process of my last training results.					

46. If your answer for question No.44 is 'no', what do you think the reason behind?

Thanks for collaboration

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

SPECIALIZATION OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaires to be filled by department heads in the first cycle public secondary schools of West Hararghe Zone.

Introduction-The purpose of this questionnaire is to gather relevant information and opinion regarding the practices and the problems of human resource training and development of principals in first cycle public secondary schools of West Hararghe zone for the last three years (2001-2003) and to suggest the possible solution for the problems during the provisions of training and development.

General directions

- No need of writing your name.
- For the response to all close ended questions items, please mark your answer using an 'x' mark on space provided.
- Please be as brief as possible in answering the open ended question items on the space provided.
- The study is for academic purpose, no relation to other purposes.

Thank you in advance for taking time to complete this questionnaire!

Part I-Personal Data

1. Sex: 1. Male ☐ 2. Female ☐

2. Your age: _____

3. Your educational background:

1. Certificate ☐ 2. Diploma ☐ 3. Degree ☐ 4. Masters ☐

4. Your field of the study: 1) Educational leadership ☐

2) Human Resource Management ☐ 3) Teaching Profession ☐

4. Others if any _____

5. Your job responsibilities: _____

6. Your work experiences on the current position: _____

Practices of Training and Development

Part II- Training and Development Plan

- Does your organization conducted training and development of school principals for the last three years from (2001-2003E.C)?
2) Yes ☐ 2) No ☐ 3) Do not know ☐
- If your answer for question No.1 is 'yes', Please indicate the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
1	There are training and development plan in your organization.					
2	The Plan is designed based on needs assessment.					
3	Training objectives and strategies are set in the plan.					
4	The plan is communicated with the trainees very well.					
5	Training provisions has been given in accordance with the plan.					
Part III- Training Needs Assessment						
6	Training and development of school principals conducted based on identified developmental training needs.					
7	Training and development provisions of schools' principals were depends on urgency problems occurred in the schools.					
8	There is dialogue and discussion between training designers and the trainees about training needs assessment.					
9	Training needs were basically conducted by the interest and decisions of the team leaders of woreda education bureau.					
10	Training needs conducted based on availability of budget and time.					
11	Training needs assessment is prioritized based on trainees' motivation.					

Direction-show your reactions by putting 'x' mark in the given box (es) of your choice for the following items.

- Which one of needs analysis is more applicable in your organization?

1) Job Analysis

☐

2) Organization Analysis

☐

3) Individual analysis

☐

4) All of them are equally applicable.

☐

5) None of them are applicable

☐

13. Does your organization use any techniques and tools for gathering training needs assessment information?

5. Yes, like questionnaires; interviews; observations and tests ☐

6. No, performance evaluation is an exceptional technique to gather needs assessment information ☐

7. You do not know ☐

8. Other techniques if any _____

14. If your organization did not conducted training and development of school principals for the last three years, what do you think the reason behind?

Part IV-Training Objectives and criteria

15. Your organization develops training development programs to?

3) Fill the gaps in performances deficiency ☐

4) Enable the school to cope with ever-changing technologies and competitive environment ☐

3) For both 1 and 2 ☐

5) For other objectives if any _____

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

N o	Question items.	Rating scale				
		5	4	3	2	1
16	Training and development provided were easy and possible to measure what it intended to achieve.					
17	There were reasonable training and development objectives provided in the program.					
18	Training objectives matched with both daily works of trainees and content of the program.					
19	There were training objectives provided to be achieved in short and long term duration of time.					
20	There were easily transferable training objectives to the real work of the school.					
Part-V-selection criteria to offer training and development opportunity						
21	Private collection of evidence/portfolios used as selection criteria since it shows the skills, knowledge, and attitudinal achievement of principals.					
22	Past performance evaluation is used as trainees' selection criteria.					
23	Personal relationships and good-will of the boss is a dominant selection criterion.					
24	Professional approach is more considered than other criteria.					
25	Female school managers have the priority in selection criteria.					
26	Priorities are given for principals than vice principals.					
27	There were more training opportunities for senior principals than newly recruited principals.					

Part VI-Methods and Types of training and development

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
28	Training and development provisions of schools' principals deals with:					
28.1	Regular/required training.					
28.2	Job/technical training.					
28.3	Interpersonal/problem solving training.					
28.4	Developmental/career training.					
29	Both on-the-job and off-the-job training was applicable for school principals after they join their daily tasks.					
30	On-the-job training was the more applicable training of principals than that of off-the-job training.					
31	Off-the-job training was preferable once for school principals.					
32	There were principals who participated on-the-job training of:					
32.1	Orientation or induction					
32.2	Mentoring					
32.3	Coaching					
33	There were principals who participated on off-the-job training of:					
33.1	Seminars and conference					
33.2	Role playing					
33.3	Computer-assisted training					
34	Training and development of school principals provided by:					
34.1	Woreda education bureau					
34.2	Zonal education bureau					
34.3	Regional education bureau					
34.4	Central level of education bureau					

Part-VII: - principals' perception towards provision of training and development.

Direction- Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
35	Training provision was an immediate opportunity for financial well-being of secondary schools' principals.					
36	Principals gave low attentions for applying what is trained for real work of school.					
37	Principals have no interest to attend training that has no financial motivation.					

Part-VIII-Problems encountered and solutions sought during training and development activities.

38. Does your organization faced any problems in tanning provision for the last three years from 2001-2003E.C? 1) yes ☐ 2) no ☐ 3) you do not know ☐

39. If your answer for question no.38 is 'yes', Please indicate the extent to which you agree with the following reasons by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in given space provided.

No	Items	Rating scale				
		5	4	3	2	1
39.1	Poor availability of training budget.					
39.2	Shortage of training time.					
39.3	Poor quality of trainers.					
39.4	Irrelevancy of training objectives and contents with actual work of the school.					
39.5	Lack of management support for training provisions.					
39.6	Poor application of what is trained for real works of the school.					

40. If your answer for question No 38 is 'yes', what kinds of measures do you think will be taken to overcome the problems? (Write them in short terms).

Part-IX-training and development resource

DIRECTION-Please indicates the extent to which you agree with the following statements by marking 'x' (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) in the space provided.

No	Items	Rating scale				
		5	4	3	2	1
41	There are attractive environment of training classrooms.					
42	There were enough training facilities of:					
42.1	Available modules.					
42.2	Available Stationeries.					
42.3	Available bench/chairs for trainees and trainers.					
42.4	Good perdiem for the trainees.					
43	Time duration given for training session was:					
43.1	Sufficient.					
43.2	To be extended.					
43.3	To be shortened.					
43.4	Properly utilized					

Part -X Training and development evaluations

44. Does your organization conduct training evaluation before?

2) Yes ☐

2) no ☐

3) do not know ☐

45. If your answer for question no.44 is 'yes', Please indicate the extent to which you agree with the following statements (5-strongly agree, 4-agree, 3-undecided, 2 disagree, 1-strongly disagree) by marking 'x' in the given box.

No	Items	Rating scale				
		5	4	3	2	1
45.1	There was formal training evaluation formats.					
45.2	There was both pre and post training evaluation process.					
45.3	There were relevant evaluation criteria and objectives.					
45.4	This training course was clearly related to your daily job.					
45.5	I feel that I learned much in this training course.					
45.6	I was applied what I learned back on my job.					
45.7	I was one of the participants in the evaluation process of my last training results.					

46. If your answer for question No.44 is 'no', what do you think the reason behind?

Thanks for collaborations

Appendix C

Addis Ababa University

School of graduate studies

College of education

Department of educational planning and management

Specialization of educational leadership and management

An interview questions to be responded by zonal and woreda education bureau experts.

Title of the study- the practices and the problems of human resource training and development of principals in general secondary schools.

Location of meeting for the interview _____.

Date of interview _____

Code of interview _____

Introduction- the purpose of this interview is to assess the practices of secondary schools' principals training and development programs and investigate the challenges faced during training provisions and come up with possible solutions. The findings of the study are intended for only academic purposes and no other purposes. So that, the interviewees are expected to provides the researcher with relevant and appropriate information for the successfulness of the study.

NB: No need of writing your name.

Give your responses by using short and precise words.

The target of the research is for the academic purposes no other purposes.

Section- one –general information

1. Sex _____
2. Age _____
3. Education level _____
4. Field of the study _____
5. Job responsibility _____
6. Work experiences of the current position _____

Section two- the practices and the problems of training and development programs.

Direction – give your answer for the following questions by writing your responses on the space provided.

1. Does training and development of school principals conducted for last three years from 2001-2003 E.C?

2. Is there training and development plan prepared for secondary school principals in your organization?

3. Does training is given based on needs assessment and the plan?

4. Are there selection criteria for the trainees? Could you mention some of them?

5. Who is responsible for training and development provisions of school principals?

6. Does your organization conducted training and development evaluation before?

7. Does your organization face any problems during training and development provisions for the last three years (2001-2003 E.C)?

8. What were the measures taken to solve those problems?

APPENDIKSII-D

UNIVERSIITII FINFINNEE

SAGANTAA BARNOOTA DIGRII 2FAA

KOOLEJII BARNOOTAA

DIPARTMANTII KAROORAAFI BULCHIINSSA BARNOOTAA

DAMEE MISOOMA BULCHIINSSAA FI HOOGANSSA BARNOOTAA

Af-gaaffii Hojattoota Waajiraalee Barnoota Aanaa fi Godinaa Waliin Godhamu.

Mata dureen Qoo'annoo- Adeemssaa fi rakkoolee leenjiilee dureelee mana barumssa saddarkkaa 2ffaa saaykilii 1ffaa godina harargee lixaa keessatti itti gaggeeffamu.

Iddoo af-gaaffiin itti gaggeeffame _____

Guyyaa af-gaaffiin itti gaggeeffame _____

Coodii gaafatamaa _____

Seenssa:-kaayyoon af-gaaffii kanaa akkaataa leenjiileen dureelee mana barumssa saddarkkaa 2ffaa saaykilii 1ffaa keessatti itti gaggeeffamaa jiruu fi rakkoolee isaan mudatan ilaalchisee ragaalee fi odeeffannoolee garaagaraa sassaabuun, furmaata fala ta'uu danda'u kaa'uudha. Argannoon qoo'annichaa hojii barnootaaf kan ooluu fi ititii biraa kan hin qabne waan ta'eef sodaa tokkoon maletti ragaalee qulqulluu fi sirrii ta'e akka naaf kennitan gaafachaa, ragaaleen kunniin ammoo galma ga'iinssa qoo'anichaatiif gumaacha guddaa waan qabuuf, hamileedhaan shoora gama keessanii akka naaf gootan kabajaaniin isin gaafadha.

Yaadachiisa:

- Maqaa keessan barreessuun hin barbaachisu.
- Deebi'iin keessan hamma danda'ametti ifaa fi gabaabaa haa ta'u.
- Ergamni qoo'annoo kanaa dhimma hojiilee barnoota idilee qofaaf ergama biraa hin qabu.

Deeggarsa kootiif yeroo keessan wareegdanii fedhii guutuudhaan af-gaaffii kana na waliin gaggeessuu keessaniif duraan durssee galatoomaan isiniin jachuu barbaada. Kutaa 1ffaa:-odeeffannoo waliigalaa

1. Saala _____
2. Umrui _____
3. Saddarkkaa barnootaa _____
4. Oogummaa ittiin leenji'an _____
5. Gita hojii keessanii _____
6. Bara tajaajilaa gita hojii hojichaa jirtuu _____

Kutaa-2ffaa:- Adeemssaa fi rakkoolee leenjiilee adda addaa

Ajaja Gaaffii- gaaffilee asii gadiitiif deebi'ii keessan iddoo qophaa'e irratti barreessuun deebisaa.

1. Waggootan sadan darban (2001-2003 A.L.E) leenjiin dureelee mana barumsa saddarkkaa 2ffaa f kennameeti jiraa?

2. Karoorri leenjii dureelee saddarkka 2ffaaf qophaa'e ni jiraa?

3. Ulaagaaleen foo'annoo leenjii ni jiraa? Isaan hoo eenyufaadha?

4. Leenjileen dureewwanii kan kennamu sakkatta'iinssa fedhii leenjii fi karoora leenjii bu'ureeffateetii?

5. Leenjiilee dureelee saddarkkaa 2ffaaf eenyuutu kenna?

6. Madaalliin leenjiin dureewwanii gaggeeffamee ni beekaa?

7. Leenjiilee hamma ammaatti kennaman keessatti rakkooleen isin mudatan ni jiruu?, Isaanis hoo?

8. Furmaanni itti laatame maal fakkaata?

Gagaarssa na gootaniif ammas irra deebi'ee galatoomaan jedha.

Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been accordingly acknowledged.

Name: **Abdi Yassin Sali**

Signature_____

Date_____

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

Advisor: **Dr. Yekunoamlak Alemu**

Signature_____

Date_____