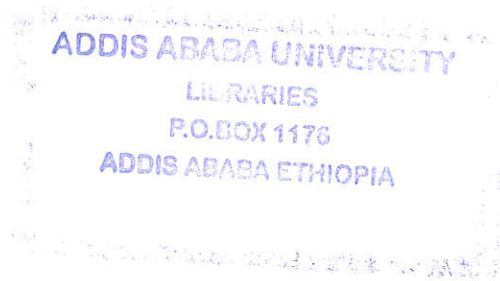


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



THE PRACTICE AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT:
A COMPARATIVE ASSESSMENT OF UNITY UNIVERSITY AND
ST. MARY'S UNIVERSITY COLLEGE



BY
HAILELEUL ABBAWA ZEWDIE

JULY, 2009
ADDIS ABABA

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HAILELEUL ABBAWA ZEWDIE



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List of Abbreviations/Acronyms

UU	Unity University
SMUC	St. Mary's University College
CEIRQA	Center for Education Improvement, Research and Quality Assurance Office in SMUC
MoE	Ministry of Education
HERQA	Higher Education Relevance and Quality Agency
APHEI	Association of Private Higher Education Institutions
SPSS	Statistical Package for Social Sciences
HRD	Human Resource Development
FBE	Faculty of Business and Economics
TVET	Technical and Vocational Educational Training
ITCS	Information Technology and Computational Science

Abstract

The purpose of this study was to assess the practices that have been carried out by Unity University and St. Mary's University College in training and development of their academic staff during the past five years, and also to investigate those factors that had been constraining such endeavors. To this effect, the comparative survey research method was employed. Questionnaire, interview and documentary analysis were used as instruments of data collection. Data were collected from 95 randomly selected academic staff (50 from UU and 45 from SMUC). In order to get sufficient data, human resource managers and Academic Vice Presidents of the two institutions were also interviewed. Gathered data were analyzed employing both descriptive (frequency counts and percentage) and inferential (Chi-square test) statistics.

The findings of the study revealed that the two institutions did not have a separate training and development department. Most of the programs in UU were dominated by formal education programs and there were less emphasis given to short term trainings and in the case of SMUC, the practice was vice versa. On the other hand, it was observed that SMUC has a relatively good practice of conducting academic staff needs assessment although it was mostly done by top level managers alone in the two institutions. The study also revealed that the training and development activities of UU were guided by training and development policy where as SMUC did not have the policy. There were no well developed evaluation schemes in both institutions by which the achievement of program objectives and outcomes can be evaluated. Besides, the strategic plan of the two institutions were found to be clearly defined but their training and development plans were not incorporated in to departments' plan as well as to the strategic plan of the institution. Nevertheless, the available limited practices of designing and implementing training and development programs had been hindered by lack of top management commitment, adequate budget, absence of training and development department, current government regulation on the post graduate and PhD programs and low support from the MoE, turnover after completing formal education programs, and attitude of the academic staff towards short term training.

In light of these findings, the following recommendations are forwarded. Firstly, needs assessment practice of the two institutions has to involve all stakeholders and should be done at organizational, individual and job level. Secondly, SMUC should prepare training and development policy and both institutions should well communicate the policy to the academic staff. Thirdly, both institutions should design a scheme by which the out come of the program can be evaluated. Fourthly, both institutions should incorporate their training and development plans in to each department, faculty, and more comprehensively to the institutions' strategic plan. Lastly, in order to overcome problems that constrained their efforts, attention should be given to increase management commitment and organize their training and development activities in to a separate department, MoE and HERQA should offer different short term and formal education (post graduate and PhD) programs to academic staff of the institutions, UU should giving attention to short term trainings in addition to strengthening the formal education programs offered to the academic staff, and SMUC should evaluate trainees' reaction for a program before implementation so that corrective actions can be taken.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It generally deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitations of the study, operational definitions of key terms, and organization of the study.

1.1. Background of the Study

Human resources create organizations and make them survive and prosper. It is their efforts, talents, and skills in using other resources such as knowledge, materials, and energy that result in the creation of useful products and services (French, 1990). This basically emphasizes that human resource is the most important of all other inputs to an organization.

Organizations need to be highly concerned about their human resources. Because without effective employees, organizations produce goods and services inefficiently and even place its survival at risk (Heneman and others, 1989). Specific to higher education institutions, Ayalew (1995: 149) said, "... higher education institutions are labor intensive whose work potential depends to a large extent on the quality of its academic staff." This implies that in educational institutions, where people rather than inanimate objects are being processed, proper management of human resources is essential to quality education.

Emphasizing the importance of human resource for quality education in higher education institutions, World Bank (1994:68) stated:

A highly competent and motivated teaching staff and supportive professional culture are essential in building excellence. Staff members' qualifications, deployment, and remuneration are central in determining the quality of instruction.

This indicates that the quality of education in higher education institutions

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational setting. Therefore, the competency of human resources in higher education institutions can be improved through training and development which will further promote the attainment of goals and objectives of the organization. Training and development enables to bridge the gap between the actual and desired performance by bringing employee to the desired standard or competence. Besides, the information obtained from a website, written by McNamar, explained training and development as:

As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, on going multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

Adopting human resources training and development in higher education institutions, like other organizations, has a lot of benefits. Accordingly, the benefits are stated in a website by McNamar as:

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods
- Increased innovation in strategies and products
- Reduced employee turnover
- Enhanced company image, e.g., conducting ethics training
- Risk management, e.g., training about sexual harassment, diversity training

This indicates that continuously providing various training and development programs for employees are vital for an overall organizational effectiveness in addition to selecting the appropriate candidates in staffing organizations.

However, human resource training and development programs need to be properly designed, implemented and evaluated in order to achieve intended goals.

Even though evaluating the success of human resource training and development program is often ignored activity, it is an important tool by which the effectiveness of a program in reaching out its target is measured (Harris and Desimone, 1994). In support of this, Milkovich and Boudreau (1991) indicated that poor execution of evaluations is the reasons for many training and development programs to fail.

On the other hand, human resource training and development must be carefully planned and fit with the organizations' strategic plans and they must respond to job changes in order to ensure the efficient and effective use of resources.

Generally, human resource training and development help organizations to improve the capability of their human resources to meet current as well as future demands. These activities should begin when an employee joins an organization, and continue through out his careers whether she/he is an executive or not (Harris and Desimone, 1994).

In light of the above mentioned facts, training and developing human resources of higher education institutions, especially their academic staff, plays a key role in raising the quality of education rendered in the institutions. Therefore, this study generally attempted to assess the practices that have been undertaken and the problems faced by Unity University and St. Mary's University College in training and development of their academic staff. Besides, it tried to compare the practices and problems of human resource training and development in the two intuitions.

1.2. Statement of the Problem

In a fast paced world, continuous learning is essential to success. Individuals need to learn to succeed in life and at work. Companies need to ensure their employees continue to learn, so they can keep up with increased job demands, and so the company can gain or maintain competitive advantage.

Education is recognized as essential element for economic, social, and political development of a given country. Educational organizations have to be staffed with effective and efficient employees to assure quality education and achieve their objectives (Teshome, 2007).

The purpose of higher education is mainly producing competent, adaptable and responsible citizens who can contribute to changing and transforming the livelihood of the Ethiopian population. Achieving these purposes, therefore, demands to assure and enhance quality and relevance of programs and institutions of higher education. To do so, the government of Ethiopia has established Higher Education Relevance and Quality Assurance Agency (HERQA) by Proclamation Number 351 in the year 2003. The major responsibilities of this agency include conducting quality audit in higher education institutions. The main reasons for conducting quality audit involves assuring the existence of qualified academic staff in the higher education institutions and checking the effort of institutions in training and developing their academic staff (HERQA, 2006).

Concerning the training and development practice of St. Mary's University College, HERQA's external quality audit in 2006 had indicated that there were problems on staff needs identification, sharing learning experience among staff members, evaluation of staff development, participating staff members to develop staff development plan and budget, and linking staff development plan to the institution's strategic plan (HERQA, 2006). This implies that the University College's practice of human resource training and development had not been carried out in a systematic and planned way. On the other hand,

although there were some practices on academic staff training and development in Unity University, there is no apparent evidence whether such practices are being carried out in a systematic and planned way based on the training and development needs of their human resource.

Various researchers (Melaku, 2004; Altaye, 2005; Abduselam, 2006) had carried out a research on the issue of human resource training and development taking different variables as their study points in different organizations. However, none of these researchers did make their study on higher education institutions, particularly on private higher education institutions.

Considering the crucial role played by human resource training and development in higher education institutions for quality education, this study was, therefore, aimed at assessing the practice and problems of Unity University and St. Mary's University College, here after called institutions, in training and development of their academic staff.

Thus, in order to come to findings of the research study, the researcher raised the following basic questions:

1. To what extent were the process steps of training and development followed by the institutions in their human resource training and development endeavors?
2. To what extent were the institutions' human resource training and development plans integrated with their strategic plans?
3. What problems did the institutions face in their human resource training and development activities?

1.3. Objectives of the Study

The general objective of this study was to reveal the practice and problems of human resource training and development of Unity University and St. Mary's University College. Besides, these practices and problems of the institutions were compared.

The specific objectives of the study were:

1. To check whether training and development activities were conducted following the process steps (Needs assessment, Planning, Designing, Implementation, and Evaluation).
2. To check whether the institutions' human resource training and development plans are integrated with their strategic plans or not.
3. To identify the problem faced by the two institutions in conducting human resource training and development programs.
4. To compare the practice and problems of human resource training and development in the institutions.

1.4. Significance of the Study

In the preceding sections, the importance of training and developing human resources in higher education institutions was clearly indicated for quality education. Therefore, conducting this study at this time has the following significance for the institutions, the Ministry of Education, HERQA, and other researchers.

- The result of this study could provide valuable input and direction to human resource managers of the two institutions in designing, executing, and evaluating training and development programs.
- It can help the Ministry of Education and HERQA to check the practice and problems of the institutions' human resource training and development endeavor and take actions that will assure quality education.

- The study may also encourage and help as initial reference for other researchers who want to conduct in-depth further study on such similar matter.

1.5. Delimitation of the Study

Human resource training and development in higher education institutions involves both the academic and administrative staff. Even though the contribution of administrative staff for the quality of education in higher education institutions is high, it is greatly determined by the effectiveness and efficiency of academic staff. Therefore, this study considered only the practice and problems of academic staff training and development of the two institutions. The study was also delimited to the efforts made by the two institutions to follow the process steps of training and development, to integrate human resource training and development plans in to strategic plans, and the problems faced in their training and development endeavors for the last five years (1997-2001 E.C).

1.6. Limitation of the Study

It was extremely difficult to get data from the previous head of short term training office in Unity University for the reason that he left the organization before the data were gathered in the institution. Therefore, the data regarding the short term training activities of the institution were limited to the human resource department and Academic Vice President. Secondly, many instructors in both institutions refuse to take questionnaires claiming time constraints. Even those who took questionnaires to complete had taken several days (up to two weeks) to return the questionnaires and 13% of them did not fully complete and return. Therefore, the researcher had to wait several days to collect the questionnaires. Hence, the time elapsed beyond the researcher's initial plan made him to perform the fourth and the fifth chapter of this study under intense time constraint. This may have affected the depth of analysis and inclusion of some relevant findings about institutional training of staff.

1.7. Definition of Key Terms Used

Human Resource Training: is a systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirements (Milkovich and Boudreau, 2004).

Human Resource Development: is the growth or realization of a person's ability, through conscious or unconscious learning (Wilson, 2005).

Academic Staff: in this study refers to all full time teaching staff in the two institutions.

Higher Education Institutions: in this study refers to institutions that give Technical and Vocational Educational Training Programs and tertiary level education.

1.8. Organization of the Study

This study is organized in to five chapters. The first chapter deals with the problem and its approach. The second chapter addresses review of literature related to the topic under study. In chapter three, the methodology employed to gather, interpret and analyze data are included. The fourth chapter deals with the analysis and interpretation of data. The last chapter treats the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this section of the paper previous studies associated with human resource training and development are examined and discussed. This is done mainly to get the current knowledge in the field or topic that the researcher planned to study.

2.1. The Concept of Human Resource Training and Development

2.1.1. Scope

Training and development encompasses three main activities: training, education, and development. These three separate, although interrelated, activities are discussed below.

2.1.1.1. Training

Pertaining to training, although different scholars have offered a number of definitions, the underlying concept in these definitions remains the same. As defined by Milkovich and Boudreau (2004), training is a systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirements. In other words, training includes those activities that serve to improve individuals performance on a currently held job or on one related to it (Mondy in Haileselassie, 1999).

Trainings, as planned and systematic activities, are mainly meant for improving performance of individuals. Therefore, with the objective of resulting in an immediate improved performance of individuals, trainings are delivered relatively for a short period (Purcell, 2000). Quoted by Wilson (2005:4) a great detail of the definition of training by the Manpower Service Commission (1981) is as follows:

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.

Generally, training is aimed at creating an effective match between an employee and his/her job by improving knowledge, skill and attitude of employees (Saiyadain, 1999).

2.1.1.2. Development

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility (Manpower services Commission in Wilson, 2005). As indicated by Mondy in Haileselassie (1999:20) "development improves learning opportunities aimed at the individual's growth but not restricted to a specific present or future job". This indicates that development activities are mainly concerned with maximizing individuals potential and capabilities that go beyond the current job requirements. Thus, development focuses on improving individual's capabilities in handling a variety of assignments.

According to Truelove (2000), development helps people utilize the skills and knowledge that education and training have given them and it embodies concepts like psychological growth, greater maturity and greater confidence. Therefore, human resource development refers broadly to the nature and direction of change induced in the employees as a result of educational and training programs.

Development programs are long term activities that benefit both the organization and individuals. While organizations benefit by having more capable and experienced employees who enhance the ability of organizations to adapt and compete to a changing competitive environment, individuals also gain career development (Mathis and Jackson, 1997).

Generally, the objective of development activities is to provide the necessary conditions to allow individuals to perform at levels that increase their personal effectiveness as well as the organization's (Milkovich and Boudreau, 2004).

2.1.1.3. Education

Educational activities are conducted to improve the overall competence of an individual in a specific direction; and beyond the current job (Mondy in Hailesselassie, 1999). As quoted by Wilson (2005:5) a broader and longer definition of education is given by the Manpower service commission as follows:

activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it. It involves the study of their own cultures and of the laws of nature, as well as the acquisition of linguistic and other skills which are basic to learning, personal development, creativity and communication.

Education is considered as program of learning over an extended period with general objectives relating to the personal development of the pupil/student and/or his/her acquisition of Knowledge (Wilson, 2005).

Generally, the term and activities of human resource development consists of the aforementioned three basic functions: training, development and education. Even though, distinguishing among these functions is quite problematic, distinction can be made between them. One common theme that can be found in many of the definitions of training, education and development is that they contain the word 'learning'. Nadler and Nadler, as sited in Wilson (2005:7), gathered these three terms and stated that:

Training= learning related to present job;

Education = learning to prepare the individual but not related to a specific present or future job;

Development= learning for growth of the individual but not related to a specific present or future job.

In making a distinction between training and development, Purcell (2000) indicated that training is a planned and systematic activity that is delivered relatively for a short time scale to equip employees with knowledge, skill and attitude required for the current job. Whereas, development is a long term endeavor for maximizing individuals potential for the future. Besides, Pepper as cited in Wilson (2005:138) defines training as ‘that organized process concerned with the acquisition of capability, or the maintenance of capability’. He goes on to distinguish the meaning of development:

Where the objective is to acquire a set of capabilities which will equip a person to do a job some time in the predictable future, which is not within his present ability, that person is often said to undergo a process of development. Development is associated with long term and more complex arrangements for learning, often with job moves included in the plan.

The term “training” and “development” are frequently treated either as synonyms or as representing mutually exclusive activities. From a human resource management perspective, they are better understood as being linked and one reinforcing the other, such that training seen as both part of and a precondition for development. In relation to this point, Palmer (2005:138) point out as “Training and development are certainly not chalk and cheese. They are more Laurel and Hardy, complementary together and feeding off one another”.

2.1.2. Benefits of Human Resource Training and Development

Training and development activities, if carried out in a planned and systematic way, have a lot of benefits both to employees and to the organization (Wether and Davis, 1993). On the contrary, poorly designed and inappropriate training and development activities can be source of frustration and wastage of resources (Gomez-Mejia and others, 1995).

With this regard, Chandan(1995) highlighted the need for human resource training as it increases productivity, improves employee’s moral, makes available for future personnel need of the organization, improves health and safety, reduces supervision, facilitates personal growth, and improves organizational stability. In addition to the above mentioned benefits,

Graham(1990) suggested that training brings greater productivity and quality, less scrap or spoiled work, greater versatility and adaptability to new methods, less need for close supervision, fewer accidents, greater job satisfaction, low labor turnover, and less absence. In general, according to Kenney and others (1979), the following benefits can be expected from training and development programs designed in a systematic and logical way: help employees to learn their jobs quickly and effectively, help to improve work performance of existing employees, greater volume of work and fewer mistakes, enough time for the management to spend on planning and development activities as a result of fewer mistakes, a reduction in labor turnover among new staff that is caused by ineffective learning and inadequate training, replaces obsolescent abilities with the new ones, increasing staff versatility, attracts better applicants if the company provide good training repeatedly for its employees, and decreases frustration if further training and development opportunities are available within the company.

2.2. Major Divisions of Human Resource Training and Development

Human resource training and development has two main components: Management development, and employee training and development.

2.2.1. Management Development

The ever-changing nature of work necessitates a process of continual management development. In this dynamic and highly competitive environment, the survival and growth of an organization can not be realized with out having competent management. Thus, continually developing managerial competence systematically should be one of the primary tasks of every organization (Beard and Irvine, 2005). Management development is, therefore, a continuous process of providing managers with a wide variety of activities and learning opportunities so as to improve their competence and performance (Kubr and Prokopenko, 1989).

According to Graham (1989:236), Management Development is defined as follows.

Management development is a systematic process of development of effective managers at all levels to meet the requirements of an organization, involving an analysis of the present and future management requirements, assessing the existing and potential skills of managers and devising the best means for their development to meet these requirements.

Management development is undertaken by organizations for a number of reasons that help to achieve organizational objectives. These include: ensuring that managers at all levels of the organization are able to perform their jobs effectively, avoiding managerial obsolescence, providing managerial promotion to upper level ranks, and providing opportunity for managers to seek new challenges and new venues for personal growth and internal satisfaction (Chandan, 1995).

Management development, as a systematic long-term process of learning, encompasses both management education and training. As pointed by Kerrigan and Luke (1987), management education activities incorporate a wide variety of managerial functions that are intended to increase the overall managerial potential. It focuses on theories, concepts and analytical frameworks. On the other hand, management training is more of job and organization specific and is aimed at improving ones job performance by increasing his/her job related skills and knowledge. It is designed to enhance precise functional skills that would be immediately applicable.

2.2.2. Employee Training and Development

The effectiveness of an organization ultimately depends on the capabilities and competence of its employees. Although it is believed that organizations carefully screen the general abilities of employees during the selection process, many of their skills are developed over time (Mathis and Jackson, 1982). This indicates that employees need to be trained and developed through out their employment period in order to bring them in line with the existing or anticipated job requirements by improving their capabilities and competence.

Employee training and development includes the training, education and development activities offered to employees by the organization. Therefore, as defined by Heneman and others (1996), employee training and development is a planned process of providing employees with learning experiences intended to enhance their contributions to organizational goals.

In order to achieve the benefits of employee training and development program, its objective should be fully accepted by the participants and followers. According to Chandan (1995:189), the training and development objective could be any one of the following; knowledge acquisition, behavioral modification and change in attitude, acquisition of problem solving skills, teaching of interpersonal skills etc.

All employee training and development activities are done with some purposes. The purposes of most commonly employee training and development programs include: orienting new employees to the organization and their jobs, improving employees' performance levels on their present jobs, enabling employees to maintain performance level as their present jobs change, and preparing employees for new jobs (Heneman and others, 1996).

2.3. Processes of Training and Development

The third millennium offers fresh challenges to the training and development professional arising from the dynamic, chaotic, and fiercely competitive market place. Moreover, the expectations placed up on employees in terms of their performance and effectiveness are much higher. This tighter focus up on individual contribution means that the identification of training and development needs and the activity of planning, designing, implementing, and evaluating training and development programs to achieve those needs has become a far more critical element in determining the organization's success (Palmer, 2005).

The planning and designing of training and development programs involves a number of processes. The conventional process of training and development

includes: identifying needs (assessment phase), setting objectives (Planning phase), selecting the design of the programs (Design phase), conducting the program (implementation phase), and evaluating the program (evaluation phase). These fundamental elements of any training and development process are discussed hereunder.

2.3.1. Identifying Needs: The Assessment Phase

The first issue in the process of training and development is to identify training needs relevant to the organization's objectives. Assessing needs is important because other decisions of the process hinge on it (Milkovich and Boudreau, 2004).

As defined by Heneman and others (1980), training and development need is a performance discrepancy that is important to the organization and that can be remedied by means of training or development activities. This indicates that undertaking training needs assessment has an important purpose of sorting out those performance gaps or organizational constraints that could be solved only through training. Similarly, Palmer (2005:143) point out as "the purpose of the learning needs analysis is to identify where learning can be best applied to increase performance."

Identifying training and development needs is a means of making learning more effective. The process is about planning for the future rather than waiting for the future to happen. By comparing the current and future situations determining the learning and training needs for the organization and the individual can be possible (Bartram and Gibson, 2004).

There is no doubt that training is important; the question is, what training and to what level of detail? The answer to this question lies in the critical role that learning needs analysis plays. Therefore, an organization should identify those training needs which will ensure its continued existence, growth and development through the people it employs (Palmer, 2005). According to Chandan (1995), training needs can be identified by assessing the current and

future business conditions and by matching with the skill and resources available and by evaluation of the performance of the people with specific emphasis on areas of improvements.

Besides, as Kenney and Reid cited in Palmer (2005:139) point out, "The quality of the training can be no better than the quality of the analysis permits". Thus, the training and development professional, or whoever is carrying out the analysis, should have access to the most accurate and relevant information available on the organization's present performance, problems and future plans in order to conduct successful needs analysis and identify the training and development needs.

According to Heneman and others (1980:33), conducting needs assessment demands to raise the following critical questions that enable to establish exactly what trainings are required. Does a performance discrepancy exist? Is it important to the organization? Is it correctable through training and development? Is training and development the most cost effective solution that can be applied? etc. Generally, it can be said that conducting training and development activities without first making needs assessment would, otherwise, have a risk of overcrowding training, doing too little training, or leads to missing a point completely (Brown, 2002: 59).

Data collection in conducting needs assessment can take the form of questionnaires, interviews, discussions, brainstorming groups and observation (Palmer, 2005).

The assessment of training and development needs is within a framework of three sets of analysis: organizational, job, and individual (Moore and Dutton cited in Milkovich and Boudreau, 2004).

2.3.1.1. Organizational Analysis

Organizational analysis is the process of determining where training is needed. It broadly looks at company wide needs. A thorough analysis might look at organization maintenance, efficiency, and culture. Organizational maintenance

aims at ensuring a steady supply of critical skills. Organizational efficiency, on the other hand, includes checking on productivity, labor costs, output quality, and examining the organization's strategies, the results of employment planning, and the major variances between the units' successes and failures to determine what role training could play. As the third insight of organizational analysis, analyzing organizational culture includes a detailed look at the value system or philosophy of the organization. This is important, for example, when there is a need to design training to impart the organization philosophy or values to employees (Milkovich and Boudreau, 2004).

With regard to the components of an organizational needs analysis, Harris and Desimone (1994) also indicated that the analysis should identify organizational goals, resources, climate, and environmental constraints. According to them, the first task in organizational analysis is to understand organizational goals that provide a starting point in identifying the effectiveness of the organization. Secondly, the availability of resources which dictates some of the options to be considered when designing and implementing human resource training and development should be checked. The third point is analyzing organizational climate which is an important factor for human resource training and development success. Next to the above three basic components of organizational analysis, the environmental constraints that include legal, social, political, and economic issues faced by the organization should be given due emphasis. This is because; demand for certain types of human resource development programs can be effected by these constraints.

Generally, organizational analysis starts by asking broad questions about the general work environment and the manpower needed to meet both present as well as future demands of the organization and then considers the organization's aims, objectives, major policies, effectiveness, and technologies and resources used (Cowling and Mailer, 1981).

2.3.1.2. Job Analysis

Job analysis is defined by Milkovich and Boudreau (2004:135) as “a systematic process of collecting data and making certain judgments about all of the important information related to the nature of a specific job.” Thus, it involves a thorough analysis of the tasks performed in an organization and knowing the job requirements (Mathis and Jackson, 1997).

Results of job analysis serve as input for many human resource activities. Analysis of the job requirements is a valuable source of data to establish training needs. Information gathered about qualifications and job content permits tailoring training programs to actual qualifications required to perform the jobs, rather than to some hypothetical ones dreamed up by managers. Several approaches to analyzing jobs identify training needs. Task analysis, work sampling, critical incident analysis, and task inventories in which employees indicate how frequently they carry out a particular activity and the importance of each activity to the job are all ways to analyze the training needs for a particular job (Milkovich and Boudreau, 2004).

Generally, the focus of job analysis is the job rather than the individual doing the job. It is, therefore, a very valid technique for the identification of the skills and knowledge required at the occupational or job level (Palmer, 2005).

2.3.1.3. Individual Analysis

At this level, employee’s knowledge, and interests are compared with the requirements of job assignments (Milkovich and Boudreau, 2004). The focus of analysis is on how individuals in an organization perform their jobs (Brown, 2002).

The training and development needs of an individual can be identified by analyzing the performance review and career planning (Milkovich and Boudreau, 2004). The required and actual performances of the individual are the basic elements to conduct an analysis. Thus, the difference between the

desired level of performance and the current level of performance is the training gap (Wilson, 2005).

On the other hand, McGehee and Thayer in Harris and DeSimone (1994) identified the components of person analysis. These include:-

- a) Summary Person Analysis: involves determining the overall success of individual employee performance
- b) Diagnostic Person Analysis: tries to discover the reasons for the employee's performance.

Accordingly, conducting person analysis involves combining the summary and diagnostic analyses to indicate who is performing successfully/unsuccessfully and why the individual is performing successfully/unsuccessfully.

At this stage, the organization seeks to identify any short fall in the individual's knowledge, skills and attitudes required to perform his or her job. This is done to determine 'who needs to be trained' and 'what kind of training is needed' (Palmer, 2005).

Generally, as Milkovich and Boudreau (2004) indicated, training and development needs analysis must be part of the ongoing process of managing human resources. It must be linked through the organizations human resource plans to the numbers and skills required (employment planning); to the jobs performed (job analysis), and the individual employees (career planning and performance evaluation).

Having under taken an organization-wide analysis on the training and development needs, it is likely that the number of needs identified are much larger than that can be met through current resources. It is, therefore, imperative to prioritize the needs in to some order of importance. For this purpose, Palmer (2005) proposed the three-stage process for prioritizing training needs. First, include training needs which are predetermined at policy level. Secondly, divide remaining needs in to essential and desirable. Priority should be given to those needs which are essential to the achievement of

organizational objectives. At the third stage, cost essential needs and prioritize via Pareto. Pareto analysis involves calculating cost saving (estimated savings minus estimated training costs) and comparing the results to identify the best savings as the priority needs. The Pareto principle is stated as “20 percent of the training input is likely to yield 80 percent of the savings” (Wilson, 2004:153-154).

To sum up, in the view of Bartram and Gibson (2004), the whole process of identifying training and development needs demands a three-step approach. First, there will be a trigger to say that something needs to change. The trigger could be from within the organization, an external influence, or a combination of both. Learning triggers include: taking on new people, new products, new customers, new equipment, requests from managers, appraisal interviews, customer complaints, accident records, high turnover of new recruits, loss of customers, decreases in productivity, new legislation, changes to legislation, customer requirements, competitor activity, supplier activity, professional body regulations, and others.

Based on the triggers, create a clear picture of the likely changes or determine the changes required. The next step is investigating and comparing the current situation to the future position. Lastly by analyzing this information, decide what actions to take to achieve the desired changes which involve determining training plans. Preparing the training plans decide which methods of training will best bring about learning, consider what the training will cost, how the organization and the individual will benefit, and evaluate the cost of taking no action.

2.3.2. Setting Objectives: The Planning Phase

Training and development objectives are defined when the needs analyses identified the existence of performance need that demands training and development activities. Objectives are statements that express the purposes to be achieved, provide the basis for planning of the program contents, and

selection of training and development methods, and permit control and evaluation of the results. Therefore, they should be precisely and clearly defined (Kubr and Prokopenko, 1989; Heneman and others, 1996). In relation to this point, Milkovich and Boudreau (2004) Pointed as the content of the programs, the techniques used, and even the trainees chosen depend on the objectives of the training program. Besides, the importance and relationship of these objectives to organizations' strategies determine the level of resources committed to training efforts.

Setting objectives and planning training activities needs to consider the concept of efficiency and equity. Training has great potential to affect employee productivity and organizational efficiency. This indicates that decision makers must consider whether training investments are managed to achieve the greatest return, and this requires assessing both training costs and benefits. In addition to this, training activities are a key tool for achieving equal employment opportunity and affirmative action. The way managers allocate training opportunities can affect employees' perceptions of fairness and equity. Therefore, it is important to consider the equity implications of training decisions (Milkovich and Boudreau, 2004).

For successful outcome, objectives must be stated in behavioral terms that are measurable. According to Bartram and Gibson (2004), training outcomes should be specified at the outset and planned in terms of specific aims and plans with which the training is to be linked (Development plans), the training purpose, i.e. what will be different or better in performance if the training is successful (development objectives), the learning to be achieved, i.e. what individuals should know or be able to do as a result of undergoing the training (learning objectives), and how effects and results will be measured (evaluation objectives). In addition to this, they have also indicated that issues about what the training will achieve and what it will contribute need to be clarified and agreed with all stakeholders involved as a precursor to any design work. This

means that without clearly set objectives, it is not possible to design a training and development program.

According to Milkovich and Boudreau (2004), the major decisions in planning training activities include: determine the training needs and objectives, translate them in to programs that meet the needs of the selected trainees, and evaluate the results.

After identifying the program objectives, the decision to design the program internally or purchase it (or portions of it) from other sources must be made. If the decision is to purchase a program or part of a program from a vendor, determining the match between the Vendor's product or capability with the organization's needs and objectives should be the primary task. With this regard, the following factors should be considered before a training program purchase: cost, credentials of expertise, background of the vendor, Vendor's experience, philosophy (comparing vendor's philosophy to the organization's philosophy), delivery method, content of the program, actual product (including appearance, samples, pilot program available), Results (expected outcomes), support (especially in terms of implementation and follow-up), and request for proposal (match between proposal offered by the vendor and request of the organization (Carneval and others in Harris and DeSimone, 1994).

Generally, the planning phase is very important to human resource training and development programs as it enables to set the objectives of the program in behavioral terms and the means by which these objectives can be achieved. Besides, it is a precondition for designing an effective program.

2.3.3. Designing the Program: The Design Phase

Learning is a key element of an organization's competitiveness and this challenges training and human resource professionals to design and deliver appropriate training, which makes a quantifiable and demonstrable contribution to the skills that individuals need. Besides, in order to deliver real business benefits, training must be designed to be relevant to the organization's

performance needs (Bailey, 2004). Designing appropriate programs, therefore, helps to transfer training and development objectives in to successful outcomes.

Human resource development programs are used to orient and socialize new employees into the organization, provide skills and knowledge, and help individuals and groups become more effective (Harris and DeSimone, 1994). Program design can be described as “the process of developing training curricula and materials to meet training and development needs” (Butler, 1998:111).

On the view of Milkovich and Boudreau (2004), training endeavors help to induce learning, a relatively permanent change in knowledge, skills, or behaviors. To achieve this, learning principles offer valuable guidance for designing effective training programs. These principles are: conditions of practice (active practice of the skills to be acquired), knowledge of results (giving trainees feedback on how they are doing), relevance of material (providing an overview of how the training fits with the job, how the training sequences fit together, and the anticipated consequences of applying the key behaviors on the jobs), and transfer to the job (how learning is transferred to the job).

The content and format of training programs are chosen after assessing conditions, setting measurable and specific objectives, and keeping learning principles in mind. Training program options can be organized by whether they focus on socialization and orientation, non management training, or management development. Orienting new employees has three objectives: learning job procedures, developing realistic job expectations and positive attitudes toward the employer, and giving employees a sense of belongingness. Training programs in non management areas, often called skills training, may be held on or off the job. On the other hand, management development focuses on less well-defined skills and general development programs that can be offered on or off the job (Milkovich and Boudreau, 2004).

Furthermore, Tracey (1984) indicated that the content of most management training programs include leadership, strategic planning, goal setting, policy making, decision making, crisis handling, resource allocating, programming, budgeting, financial management, communication, time management, change management, stress management, performance appraisal, supervision, etc. whereas most training programs for employees focus on specific skills rather than on more general development programs offered to managers.

In designing training and development programs, it is essential to ensure that each organization is equipped with its own training and development policy, and strategy. It is also important to design programs based on training and development principles. Training policy, strategy and principles are further discussed in section 2.5 of this chapter.

As pointed out by Bailey (2004), the appropriate design work can be carried out by members of the organization's human resource or training team or by an outside training provider or consultant. The choice of who carries out the design work will depend on the type of training required, the target audience, the resources available and the timescales. Besides, all stakeholders should contribute effectively to the successful design of the training program. These include: senior management, line managers (as recipients of training, as managers of staff receiving training from others, and as who have to offer/deliver the training themselves), personnel function, workforce in general, and customers-internal or external.

Moreover, effective training program design demands evaluating the design of the program. Validation, specifically focusing on evaluating the design of the training program, can help to start the process of evaluation at this stage. It answers the question: will our expenditure on training result in well designed training? It is concerned with testing training materials, methods and approaches for their suitability, appropriateness and effectiveness. It is specifically concerned with how satisfactorily the training materials, methods and approaches work, the extent to which the training content covers all the

relevant issues, the timing and sequencing of activities, the relative pros and cons of different methods and approaches, and the acceptability of the proposed design to the target audiences (Bailey, 2004). This shows that evaluating the design of the program can help to have an effective and efficient design that can be best implemented.

Generally, according to Bailey (2004), the design of effective training program needs those involved in the process to know: What are the organization or individual performance requirements that need to be addressed? What will change after the training is completed, for example, attitudes, skills, performance, and behaviors? What needs to be learned and by whom? What training approach is likely to be most effective? What training approach can be managed within available resources and circumstances? Which methods and media should be/can be used? What is to be evaluated and how? And who is to design the training? Therefore, the design of an effective training and development program should answer the above questions.

2.3.4. Conducting the Program: The Implementation Phase

At this stage, the training and development programs are put in to practice. The actual implementation of the program is the responsibility of the trainer and is conducted in accordance with the design. The implementation decision involves arranging the physical environment and getting started on a positive note. Avoiding on-the-job training distractions (like noise, phone calls and interruptions), and considering the seating arrangement, comfort and physical distractions in a classroom setting are the focuses of the first implementation decision. Having all of the elements needed to implement a training program- a viable lesson plan, selected training methods, techniques and materials, and physical environment ready- the next step is to start the program (Harris and DeSimone, 1994).

Campagna (1998), on the other hand, identified as program implementation involves three activities: planning program implementation, preparing and organizing program activities, and executing the program. Planning program for

implementation has the task of producing master plan and identifying and mobilizing resources (human, financial, and material) for implementation. Next to this plan, the preparation and organization of participants, trainers, time, place, facilities, organizers and budget will be performed. Lastly, once all the necessary preparations are completed, training and development programs could be executed as designed and planned.

2.3.5. Evaluating the Program

As Levitt in Beard and Irvine (2005:399) point out “knowing where to go is not just that we know the starting point, but that we also know at what stage we are on the journey and when we have reached the destination.” This is achieved through evaluation. HRD evaluation as defined by Goldstein in Harris and DeSimone (1994:167) is “the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities”. Another definition of evaluation by Bramley in Zara (2005:407) identifies evaluation as “a process for establishing the value or worth of something”. Thus, it is concerned with the value or worth of those changes that take place through the process of training and development.

Evaluation is the final phase of the training and development program. However, it does not mean that evaluation issues only need to be considered once training and development interventions have taken place. This indicates that evaluation is critical to every phase of the training and development program (Bramely, 2004). In relation to this, Milkovich and Boudreau (2004) point out that training evaluation is like brushing your teeth after every meal by indicating the methods to evaluate must be designed in to the training program from the very beginning, at the time the objectives are specified.

2.3.5.1. Purposes of Evaluation

Evaluation can serve a number of purposes with in the organization. According to Phillips in Harris and DeSimone (1994:167-168), evaluation ca help to

determine whether a program is accomplishing its objectives, identify the strengths and weakness of the programs, determine the cost/benefit ratio of a program, decide who should participate in future programs, identify which participants benefited the most or least from the program, reinforce major points to be made to the participant, gather data to assist in marketing future programs, determine if the program was appropriate, and establish a data base to assist management in making decisions. This indicates that evaluation, if given due attention, can help to check the achievement of program objectives, the implementation of programs according to their design, and the impact of the programs on individual and organizational performance.

Moreover, other reasons of conducting evaluation includes: to make training functional and relevant, to assure the continuity of the training program by showing its contribution to the organization, to build credibility, and show the benefits of human resource development programs to senior management (Zenger and Hargis in Harris and Desimone, 1994). Thus, evaluation is as important as any other part of the human resource training and development process.

2.3.5.2. Models of Evaluation

A model of evaluation outlines the criteria or focus of the evaluation effort. Depending on the bases or perspectives of evaluating a human resource development program, different models of evaluation have been developed. The models share some features, but they differ in significant ways. Among these, Kirkpatrick's Model is the most popular and influential model of training evaluation. According to this model, training efforts can be evaluated according to any or all of four criteria: reaction, learning, job behavior, and results. These criteria are elaborated as:

1. Reaction- This level measures whether the trainees like the program and feel it was useful. The main focus is on the trainee's perceptions about the program and its effectiveness. In this regard, while positive reactions to a training program encourages employees to attend future programs, a

feeling of dislike may make trainees reluctant to use the skills or knowledge obtained in the program and discourage others from attending. The main limitation of evaluating at this level is that this information can not indicate the achievement of programs objectives (Harris and DeSimone, 1994). The results of evaluation will give an indication of initial reaction and feed back on how participants felt about the training accommodation, materials and methods used, etc. The main purposes to evaluate participants' reaction to a training or development event are to improve the quality of the program, to make sure that trainees enjoy it, and to focus on the utility of what is being learned. However, it does not measure how much participants have actually learned (Bailey, 2004).

2. Learning: This level measures the learning achieved as a result of the training with the purpose of improving the quality of the program, checking whether participants have learned enough to do the job, and to predict the future use of learning as behavior change. It measures participants' ability to demonstrate the knowledge and skills which were the focus of the training. However, it does not measure the long-term retention or impact of learning (Bailey, 2004). The main question raised at this level is whether the trainees learn based on the human resource development objectives or not (Harris and DeSimone, 1994). In doing so, the materials used in the training session to teach the concepts specified in the program will be checked (Brethower and Rummeler in Milkovich and Boudreau, 2004).
3. Job Behavior: The main task at this level is measuring the impact of training on an individual's performance at work. The purposes of evaluating changes in behavior can be checking whether the program meet the identified need, identifying those change in behaviors that lead to increased effectiveness as a result of the program, and to identify blocks to changes in behavior. It tests the extent to which learning achieved during training has been translated in to new work place

behaviors and practice. The retention of learning can be measured by conducting evaluation repeatedly over a period of time (Bailey, 2004). According to Harris and DeSimone (1994), this level measures the transfer of learning to the job. Measuring the transfer of learning requires observation of the trainee's on-the-job behavior. If learning does not transfer to the job, the training effort can not impact the employee's or organization's effectiveness.

4. Results: The focus of this level is measuring the correlation between training and business results. Even though it is difficult to prove, there are a number of bottom line benefits which can be achieved through and linked directly back to training. These may include: reduction in staff turnover, reduce costs/over heads, improved quality, increased customer satisfaction, increased sales, fewer grievances and complaints, improved cost: turnover ration (Bailey, 2004). This is the fourth criterion that checks whether the costs of training are offset by the training benefit (Milkovich and Boudreau, 2004). Generally, more organizational efficiency, high profitability, and improved and better provision of services to clients or customers that occurred as a result of the training and development program are measured (Harris and DeSimone, 1994).

With regard to the use of these criteria, Newstrom in Milkovich and Boudreau (2004) demonstrates that different conclusions would be reached evaluating the same programs using only one of the four evaluation techniques; therefore a complete evaluation must use multiple criteria. Generally, one can understand from the above model that evaluation of training and development programs reviews not only the result of a program but the whole training effort beginning with the job training analysis. And this recognizes evaluation as a continuous process and not merely as post-training activity (Kenney and others, 1979).

2.3.5.3. Evaluative Methods

According to Zara (2005), evaluating a training and development program at any level always needs to ask the following basic questions: why are you

undertaking the evaluation? Who are the stake holders? How will you gather information? Who will have access to it? How will it be analyzed? How will it be used and why? Is there a predesigned or standard instrument available? Have you got the time and resources to pilot your methods? Can you anticipate the time and resources needed to complete the evaluation? How accurate does the information need to be, and if very accurate, how are you going to deal with error and bias? When, how often and over what period of time will it be undertaken?

Moreover, in dealing with these questions, there need to look at on the types of evaluative method or instrument suitable or available for the evaluation purpose. These might include: personal inventories, attitudinal diagnostic questionnaires, factual written tests, observations of practice or of interpersonal skills, group brain storming or analysis, focus groups, observation of work performance, analysis of documentation according to predefined or open criteria, portfolios of evidence, and individual or group interviews.

With regard to this point, Ostroff in Harris and DeSimone (1994) indicated that interview, questionnaire, direct observation, tests and simulations, and archival performance data are methods of data collection targeted at measuring whether trainees use what they have learned back on the job. Harris and DeSimone(1994) also argue that making more accurate and feasible data collection and evaluation studies in organizational settings needs to check and verify the reliability, validity and practicality of data collection methods before deciding which method to use.

2.4. Methods of Human Resource Training and Development

“Training methods are numerous and varied, ranging from lectures and role-plays to videos, films, and business games” (Harris and DeSimone, 1994:133). Method is defined by Beard (2005:342) as “a known approach or procedure; an acknowledged practice by trainers as a way of teaching or promoting learning.”

It embraces the use of techniques and materials. He further considered methods as a basic teaching process which involves examining learning needs of group, individuals and organization, writing learning objectives, considering learner profiles and design approach strategies, select methods, design techniques, and prepare materials. Therefore, an appropriate choice of methods can help to make the design of training and development programs more effective.

According to Saiyadain (1988), the choice of a method or a mix of methods is a function of the purpose of training, the nature of contents, the level of trainees in the hierarchy of the organization, and the cost factors. Harris and De Simone (1994) also pointed out that factors such as the objectives of the program, time and money availability, the availability of other resources (like highly trained trainers, specialized equipment and facilities), and trainee characteristics and preferences should be considered to choose the most appropriate method(s) for a particular program. This indicates that the choice of methods involves considering many factors.

One of the secrets to good training delivery lies with the choice and appropriate use of training methods by the trainer. As Beard (2005) points out, the knowledge and skill of the trainer clearly influences the choice and appropriate use of training methods. In general, the underlying theoretical concepts that should be understood by the trainer for the selection, design and use of training methods include: balancing participant challenge and support, Learning cycle, learning styles, planned or emergent learning, neuro-linguistic programming, reality, Scheduling, Sequencing and group dynamics, Serialists and holists, tutor dependency, Understanding the role of emotion in learning, Multiple intelligence (MI), and experiential learning.

Generally, the use of several methods in order to take advantage of each method's unique characteristics is vital. According to Bailey (2004:121);

good training design attempts to use as many senses as possible and to meet as many learning styles and preferences as possible. A carefully selected range of methods and media will enliven training. Too much variety will on the other hand, confuse learners and make training delivery unnecessarily complex.

Training methods are, generally, grouped into two broad categories by Harris and DeSimone (1994:133) as: on the job methods and off the job or classroom methods. While the first method typically occurs in the employee's normal work setting, the later take place away from the job (such as a conference room or lecture hall). These most widely used training and development methods are discussed here under.

2.4.1. On-the-Job Methods

In this method, the training and development program is conducted at the trainee's regular work station (desk, machine, and so on). On-the-job training is the most common form of training. However, much of this training is conducted informally, with out advance planning or careful thought. Formal on-the-job training programs, on the other hand, are generally conducted by an assigned trainer who is recognized, rewarded, and trained in correct instructional techniques (Harris and DeSimone, 1994).

The learning that takes place in on-the-job training is centered around the job. It uses the machines and tools that trainees will use once the training is completed (Saiyadain, 1988). A typical on-the-job training program places the trainee in to the real work situation, where an experienced worker or the supervisor demonstrates the job and the tricks of the trade. Besides, it is easy to demonstrate to the trainee on the job about the importance of a job or task, how it fits in with other tasks and other jobs, and the consequence of improper performance. Compared to off-the-job training, on-the-job training avoids lack of relevance and reinforcement in the actual job situation (Ryan in Milkovich and Boudreau, 2004).

On-the-job training has two distinct advantages over classroom (of-the-job) training. First, it facilitates the transfer of learning to do the job. Since the learning environment is the same as performance environment in on-the-job training, it provides the trainee an immediate opportunity to practice the work tasks on the job. Second, on-the-job training does not need training facilities other than facilities in the work station and hence it reduces training costs (Harris and DeSimone, 1994). Milkovich and Boudreau (2004:551) have also pointed out that on-the-job training is inexpensive and simple.

Although on-the-job training has the above stated advantages, there are several limitations associated with it. These are (Harris and DeSimone, 1994): distractions that could inhibit learning, expensive equipment damage and disruption of the production schedule, customer inconvenience, and temporary reduction in service. Therefore, individuals who design training and development programs and choose methods for the programs should be aware of these disadvantages. Besides, an effort should be made to combine this method with off-the-job method in order to minimize these disadvantages.

There are a number of techniques used in on-the-job training method. Job Instruction Training (JIT), Job rotation, Coaching, and Mentoring are the most common and widely used techniques. Each of these is discussed below.

I. Job Instruction Training (JIT)

JIT, as defined by Harris and DeSimone (1994:138), is “a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job”. It is also indicated that JIT has a four-step process: prepare the worker, present the task, allow practice time, and follow-up. Preparing the workers involves putting the learner at ease, finding out what the trainee already knows about the job, motivating the learner, and to set up the task. The preparation may also include providing a training manual, handouts, or other training aids which can be used as a reference. Next to preparation, the trainer presents the task by telling, showing, explaining, or demonstrating

in such a way that the trainee can understand and replicate the task. Then after, a performance try-out by the trainee can be done to practice what the trainer presented. This helps the trainee to master a particular set of skills. Finally, a follow-up is conducted by the trainer as a way of ensuring that the trainee is making progress. The trainer should apply the coaching techniques during this follow-up session when appropriate.

II. Job Rotation

In this approach, trainees are rotated through a series of jobs that typically involves exposure to a variety of functions, product lines, and geographical areas to broaden their experience (Bret and Werbel in Milkovich and Boudreau, 2004). Job rotation involves a series of assignments to different positions or departments for a specific period of time with the intention that the trainee learns more while observing and doing than learning through instruction. During this assignment, the trainee is supervised by a department employee, usually a supervisor, who is responsible for orienting, training, and evaluating the trainee (Harris and De Simone, 1994).

Job rotation is frequently used for first-level management training, particularly for new employees. This is because; it makes them learn how each department functions, including some key roles, policies, and procedures. Besides, it helps new managers to develop a working knowledge of the organization before they can be successful managers (Ibid). With regard to this point, Debats cited in Milkovich and Boudreau (2004:555) stated that “this approach broadens the manager’s background, accelerates the promotion of highly competent individuals, introduce new ideas in to the organization, and increases organization effectiveness.” Generally, broadened job experience that results from the use of this approach can give workers more flexibility to choose a career path. From the employer side, job rotation results in a more broadly trained and skilled work force (Gomez-Mejia and others, 1995).

III. Coaching

Coaching is defined as: (Harris and DeSimone, 1994:267)

a process used to encourage employees to accept responsibility for their performance, enable them to achieve and sustain superior performance, and treat them as partners in working toward organizational goals.

In addition to this, they have considered coaching as a positive problem-solving approach to performance management that requires managers to enter in to a partnership with employees.

According to Gomez-Mejia et al. (1995: 341), “employee coaching consists of ongoing, sometimes spontaneous, meetings between managers and their employees to discuss the employee’s career goals and development.”

Coaching is done by performing two distinct activities: coaching analysis and coaching discussions. The first activity, coaching analysis, involves analyzing performance and the conditions under which coaching occurs (Harris and DeSimone, 1994). In doing so, Gomez-Mejia and others (1995) have stressed the need to identify ‘coachable moments’- opportunities that occur in the midst of ongoing work for valuable career counseling. The five common cues from employees that can open the door to coachable moments includes demonstration of a new skill or interest, seeking feedback, expression of an interest for a change in the organization, experiencing a poor job fit, and mentioning a desire for development opportunities. Identifying these cues that open the door for coachable moments, therefore, can help to analyze performance and identify the conditions under which coaching occurs.

Performance analysis, in general, involves clearly defining a performance problem, examining the factors that affect poor performance, and determining the action required to ensure effective performance (Harris and DeSimone, 1994).

After coaching analysis is made, the coaching discussions or face-to-face communication between employee and supervisor should be done both to solve problems and to enable the employee to maintain and improve effective

performance. The two most common approaches to coaching discussion are Fournies's (1978) five-step process, and Kinlaw's (1989) three-stage process. The first approach involves getting the employee to agree that a problem exists, discussing alternative solutions, agreeing on actions to be taken, follow up to measure results, and recognizing achievements. In the later approach, the supervisor confronts the employee and presents the performance problem, uses the employee's reactions to develop information about possible causes and solutions, and agrees with the employee on what will be done to solve the problem (Harris and DeSimone, 1994).

There are two types of coaching- informal and formal. Informal coaching is the ongoing communication the supervisor or coach has with the employee about employee's performance. In this type of coaching, the supervisor on an informal basis may observe employee's performance, ask questions and listen to employee's answers, give feed back on performance, and keep the employee informed of changes in unit objectives or the business environment that could have an impact on employee's result. Formal coaching, on the other hand, provides the supervisor and employee with the opportunity to meet and discuss employee's performance on periodic formal coaching session (Milkovich and Boudreau, 2004).

Generally, coaching occurs between the employee and their supervisor, and focuses on examining employee performance and taking actions to maintain effective performance and correct problems. However, its success depends up on a supervisor's skill in analyzing employee performance and in using effective communication and interpersonal skills (Harris and DeSimone, 1994).

IV. Mentoring

Mentoring is an important method of on-the-job training and development. Gomez-Mejia and others (1995:340) define it as "a developmentally oriented relation- ship between senior and junior colleagues or peers that involves advising, role modeling, sharing contacts, and giving general support". The official definition of mentoring by the European Mentoring Center, as cited in

Clutterbuck (2004:261), is “off-line help by one person to another in making significant transitions in knowledge, work or thinking”.

Harris and DeSimone (1994), citing different authors, indicate as the mentoring relationship serves both career and psychosocial (e.g., social support) function. They also identified that the mentor provides the protégé or mentee with career support, opening doors, teaching the ropes of the organization, creating potential opportunities to demonstrate competence, enhancing visibility, and ensuring the protégé or mentee has challenging work. Due to these responsibilities, the mentor has a chance to serve as a role model and share what he or she knows with someone who can benefit from such knowledge. In return, the mentor receives respect, support, and friendship from the protégé or mentee. According to Clutterbuck (2004), the mentor needs to be equipped with several core skills or capabilities for successful mentoring. These include: good communication skill, a sense of humor, good rapport building, an interest in developing others, and an interest in continuing to develop him/her self.

Clutterbuck (2004) , referring to studies made by the European Mentoring Center also shows that mentoring schemes work best when they begin with a clear rationale and purpose, understand the development climate with in the organization, establish a formal structure to administer the scheme, select and match mentors and mentees carefully, provide training for both mentors and mentees on their role of mentoring, the purpose of the helping relationship is clear, and they measure and review the scheme to identify problems associated with it and with individual relationships, and to demonstrate that the scheme is delivering results. Therefore, the accomplishment of successful mentoring results in organizational benefits that include facilitating socialization of new members in the organization, reduce turnover, minimize mid-career adjustments, enhance transfer of beneficial knowledge and values, and facilitate adjustment to retirement (Kram in Harris and DeSimone, 1994).

Mentoring intervention can be either formal or informal. Informal approaches to mentoring promote favoritism, become the butt of gossip and innuendo when it

occurs across the genders, and faces the problem of skills shortage to mentor effectively (Clutterbuck 2004).

Developing a formal mentoring program, on the other hand, can be used as one part of an overall development strategy that is tied to strategic business needs (Kram and Bragar in Harris and DeSimone, 1994).

It is important at this point to recognize the key difference between coaching and mentoring. Clutterbuck in Sayers (2005:511) describes the difference as:

Coaching is primarily about performance and the development of specific skills. Mentoring is much more broadly based and intuitive, focusing on developing capability and often includes longer term help in career self-management.

He continues to elaborate the distinction by indicating that while coaching transfer skills, mentoring transfer wisdom and tacit knowledge. In coaching, the coach observes and gives feed back, where as in mentoring both the mentor and the mentee acquire learning.

2.4.2. Off-The-Job Methods

This method is used to conduct training and development programs outside of the work setting (Harris and DeSimone, 1994). This can clearly indicate as training occurs at off-the-job locations.

Formal courses, simulations, and role-playing exercises in a class room setting are the most common examples of off- the- job training (Gomez-Mejia and others, 1995). Milkovich and Boudreau (2004) have also notice that off-the-job training programs are commonly offered for management or professional development in the form of formal courses, work shops, seminars, etc.

A variety of techniques can be employed in an off-the-job training method. Harris and DeSimone (1994) have included lecture, discussion, audiovisual methods, experiential methods, and computer based training as primary types of classroom training. Also, Armstrong in Haileselassie (1999) puts lectures, talks, discussions, the discovery method, distance learning and outdoor learning as off-the-job techniques.

There are several advantages of conducting training away from the work setting over on-the-job training. First, a variety of training techniques, such as video, lecture, discussion, role playing, and simulation can be used in a classroom setting. Second, conducive learning climate can be created by designing and/or controlling the environment in the way that minimizes distractions. Third, classroom settings can accommodate large numbers of trainees at the same time (Harris and DeSimone, 1994). In addition to the above stated advantages, off-the-job training gives employees extended uninterrupted periods of study and it may be conducive to learning and retention due to a reduction in distractions and interruptions that commonly occur in an on-the-job training environment (Gomez-Mejia and others, 1995). However, off-the-job training has also its own disadvantages. Firstly, there is a difficulty of transferring what is learnt back to the job as the classroom situation and equipment used might not be similar to the job setting. Secondly, there is a risk that some employees may consider off-the-job training as an opportunity to enjoy some time away from work as a result of which much learning may not take place (Gomez-Mejia and others, 1995). Thirdly according to Harris and DeSimone (1994), it involves increased costs (such as travel and the rental or purchase and maintenance of rooms and equipment).

2.5. Business Strategy and Human Resource Training and Development

In an increasingly competitive world, which is the reality for most organizations today, a link should exist between the training and development that the organization undertakes and the business strategy of that organization. Since the amount of financial resource available for the training and development of employees is not unlimited, the decision about where to deploy resources to maximum effect necessitates those responsible for human resource development to be clear about the organization's strategy and priority (Balderson, 2005).

Strategies refer to an organization's major deployment of resources (Milkovich and Boudreau, 2004). An organization's strategy is all about its future

orientation. In this regard, Johnson and Scholes in Balderson (2005:86) define strategy as:

the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources with in a changing environment, to meet the needs of markets and to fulfill stakeholder expectations.

To be successful, employee development has to be an integral part of the business strategy and must understand and buy in to the values and aspirations of senior management (Moorby, 2004). Management development must also be tied to the organization's strategic plan to be responsive to the needs of the organization and those of the individuals being developed (Harris and DeSimone, 1994).

Compared with the traditional view of training and development as consisting of reactive, piecemeal interventions in response to specific problems, human resource development can be viewed as a proactive, system-wide intervention, with it linked to strategic planning and cultural change. Human resource development can only be strategic if it is incorporated into the overall corporate business strategy. It is in this way that the human resource development function attains the status it needs to survive and to have a long term impact on overall business performance and respond to significant competitive and technological pressures (Beer and Specter in Wilson, 2005).

Generally, understanding the strategic framework in which the organization is operating, its vision, mission, goals, critical success factors and performance measures, will enable Human Resource Development to take its place as a key player in the strategy process (Balderson, 2005).

2.6. Training Policy, Strategy and Principles

All training should be designed as part of a training policy and strategy. The training policy forms the backdrop for all decisions about training. The training strategy, on the other hand, is an essential reference for the annual training plan and sets all training activity squarely in the context of strategic goals and

organizational needs (Bailey in Landale, 2004). A company's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standard and scope of training in the organization. Training policies are necessary to provide guidelines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to priority requirements, to provide for equality of opportunity for training throughout the company, and to inform training and development opportunities for employees (Kenney and others, 1979). Moreover, Monappa and Saiyadain (1999) indicated that having training and development policy in general is important for the following reasons:

1. To highlight the organization's approach to the training function, provide guidance for design and execution, and to provide information regarding programs to all employees.
2. To identify policy areas in training, and since resources are scarce they are prioritized according to felt needs.
3. To communicate the organization's intent regarding an employee's career development, and also gives the employee the opportunity to better his/her prospects through training.

In framing training policies, directors have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This means that the training policy should be completely integrated with corporate strategy. Besides, factors like the objectives of the business, the director's personal view on training, the information available about organization's training needs, the size of the company, the labor market situation, the company's former and current policies and practices, the caliber of its training staff, and the company's resources allocated to training determines the type of training policy that an organization will have. Once the training policies are framed, they need a periodical comprehensive review to assess the appropriateness of existing rules and procedures to the training need of the organization, and to make sure that they contribute directly to an organization's objectives. On the other hand, making the content of the training

policy widely known in the company has a number of advantages. It communicates the directors' intentions, it helps those responsible for training, it clarifies the role and function of the training specialists, it indicates the training opportunities available to employees, and enhances employer-employee relations (Kenney and others, 1979).

Training and Development plans are important for achieving objectives of the training and development program. A company's training plan lists the training which it intends to implement in a given period of time. It is the outcome of coordinating training needs, policies and resources. A typical training plan contains details of the projected training on a company and departmental level, who is responsible for the implementation, how much the training will cost, when the training will take place, and departmental and company budget figures for training (Kenney and others, 1979).

Taking training and development principles in to account is important for a successful functioning of all the processes. This is because principles help to guide actions. According to Tracey (1984:6-7), these principles include:

1. Training requires the full commitment and support of top management, supervisory personnel, and the collective bargaining unit
2. Training programs and activities must focus on problems that can be solved by training- remediation of deficiencies in knowledge, skills and attitudes and not on management problems- performance deficiencies attributable to inappropriate performance standard, inadequate supervision, employee lack of interest, laziness, or dissatisfaction with working conditions, and the like.
3. Training programs must meet both organization and employee needs, and they must encompass all types and levels of employees and cut across all divisions and units of the organization.
4. The pattern and arrangement of training opportunities must complement and implement the philosophy of the organization. Offerings must be balanced, well organized, and properly sequenced, provide adequately for differing needs and abilities, offer sufficient flexibility to managers and trainees, and be responsive to change.
5. Training programs must be developed through a systematic orderly process. They must be built on a firm foundation of precisely defined job

- performance requirements. And, the materials used must be structured to provide an integrated skills-building sequences of learning experiences
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost-effectiveness, and results.
 7. Training programs must be validated to ensure effectiveness prior to full scale implementation.
 8. Training programs must include evaluation and feedback channels and mechanisms to permit refinement, updating, and continuing effectiveness.
 9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired knowledge and skills.

Therefore, these principles that guide actions in the process of training and development should be considered for successful functioning of the process.

2.7. Constraints to Human Resource Training and Development

Human resource training and development is hampered by various problems. The attitude of management, especially top management, is the primary problem for the success of training and development effort in organizations. In relation to this, French (1990) indicated that the attitude of members of the organization towards something highly depends on the attitude of top managers. This indicates that managers who fail to value the benefits of training and development affect the attitude of employees.

The support and commitment of managers to training and development is the reflection of their attitudes. According to Mondy et al. (1999), managers at all levels, particularly top management, should provide real support for training and development. It is also indicated that top management support is crucial in integrating training and development activities in to strategic process, in establishing and periodically reviewing training and development policies and objectives, in recognizing and dealing with their own development needs, and in allocating available resources. Therefore, the outcome of training and development is the result of the attitude, support and commitment of top managers.

The other constraint to training and development is the availability of resources that include money, materials and facilities, time, and personnel. The amount of funding available will clearly affect the amount and quality of education and training that can be undertaken. In general, training resources are inputs required to enable a training plan to be implemented and they ultimately cost company money. Thus organizations that have considerable shortages in one or more of these resources face problems.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter includes the research design and methodology applied in the study.

3.1. Research Methodology

The study used both quantitative and qualitative approaches. This is because employing the mixed approach helps to converge or confirm findings from different data sources (Creswell, 2003).

Due to the comparative nature of the study, comparative survey research method was used to assess and describe the differences and similarities in the practices and problems of academic staff training and development of the two institutions.

Providing education which is up to standard quality is a national education policy including higher education institutions. Properly managed human resource training and development program, among other things, is a key to quality education. Therefore, to know the practice and problems of human resource training and development in the two institutions and to describe their discrepancies, the researcher felt that the selected method was appropriate.

3.2. Sources of Data

The data for this study was obtained from both primary and secondary sources. The primary sources of data comprised academic staff, human resource departments and Academic Vice Presidents of the two institutions.

As secondary sources of data for this study, strategic plans of the two institutions, published and unpublished documents, and educational abstracts were used.

3.3. Sampling Population and Sampling Techniques

Academic staff, human resource departments, and Academic Vice Presidents of the two institutions were the subjects of the study. Simple random sampling technique was employed to select respondents from the academic staff members of the two institutions. This was mainly because the overall institutional effort made on academic staff training and development was assessed and the characteristics of the population are similar, i.e. all of them are academic staff. Besides, the selected technique can provide all academic staff equal chance of being selected. At the time of executing this research study, there were 134 full-time academic staff in Unity University working under the seven faculties and there were 123 full-time academic staff in St. Mary's University College working under the four faculties. From this population, 50 academic staff of Unity University and 45 academic staff of St. Mary's University College were randomly selected for the study. However, the human resource managers and Academic Vice Presidents of the two institutions were purposely included in the study as their job is directly related to academic staff training and development.

3.4. Data Gathering Tools

For the purpose of data collection, three basic instruments namely, questionnaire, interview and document analysis were used. The questionnaire was made up of both close and open ended items based on the review of related literature. The question items were prepared in English language as all groups of respondents were able to read and understand the language. Before the pilot testing, the questionnaire was given to human resource experts who are working in a consultancy firm for validity checking. Then, pilot test was conducted before the questionnaire was distributed to all of the respondents. In order to test the reliability of the instrument, Cronbach's Alpha methodology was employed to calculate the coefficient of internal consistency. The calculated reliability of the instrument for the items in part II, III, IV, V, VI, VII, VIII, IX, and X were resulted as 0.72, 0.83, 0.86, 0.79, 0.71, 0.85, 0.89, 0.77, and 0.81,

respectively. The results of the test were in an acceptable range. Based on the comments of experts and the result of pilot test, important items were included in part II, III and V and irrelevant items in part II, VI, and VIII were removed.

Document analysis was also made in order to get information that was not collected through questionnaire. In addition to this, interview was conducted with the managers of human resource departments and the Academic Vice Presidents of the two institutions.

3.5. Procedures of Data Collection

In order to get full support in administrating and collecting the instruments of data collection, first contact was made with the Academic Vice Presidents of the two institutions. Following this, academic staff members who filled out the questionnaire and human resource managers of the institutions were identified. Then the questionnaire was distributed to the respondents. Finally the filled in questionnaire was collected. Also interview was conducted to human resource managers and Academic Vice Presidents of the two institutions using interview guide. In addition to this, relevant documents like strategic plans of the two institutions were reviewed.

3.6. Data Analysis Tools

In order to analyze the mass of data that were collected through questionnaire, both descriptive and inferential statistics were employed. After making the necessary coding, the data were entered in the computer to be analyzed using SPSS. In descriptive statistics, frequency counts and percentage were used to analyze various characteristics of the sample population. This statistical tool helped to determine the relative standing characteristics such as sex, age, academic qualification, and work experience. This tool was also used to analyze variables related to the topic under study. Whereas, in the inferential statistics, non parametric Chi-square test was employed to test whether or not there existed statistically significant difference between/among the responses of respondents in the two institutions. This was mainly because the close ended

items in the questionnaire were quantified as ordinal and nominal scale of measurement.

The qualitative data obtained from the open-ended question, documents and semi-structured interview were transcribed, edited, and analyzed around the subtopics derived from the research questions. Besides this, the findings were discussed and interpreted in relation to the relevant and standard literature.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation, analysis and interpretation of data. The chapter consists of two sections. In the first section, the features of respondents with regard to sex, age, faculty, educational qualification, academic rank, and years of service are dealt with. The second section deals with analysis and interpretation of data related to the topic under study, that were collected through questionnaire and interview.

In order to obtain relevant data with regard to the topic under study, a total of 95 (50 in UU and 45 in SMUC) questionnaires were prepared and distributed to the academic staff of the two institutions. From these questionnaires, 83 (87%) were filled in out and returned. Besides, interviews were conducted with higher officials of the two institutions to cross check the data obtained through questionnaires and to get more detail information with regard to the question items that were not well answered by the academic staff of the two institutions.

4.1. Characteristics of Respondents

Academic staff, from all categories of sex, age, faculty, educational qualification, academic rank, and years of service, participated in filling out the questionnaire. This was made in order to increase the comprehensiveness and reliability of the data. Generally, Table 1 below shows respondents' characteristics.

Table 1. Characteristics of Respondents

No.	ITEM	RESPONDENTS CATEGORY				TOTAL	
		UU		SMUC		No.	%
		No.	%	No.	%		
1	Sex						
	A. Male	40	93.0	38	95	78	94
	B. Female	3	7.0	2	5	5	6
	Total	43	100	40	100	83	100
2	Age in Years						
	A. 20-30 years	21	48.8	23	57.5	44	53
	B. 31-40 years	9	20.9	13	32.5	22	26.5
	C. 41-50 years	7	16.3	3	7.5	10	12
	D. >50 Years	6	14	1	2.5	7	8.4
	Total	43	100	40	100	83	100
3	Your faculty or school						
	A. FBE	18	41.9	25	62.5	43	51.8
	B. Law	5	11.6	4	10	9	10.8
	C. TVET	9	21.0	-	-	9	10.8
	D. Health	1	2.3	-	-	1	1.2
	E. ITCS	8	18.6	7	17.5	15	18.2
	F. Social science	2	4.7	-	-	2	2.4
	G. Teachers' Education	-	-	4	10	4	4.8
	Total	43	100	40	100	83	100
4	Level of educational qualification						
	A. Bachelor degree	19	44.2	19	47.5	38	45.8
	B. Master degree	23	53.5	21	52.5	44	53
	C. Others	1	2.3	-	-	1	1.2
	Total	43	100	40	100	83	100
5	Academic rank						
	A. Associate professor	1	2.3	-	-	1	1.2
	B. Lecturer	22	51.2	21	52.5	43	51.8
	C. Assistant Lecturer	11	25.6	14	35	25	30.1
	D. Graduate Assistant II	8	18.6	2	5	10	12
	E. Graduate Assistant I	1	2.3	3	7.5	4	4.8
	Total	43	100	40	100	83	100
6	Years of services in your current institution						
	A. Less than 2 years	1	2.3	6	15	7	8.4
	B. 2-4 years	14	32.6	20	50	34	41
	C. 5-6 years	13	30.2	8	20	21	25.3
	D. 7-8 years	9	20.9	5	12.5	14	16.9
	E. More than 8 years	6	14	1	2.5	7	8.4
	Total	43	100	40	100	83	100

As Table 1 depicts, of the total 83 respondents from the two institutions, 43 (51.8%) and 40 (48.2%) were from Unity University (UU) and St. Mary's University College (SMUC) respectively. Among 43 UU respondents, 93% (40) were males and 7% (3) were females. Where as, of the total 40 SMUC

respondents, 95% (38) were males and 5% (5) were females. This shows that there is less proportion of females to that of males in the academic staff of both institutions.

Regarding age distribution, 48.8%, 20.9%, 16.3% and 14% of respondents in UU, and 57.5%, 32.5%, 7.5% and 2.5% of respondents in SMUC were found in the age groups 20-30, 31-40, 41-50 and above 50 years, respectively. As the Table depicts, the majority of respondents were in the age group 20-30 years. Generally, it is indicated that a decrease in the proportion of academic staff goes on with increasing age in the two institutions.

With regard to the respondents' faculty/school in their institution, as indicated in item 3 of Table 1, 41.9%, 11.6%, 21%, 2.3%, 18.6% and 4.7% of UU respondents were in Faculty of Business and Economics (FBE), Law, Technical and Vocational Educational Training (TVET), Health Science, Information Technology and Computational Science, and Social Science and Humanities, respectively. Where as, 62.5%, 10%, 17.5%, and 10% of SMUC respondents were in FBE, Law, Information Technology, and Teachers' Education, respectively. Therefore, this indicated that the majority of the respondents of the two institutions are from FBE.

Item 4 of Table 1 also presented respondents' characteristics in terms of educational qualification. As shown in the table, while 44.2%, 53.5%, and 2.3% of UU respondents were Bachelor Degree, Masters Degree, and other educational qualification holders, respectively. Where as, 47.5% and 52.5% of respondents in SMUC were Bachelor Degree and Masters Degree holders, respectively. This can show us that a little bit more than half of the respondents in the two institutions are Masters Degree holders.

With respect to the academic rank of respondents, as depicted in item 5 of Table 1, 2.3%, 51.2%, 25.6%, 18.6% and 2.3% of UU respondents were Associate Professor, Lecturers, Assistant Lectures, Graduate Assistant II and Graduate Assistant I, respectively. And 52.5%, 35%, 5% and 7.5% of SMUC

respondents were Lecturers, Assistant Lecturers, Graduate Assistant II and Graduate Assistant I, respectively. The aforementioned data depicts that the majority of the academic staff in the two institutions are Lecturers.

Respondents were further asked how long they have served in their current institution. With regard to this point, as shown in item 6 of Table 1, 32.6%, 30.2% and 20.9% of the respondents in UU have served for 2-4, 4-6 and 6-8 years, respectively. This shows that the majority of the respondents in UU have served 2-4 and 4-6 years. Where as, 50% of respondents in SMUC have served 2-4 years. An observation of respondents' years of service, that is greater than two years, indicated that there is a decline in the proportion of respondents to their years of service in the two institutions.

4.2. Analysis of Variables Related to the Practice and Problems of Training and Development

This section addressed variables that are related to the practice of human resource training and development in the two institutions. In addition to this, factors that hamper such practices are dealt with.

4.2.1. Existence of Training and Development Department and Practices

Organizations, especially higher education institutions, need to recognize the critical importance of continuous performance-related training and development, and take appropriate action to provide them. To do so, many organizations set a separate training and development department that handles the need for continuous learning. With this point in mind, respondents were asked whether there existed a separate department responsible for manpower training and development in their respective institutions. Besides, they were asked what types of training and development programs they attended since 1997 E.C., the relevance of the programs, institution's reaction after completing formal education programs, and the current practices in their respective

institutions. The data gathered through questionnaire from academic staff of the two institutions on the above points are presented in Table 2 below.

The first item in Table 2 reveals that 86% and 87.5% of the respondents in UU and SMUC respectively replied as there were no a separate department responsible for manpower training and development in their institution. The chi-square result also revealed that significant difference is not observed among the responses of respondents in the two institutions at P-value of 0.845. Furthermore, the result of interview indicated as the training and development activities of UU were done under the 'Project Office', which is not currently available. On the other hand, Center for Education Improvement, Research and Quality Assurance Office (CEIRQA) in SMUC was working on short term training of the institution. Generally, this shows that the two institutions did not give due emphasis to organize their training and development activities in to a separate department which can offer continuous learning to their manpower for better organizational goal achievement and personal development. This may result in failure to properly handle the process of training and development.

Table 2. Existence of Training and Development Department and Practices

No	ITEM		RESPONDENTS CATEGORY				TOTAL		X ²	P-value	df
			UU		SMUC		No	%			
			No	%	No	%					
1	Existence of separate department responsible for training and development	Yes	6	14	5	12.5	11	13.3	.038	.845	1
		No	37	86	35	87.5	72	86.7			
	Total	43	100	40	100	83	100				
2	Whether training, development and/or education Programs were attended	Yes	28	65.1	33	82.5	61	73.5	3.215	.073	1
		No	15	34.9	7	17.5	22	26.5			
	Total	43	100	40	100	83	100				
3	The programs attended were prepared by A. The institution B. MoE C. APHEI D. Do not know who E. Others	A	17	60.7	30	91	47	77	17.302	.008*	6
		B	6	21.4	-	-	6	9.8			
		C	-	-	1	3	1	1.6			
		D	-	-	1	3	1	1.6			
		E	4	14.3	-	-	4	6.6			
		A&B	1	3.6	-	-	1	1.6			
		A,B&C	-	-	1	3.	1	1.6			
Total	28	100	33	100	61	100					
4	The initiative for the programs was A. Performance gap seen on the job B. Research results C. Lack of competent personnel D. Interest of donating organizations E. Others	A	17	60.7	16	48.5	33	54.1	11.516	.042*	5
		B	-	-	8	24.2	8	13.1			
		C	3	10.7	3	9.1	6	9.8			
		D	0	-	2	6.1	2	3.3			
		E	7	25	4	12.1	11	18.1			
		A&D	1	3.6	-	-	1	1.6			
Total	28	100	33	100	61	100					
5	The kind of programs attended since 1997 E.C. A. Short term training B. Educational tours abroad C. Educational tours local D. Coached by immediate supervisors E. Educated in a higher education institution F. Formal education through distance learning G. Educated abroad through scholarship	A	6	21.4	21	63.6	27	44.3	27.559	.004*	11
		B	-	-	1	3	1	1.6			
		C	1	3.6	-	-	1	1.6			
		D	2	7.1	-	-	2	3.3			
		E	12	42.9	1	3	13	21.3			
		F	-	-	1	3	1	1.6			
		G	1	3.6	-	-	1	1.6			
		A & B	3	10.7	4	12.1	7	11.5			
		A & E	2	7.1	2	6.1	4	6.6			
		E & G	1	3.6	-	-	1	1.6			
		A,C&E	-	-	1	3	1	1.6			
		A,E & F	-	-	2	6.1	2	3.3			
Total	28	100	33	100	61	100					
6	Was (were) the formal education program(s) attended directly related to participant's job?	Yes	14	87.5	6	85.7	20	87	.305	.581	1
		No	2	12.5	1	14.3	3	13			
	Total	16	100	7	100	23	100				
7	The completion of formal education programs was immediately followed by proper promotion	Yes	10	62.5	5	71.4	15	65.2	.349	.555	1
		No	6	37.5	2	28.6	8	34.8			
	Total	16	100	7	100	23	100				

N.B. $\alpha = 0.05$

* implies the existence of statistically significant difference

As shown in item 2 of Table 2, 65.1% and 82.5% of the respondents in UU and SMUC respectively responded that they have attended training and development programs in the last 5 years, i.e. since 1997 E. C. In contrast, 34.9% and 17.5% of respondents in UU and SMUC replied as they did not attend any training and development programs in their stay of the institution. In this table, it is also shown that there is no statistically significant difference observed between the two groups of respondents implying agreement on the issue at P value of 0.073. From this result one can conclude that institutions had the practice of training and development for the last 5 years.

Respondents, who attended training and development programs, were further asked as who prepared it, the initiative for, the kind, impact, and relevance of the programs they attended. Based on the data depicted in Table 2, they are interpreted and analyzed as follows.

Regarding who prepared the programs, 60.7% and 21.4% of UU respondents indicated that the programs were prepared by the institution and MoE, respectively. This was also approved by the management as MoE had prepared and offered programs like Higher Diploma Program and two months training program in the summer session for academic staff in the law department. On the other hand, the majority (91%) of SMUC respondents have indicated that the programs were prepared by their institution. In addition to this figure, the chi-square result also shows that there exists statistical significant difference among the responses of the two groups of respondents at P-value of 0.008. This clearly indicates that the majority of the programs offered to academic staff of SMUC, as also approved by the management, were prepared by the institution. Where as, academic staff of UU attended programs prepared by MoE in addition to what their institution offered. The management of the two institutions also indicated as the Association of Private Higher education Institutions (APHEI) did not reach at the level of building the capacity of their academic staff.

With regard to the initiative of the programs attended, 60.7% of UU respondents replied that performance gap seen on the job was the initiative for the programs prepared. Besides, there is no any respondent in UU who replied that the initiative for the programs is due to research results that indicated analyzing of performance gap. On the other hand, 48.5% and 24.2% of respondents in SMUC replied as the performance gap seen on the job and the result of research studies that indicated analyzing of performance gap respectively are the initiative for the programs attended by the academic staff. Consequently, significant difference is observed among the responses of respondents in the two institutions at P-value of 0.008. This shows that the initiative for most of the programs offered to academic staff of UU was the performance gap seen on the job and there was no any practice of looking for research results to analyze performance gap and prepare training and development programs. On the other hand, SMUC look for research results that indicated analyzing of performance gap, in addition to the performance gap seen on the job, as an initiative for preparing and offering training programs.

Concerning the kind of program attended by academic staff, as shown in item 5 of Table 2, 21.4% and 42.9% of the respondents in UU replied as they attended short term trainings and formal education programs in higher education institutions, respectively. On the other hand, 63.6% of SMUC respondents indicated as they attended short term trainings alone. In addition to this, 12.1% of SMUC respondents and 10.7% of UU respondents also replied that they attended short term trainings and educational tours abroad. The data obtained from the management of the two institutions also supported the response of academic staff. The management of SMUC indicated as there was high focus on short term trainings and a very less activity on formal education programs due to lack of budget and a very less support from the government. On the contrary, there was more focus in UU for formal education programs and a very less effort in offering short term trainings to the academic staff. This may be due to the case that UU had started post graduate programs in the field

of Business Administration and Developmental Economics. As a result the university had offered full scholarship programs to some of its academic staff.

The data in item 5 of Table 2, indicated as there was statistically significant difference observed in the responses of the two groups of respondents. From the above information, one can clearly see that most of the programs offered to the academic staff in UU were formal education programs, followed by short term trainings. Where as, the programs prepared and offered to the academic staff of SMUC were mainly dominated by short term trainings. On the other side, the two institutions did not give high focus for educational tours, coaching, formal education through distance learning and scholarship abroad. This was due to lack of budget and absence of sponsor, as described by the management of the two institutions during the interview.

In order to check what the institution had benefited from formal education programs offered to its academic staff, respondents who took formal education programs were asked whether the programs were directly related to their job. In reply to this, 87.5% and 85.7% of respondents in UU and SMUC respectively replied that the formal education programs they attended were directly related to their job. This was also supported by the management of the two institutions as the relevance of the programs was checked before the programs were offered to the academic cost. As a result of this, there is no significant difference observed among the responses of respondents in the two institutions at P-value of 0.581. This verifies that the institutions mostly checked the relevance of the programs they offered to their academic staff.

The completion of formal education programs usually results in promotion of the attendant and the immediate practice of such activity has its own impact on the program's objective achievement. With this in mind, respondents of the two institutions were requested whether they got immediate promotion after completing their formal education program. As a result, 62.5% and 71.4% of respondents in UU and SMUC respectively replied as there was the practice of

immediately promoting academic staff who attended and completed formal education programs, showing no statistically significant difference among the responses of respondents in the two institutions. In this regard, the management of the two institutions also assured the result obtained from the academic staff. Therefore, it is not possible to say that there is a difference in the two institutions in promoting their academic staff who attended and completed formal education programs.

The impact of the programs on the trainee capability and the institution's performance should be realized before the design and implementation of the programs and evaluated whether the expected outcomes are observed. Therefore, respondents' opinion regarding the importance of the programs attended in bringing about positive effects on the capability and potential of trainees as well as on the effectiveness of the organization was assessed. The assessment was made and the result is shown at a 5-point Lickert Scale (VP=very poor, P=poor, F=fair, G=good, and VG=very good) as indicated in Table 3 below. But for the sake of convenience, the opinions of respondents on the impact of the programs taken were interpreted as very poor and poor showing negative impact, Fair remains as it is, and good and very good showing positive impact.

Table 3. Relevance and Impact of the Programs

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No.	%				
		No.	%	No.	%						
1	Improved the efficiency and effectiveness of the institution	VP	-	-	-	-	-	5.069	.167	3	
		P	3	10.7	-	-	3				4.9
		F	4	14.3	5	15.2	9				14.8
		G	7	25.0	14	42.4	21				34.4
		VG	14	50.0	14	42.4	28				45.9
	Total	28	100	33	100	61	100				
2	Improved the capability and competence of academic staff	VP	-	-	-	-	-	5.292	.152	3	
		P	4	14.3	-	-	4				6.6
		F	1	3.6	2	6.1	3				4.9
		G	7	25	11	33.3	18				29.5
		VG	16	57.1	20	60.6	36				59
	Total	28	100	33	100	61	100				
3	Improved job performance of academic staff	VP	3	10.7	-	-	3	4.9	7.16	.128	4
		P	1	3.6	-	-	1	1.6			
		F	3	10.7	3	9.1	6	9.8			
		G	7	25	16	48.5	23	37.7			
		VG	14	50	14	42.4	28	45.9			
	Total	28	100	33	100	61	100				
4	Enabled to adapt to new technological developments	VP	2	7.1	3	9.1	5	8.2	4.032	.402	4
		P	3	10.7	-	-	3	4.9			
		F	3	10.7	5	15.2	8	13.1			
		G	10	35.7	14	42.4	24	39.3			
		VG	10	35.7	11	33.3	21	34.4			
	Total	28	100	33	100	61	100				
5	Brought higher job satisfaction and motivation	VP	3	10.7	2	6.1	5	8.2	.782	.941	4
		P	2	7.1	3	9.1	5	8.2			
		F	6	21.4	6	18.2	12	19.7			
		G	9	32.1	13	39.4	22	36.1			
		VG	8	28.6	9	27.3	17	27.9			
	Total	28	100	33	100	61	100				
6	Reduced turn over rates of academic staff	VP	7	25	6	18.2	13	21.3	3.162	.531	4
		P	8	28.6	6	18.2	14	23			
		F	5	17.9	7	21.2	12	19.7			
		G	6	21.4	7	21.2	13	21.3			
		VG	2	7.1	7	21.2	9	14.8			
	Total	28	100	33	100	61	100				
7	Reduced complaints and absenteeism	VP	4	14.3	2	6.1	6	9.8	8.456	.076	4
		P	9	32.1	10	30.3	19	31.1			
		F	11	39.3	6	18.2	17	27.9			
		G	2	7.1	10	30.3	12	19.7			
		VG	2	7.1	5	15.2	7	11.5			
	Total	28	100	33	100	61	100				
8	Brought high customer/student satisfaction	VP	3	10.7	0	-	3	4.9	4.621	.328	4
		P	3	10.7	2	6.1	5	8.2			
		F	4	14.3	7	21.2	11	18.0			
		G	10	35.7	12	36.4	22	36.1			
		VG	8	28.6	12	36.4	20	32.8			
	Total	28	100	33	100	61	100				

N.B. $\alpha = .05$

As indicated in Table 3, the majority of respondents in the two groups indicated for each item, except item 6 and 7, that the programs attended had positive result in improving the performance of the institution, the potential, job performance and satisfaction of academic staff, and satisfaction of the customer/student. However, the programs did not bring a reduction in complaints, absenteeism, and turn over of the academic staff in UU. In this regard, respondents of SMUC replied that the programs had positive result in reducing turnover, but the responses of respondents did not give any clue whether the programs reduced complaints and absenteeism. Since the chi-square value did not indicate significant statistical difference between the responses of UU and SMUC respondents for all of the items in Table 2, it is possible to infer that the impact of training and development programs in the two institutions were almost similar for the variables described in the Table.

Even though, the programs were resulted in positive outcomes, item 6 and 7 of Table 2 implies that there should be an improvement of the design and implementation of the programs so as to reduce academic staff turn over rates in UU, and complaints and absenteeism in both institutions.

4.2.2. The Practice of Conducting Needs Assessment

According to Milkovich and Boudreau (2004), the first issue in the process of training and development is to identify training needs relevant to the organization's objectives. Since other decisions of the training and development process depend on this activity, it needs careful analysis. With this respect, respondents were asked whether their institution, faculty, department, etc conducted needs assessment since 1997 E.C. and their response is depicted in Table 4 below.

Table 4. The Existence of Needs Assessment Practice

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No.	%				
		No	%	No.	%						
1	Was there the practice of conducting needs assessment in the institution since 1997 E.C.	Yes	18	41.9	28	70	46	5.4	8.136	.004*	1
		No	25	58.1	12	30	37	44.6			
Total			43	100	40	100	83	100			

N.B. $\alpha = .05$

* implies the existence of statistically significant difference

As indicated in Table 4, while the majority (58.1%) of respondents in UU replied that training and development needs assessment had not been conducted, the rest indicated as it was carried out. On the contrary, the majority (70%) of respondents in SMUC replied as there was the practice of training needs assessment in the institution. The chi-square result also indicated the existence of statistical significant difference in the practice of assessing training and development needs among the two institutions at P-value 0.004. The management of UU also revealed as training and development needs were not frequently done. This indicates that the activity of training and development in UU was not mostly based on needs assessment and this may affect the effectiveness of the rest of the process. It is also possible to say that the practice of SMUC in conducting academic staff needs assessment had been better than the practice of UU.

The involvement of individuals, immediate supervisors, training personnel, top officials, consultants, etc, in the course of conducting needs assessment plays a great role in identifying the real needs of training and development in the organization. In view of this point, those who replied that needs had been assessed were further asked to rate their opinions regarding the involvement of academic staff, department heads, human resource department and top level managers in the needs assessment practice as indicated in Table 5 below. The assessment was made and the result is shown at a 5-point Lickert Scale (SD=strongly disagree, D=disagree, I=indifferent, A=agree, and SA=strongly

agree) as indicated in Table 5 below. But for the sake of convenience, the opinions of respondents were interpreted as strongly disagree and disagree showing disagreement from the respondents, indifferent remains as it is, and agree and strongly agree showing agreement in the respondents' opinions. This also applies for tables 6, 9, 13, and 14.

Table 5. Ratings on the Assessment of Training and Development Needs

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	Academic staff identify own need for training	SD	5	27.8	10	35.7	15	32.6	.457	.978	4
		D	6	33.3	9	32.1	15	32.6			
		I	2	11.1	2	7.1	4	8.7			
		A	3	16.7	4	14.3	7	15.2			
		SA	2	11.1	3	10.7	5	10.9			
Total		18	100	28	100	46	100				
2	All department heads identify needs	SD	4	22.2	1	3.6	5	10.9	5.809	.214	4
		D	5	27.8	12	42.9	17	37			
		I	5	27.8	8	28.6	13	28.3			
		A	2	11.1	6	21.4	8	17.4			
		SA	2	11.1	1	3.6	3	6.5			
Total		18	100	28	100	46	100				
3	Human resource/Training department identify needs	SD	7	38.9	6	21.4	13	28.2	5.497	.240	4
		D	4	22.2	8	28.6	12	26.1			
		I	5	27.8	7	25	12	26.1			
		A	-	-	5	17.9	5	10.9			
		SA	2	11.1	2	7.1	4	8.7			
Total		18	100	28	100	46	100				
4	Top-level managers decide by themselves	SD	2	11.1	1	3.6	3	6.5	6.156	.188	4
		D	2	11.1	6	21.4	8	17.4			
		I	2	11.1	4	14.3	6	13			
		A	11	61.1	17	60.7	28	60.9			
		SA	1	5.6	-	-	1	2.2			
Total		18	100	28	100	46	100				

N.B. $\alpha = .05$

As item 1, 2 and 3 of Table 5 reveals, the majority of the respondents in the two institutions disagreed that there were involvement of academic staff, department heads and human resource managers in the course of conducting training and development need assessment, showing no statistical significant difference. The management of the two institutions, on the other hand, indicated as there was practice of involving the academic staff, department heads, and human resource department even if it was less practiced. Generally, this shows that there was less practice of involving the academic staff,

department heads and human resource department in the identification of academic staff training and development needs assessment.

With regard to the involvement of top-level managers in conducting needs assessment, 61.1% and 60.7% of respondents in UU and SMUC agree that top-level managers involve in the identification of training and development needs of the academic staff. The chi-square result did not show statistical different between the responses of respondents in the two institutions.

On the other hand, the result of interview with the top management of the two institutions showed that even though it was not done satisfactorily, there were the practices of involving department heads, faculty deans and human resource department in the identification of academic staff needs. Where as, there was low practice of participating the academic staff in identifying own needs in these institutions.

Generally, the respondents' opinion in Table 5 and the result of interview revealed that training and development needs of the academic staff in the two institutions were mainly determined by top-level managers.

The assessment of training and development needs is within a framework of three sets of analysis: organizational, job, and individual (Moore and Dutton cited in Milkovich and Boudreau, 2004). With this understanding, respondent were exposed to rate their opinions how much such practices had been carried out in their respective institutions as indicated in Table 6 below.

Table 6. Techniques of Training and Development Needs Assessment

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	Needs were identified at organizational strategic level	SD	2	11.1	2	7.1	4	8.7	3.363	.499	4
		D	4	22.2	6	21.4	10	21.7			
		I	8	44.5	14	50	20	47.8			
		A	4	22.2	5	17.9	9	19.6			
		SA	-	-	1	3.6	1	2.2			
	Total	18	100	28	100	46	100				
2	Needs were identified through analysis of the tasks performed by each jobholder	SD	2	11.1	3	10.7	5	10.9	.874	.832	3
		D	3	16.7	6	21.4	9	19.5			
		I	13	72.2	18	64.3	31	67.4			
		A	-	-	1	3.6	1	2.2			
			Total	18	100	28	100	46			
3	Needs were identified through analysis of the knowledge, skills, and attitude of each academic staff	SD	-	-	3	10.7	3	6.5	2.966	.563	4
		D	3	16.7	5	17.9	8	17.4			
		I	14	77.8	18	64.3	32	69.6			
		A	-	-	1	3.6	1	2.2			
		SA	1	5.5	1	3.6	2	4.3			
	Total	18	100	28	100	46	100				

$\alpha = .05$

In the practice of identifying needs at organizational strategic, job, and individual level, the majority of respondents in the two institutions were indifferent about the existence of these techniques in their institution, showing no statistical significant difference on all of the items. On this point, the management of the two institutions has indicated that needs were identified at the three levels. The main reason for the academic staff in the two institutions to be indifferent on these issues might be due to a very low practice of involving the academic staff in identifying own needs.

Data collection in conducting needs assessment can take the form of questionnaires, interviews, discussions, brainstorming groups and observation (Palmer, 2005). In this regard, attempt was made to assess the methods that had been used to gather data to identify needs and also how the identified needs had been prioritized. Thus, those who replied affirmatively that their respective organization had been conducting training and development needs

assessment were further asked about the methods used and the criteria employed to prioritize identified needs as indicated in Table 7 below.

Table 7. Data Gathering Methods Used to Conduct Needs Assessment and Factors Considered in Prioritizing Needs and

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	How did your institution mostly gather information in analyzing the needs?	A	7	38.9	11	39.3	18	39.1	7.258	.403	4
	A. Conducting survey	B	2	11.1	5	17.8	7	15.2			
	B. Through observation	C	9	50	12	42.9	21	45.7			
	C. Performance reviewing	D	-	-	-	-	-	-			
	D. Conducting group discussion	E	-	-	-	-	-	-			
	E. Others	Total	18	100	28	100	46	100			
2	The major factor that was considered by your institution in prioritizing needs was	A	14	77.8	21	75	35	76.1	9.642	.563	5
	A. Availability of budget	B	2	11	4	14.3	6	13			
	B. Importance and urgency of the need	C	1	5.6	1	3.6	2	4.4			
	C. Trainees' capability and level of motivation	D	1	5.6	2	7.1	3	6.5			
	D. Availability of training institutions	E	-	-	-	-	-	-			
	E. All the identified needs are equally treated	F	-	-	-	-	-	-			
	F. Others	Total	18	100	28	100	46	100			

N.B. $\alpha = .05$

As indicated in item 1 of Table 7, all the methods listed in the table, except group discussion, had been used at various degrees in the two institutions. As the proportions of responses in the two institutions indicate, the methods employed in descending order had been performance reviewing, conducting survey, and observation. Both of the institutions did not use the group discussion method for gathering data needed for identifying training and development needs of their academic staff. Accordingly, there is no observed statistical significant difference among the responses of respondents in UU and SMUC.

After the necessary data are collected and analyzed, a number of training development needs could be identified. However, it could be difficult to address all the identified needs in the institution at a time. Therefore, they have to be

prioritized based on certain criteria. Generally, those respondents in the two institutions who replied that training and development needs assessment had been conducted in their respective institution were further requested about the major factor that was considered in prioritizing the needs as presented in item 2 of Table 7. Accordingly, the availability of budget was selected by 77.8% of UU and 75% of SMUC respondents as the major factor considered in prioritizing needs. The result of chi-square did not show the existence of significant difference for the factors used to prioritize needs in the two institutions.

Top management of the two institutions also supported the data obtained from the academic staff. As indicated by the management, even though the immediate need of the student, the availability of the trainer and the trainees (academic staff) were considered in prioritizing needs, budget was prominently considered as the factor for prioritizing needs in their institution.

Mostly, the combination of different factors for prioritization of needs is considered to identify urgent needs from important ones. However, the two institutions mainly consider budget as the only major factor for prioritizing needs. This might be because they are private institutions.

Table 8. Reasons for not Conducting Needs Assessment

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	If your institution has never conducted needs assessment, what could be the main reason for that? A. Absence of the experts to do it B. Lack of budget C. Concerned managers do not have the skill D. There is no training need expressed E. The institution has not given the attention F. Others	A	3	12	2	16.7	5	13.5	14.396	.347	3
		B	6	24	3	25	9	24.3			
		C	3	12	1	8.3	4	10.8			
		D	-	-	-	-	-	-			
		E	13	52	6	50	19	51.4			
		F	-	-	-	-	-	-			
		Total	25	100	12	100	37	100			

N.B. $\alpha = .05$

On the other hand, those respondents who replied that training and development needs assessment had not been conducted in their respective institution or department they belonged were also requested about the main reason behind for not conducting training and development needs. As depicted in Table 8, 52% of UU and 50% of SMUC respondents replied as lack of attention from their respective institution is the main reason for not conducting needs assessment, showing no statistically significant difference among the responses of respondents in the two institutions at P-value 0.347.

4.2.3. Selection Criteria

As it was discussed in chapter two, the presence of clear and transparent selection criteria helps to avoid or minimize grievances among members of an organization. Besides, it helps to deliver the right training to the right person in accordance with the assessed needs. As a result, resources incurred related to training programs could be utilized for intended purposes. Generally, taking in to account the importance of having selection criteria at an organizational level, attempt was made to assess the opinion of respondents in the two institutions regarding the practices on how training and development opportunities had been offered to the academic staff in their respective institution.

As indicated in item 1 and 2 of Table 9, both groups of respondents disagreed with the existence of clear and transparent criteria in their institutions, showing no statistically significant difference at P-value 0.171. The management of the two institutions indicated the existence of selection criteria in their respective institution even if it was indicated as it was not clear and transparent by the academic staff.

Table 9. Availability and Transparency of Selection Criteria

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	There is a clear and transparent criteria	SD	18	41.9	9	22.5	27	32.5	6.411	.171	4
		D	13	30.2	12	30	25	30.1			
		I	6	14	11	27.5	17	20.5			
		A	6	14	6	15	12	14.5			
		SA	-	-	2	5	2	2.4			
		Total	43	100	40	100	83	100			
2	The criteria are well communicated to all academic staff	SD	19	44.2	9	22.5	28	33.7	7.922	.094	4
		D	16	37.2	14	35	30	36.1			
		I	7	16.3	12	30	19	22.9			
		A	1	2.3	3	7.5	4	4.8			
		SA	-	-	2	5	2	2.4			
		Total	43	100	40	100	83	100			
3	The opportunities are usually offered to individuals as incentives	SD	15	34.9	10	25	25	30.1	7.108	.130	4
		D	13	30.2	12	30	25	30.1			
		I	14	32.6	10	25	24	28.9			
		A	1	2.3	7	17.5	8	9.6			
		SA	-	-	1	2.5	1	1.2			
		Total	43	100	40	100	83	100			
4	The opportunities are usually offered to individuals who have good personal relationship with their immediate supervisors	SD	9	20.9	6	15	15	18.1	2.275	.685	4
		D	8	18.6	11	27.5	19	22.9			
		I	11	25.6	8	20	19	22.9			
		A	11	25.6	13	32.5	24	28.9			
		SA	4	9.3	2	5	6	7.2			
		Total	43	100	40	100	83	100			
5	The opportunities are usually offered to the administrative staff than the academic staff	SD	6	14	3	7.5	9	10.8	9.700	.046*	4
		D	6	14	9	22.5	15	18.1			
		I	4	9.3	13	32.5	17	20.5			
		A	16	37.2	9	22.5	25	30.1			
		SA	11	25.6	6	15	17	20.5			
		Total	43	100	40	100	83	100			

N.B. $\alpha = .05$

* implies the existence of statistically significant difference

Criteria that are not well communicated to all members of the organization can not be counted effective. Because, they are less likely to be understood by all persons in an organization as a result they may not be effectively interpreted.

This may further result in employees' grievances and poor implementation of training and development programs. Generally, attempt was made to assess respondents' opinion regarding the degree to which the selection criteria had been communicated to all academic staff in their institution as depicted in item 2 of Table 9. The majority of respondents in the two institutions disagreed as the criteria were not well communicated to all academic staff. The chi-square result did not show the existence of statistically significant difference among the responses of respondents in the two institutions.

Irrespective of the availability of selection criteria, there could sometimes be situations where training and development opportunities could be offered to individuals as incentives. Accordingly, as shown in item 3 of Table 9, respondents of the two institutions proved their disagreement in the existence of offering training and development opportunities as incentives to the academic staff. As a result, there was no statistically significant difference observed at P-value 0.130 among the responses of respondents in the two institutions.

The other important thing that need to be addressed related to selecting individuals for training and development includes examining whether or not such opportunities had been given based on personal relationships as well as the good will of immediate supervisors irrespectively of the available selection criteria. In this regard, as indicated in item 4 of Table 9, the majority of respondents in the two institutions showed their agreement that opportunities were usually offered to the academic staff that had good personal relationship with their immediate supervisors. The result of chi-square did not show the existence of any statistical significant difference among the responses of respondents in the two institutions.

Even though, the role of the administrative staff in achieving overall educational objectives in higher education institutions is great, success in these institutions highly depends on the capability and potential of the academic staff. Therefore, the capability and potential of the academic staff should be

built based on the identified needs. However, the findings in item 5 of Table 9 revealed that training and development opportunities were offered to the administrative staff than the academic staff in UU. But the management of UU indicated as there was no segregation made in offering training and development opportunities. The reason for this might be due to the existence of very low practices in short term trainings in the institution as it was proved by the management in section 4.2.1 of this chapter. On the other hand, the majority of respondents in SMUC were indifferent on this regard. The reason for this could be because they did not have any clue with regard to the opportunities offered to the administrative staff of the institution. The chi-square result showed that there was statistically significant difference among the responses of respondents in the two institutions at P-value 0.046.

Generally, the items in Table 9 and the result of interview indicated that there were selection criteria in the two institutions but it was not clear, transparent and well communicated to all academic staff. Further more, it was indicated in the Table that training and development opportunities in UU were not offered to the academic staff as incentives, were some times offered based on personal relationship, and to the administrative staff than the academic staff. In these regards, there were the same practices in SMUC, like UU, except that the responses of respondents can not tell us whether training and development opportunities were offered to the administrative staff than the academic staff.

4.2.4. Training and Development Objectives

For successful outcome, objectives must be stated in behavioral terms that are measurable before the design/implementation of training and development programs. With this point in mind, respondents were asked whether their respective institutions designed any training and development programs for the academic staff. Accordingly, the majority (79.1% of UU and 90% of SMUC) respondents replied as their respective institutions had designed programs during the past five years as indicated in item1 of Table 10. There is no statistically significant difference observed between the responses of the

respondents at P-value 0.171. This indicates that institutions design training and development programs for their academic staff even though there were problems in their need assessment and selection criteria as indicated in section 4.2.2 and 4.2.3 above.

Table 10. Training and Development Objectives

No	ITEM		RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df
			UU		SMUC		No	%			
			No	%	No	%					
1	Had your institution designed any training and development program for its academic staff during the past five years?	Yes	34	79.1	36	90	70	84.3	1.874	.171	1
		No	9	20.9	4	10	13	15.7			
	Total	43	100	40	100	83	100				
2	If programs were designed, did the institution set objectives before the design/ implementation of the programs?	Yes	17	50	19	52.8	36	51.4	.420	.811	2
		No	1	2.9	2	5.5	3	4.3			
		Do not know	16	47.1	15	41.7	31	44.3			
Total	34	100	36	100	70	100					
3	If objectives were set, do the objectives clearly and precisely indicate the expected outcome?	Yes	14	82.4	16	84.2	30	83.3	1.226	.542	2
		No	3	17.6	2	10.5	5	13.9			
		Do not know	-	-	1	5.3	1	2.8			
Total	17	100	19	100	36	100					

N.B. $\alpha = .05$

With regard to setting objectives, 50% of UU and 52% of SMUC respondents confirmed that objectives had been set before designing training and development programs. On the other hand, 47.1% of UU and 41.7% of SMUC respondents replied that they do not know whether objectives were set before the design of training and development programs. This may be because the institutions' efforts to communicate the objectives of the program were not satisfactory. On this issue, there is no statistically significant difference observed among the responses of academic staff in the two institutions.

Those who replied objectives had been set before designing and developing programs were on the other hand requested whether the objectives had been set in such a way that they clearly and precisely indicate expected outcomes. As it is shown in item 3 of Table 10, the majority of respondents, 82.4% of UU and 84.2% of SMUC, replied as the objectives clearly and precisely indicated the

expected outcomes, showing no statistically significant difference among the responses of respondents in the two institutions. This issue was also confirmed by the management of the two institutions. Generally, it is possible to conclude that the two institutions had good practice of setting training and development objectives clearly and precisely that indicated the expected outcome.

4.2.5. Training and Development Methods

One of the secrets to good training delivery lies with the choice and appropriate use of training methods. Based on this assumption, attempt was made to investigate the practice of orientation, on-the-job and off-the-job methods of training and development in the two institutions. Table 11 below describes these variables.

Table 11. Training and Development Methods

No	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	Did the institution formally arrange orientation programs to all newly employed staff?	Yes	24	55.8	24	60	48	57.8	.149	.700	1
		No	19	44.2	16	40	35	42.2			
		Total	43	100	40	100	83	100			
2	On-the-job training and development techniques that was most often applicable in your institution? A. Coaching B. Mentoring C. Sharing ideas among staff D. None of these techniques were applied	A	1	2.3	-	-	1	1.2	1.113	.537	2
		B	-	-	-	-	-	-			
		C	17	39.5	18	45	35	42.2			
		D	25	58.1	22	55	47	56.6			
		Total	43	100	40	100	83	100			
3	Off-the-job training and development techniques that was mostly used in your institution? A. Scholarship local B. Scholarship abroad C. Lecture D. Conference E. Experiential methods F. Computer-based raining	A	22	51.2	16	40	38	45.8	4.414	.491	5
		B	-	-	1	2.5	1	1.2			
		C	7	16.3	10	25	17	20.5			
		D	13	30.2	12	30	25	30.1			
		E	1	2.3	-	-	1	1.2			
		F	-	-	1	2.5	1	1.2			
		Total	43	100	40	100	83	100			

N.B. $\alpha = .05$

Training and development activities should start when new comers join an organization regardless of their past experience. As each organization has its

own unique internal environment, newcomers have to be formally oriented. Orientation programs shall, therefore, be arranged in such a way that all important issues are properly addressed with active participation and involvement of concerned bodies. Generally, taking in to account the importance of orientation in enhancing effective and efficient performance of individuals, attempt was made to assess the degree to which orientation programs had been arranged to newly employed academic staff in the two institutions. Accordingly, 55.8% of UU and 60% of SMUC respondents indicated that their institution formally arranged orientation programs, showing statistically no significant difference among their responses. This shows that mostly there was a practice of arranging orientation programs to newly employed academic staff in the two institutions.

The practice of utilizing on-the-job and off-the-job training and development methods by the two institutions was assessed as indicated in item 2 and 3 of Table 11. Therefore, 39.5% of UU and 45% of SMUC respondents indicated as sharing ideas among the staff was relatively applied from coaching. Mentoring as the result of the assessment shows was not practiced at all in the two institutions. On the other hand, 58.1% of UU and 55% of SMUC respondents replied as none of on-the-job techniques described under item 2 of Table 11 were applied in the training and development endeavor of the two institutions. The chi-square result revealed as there is no statistically significant difference between the responses of respondents in the two institutions. Generally, item 2 of Table 11 revealed that on-the-job techniques of training and development were not applied properly in the two institutions. According to the management, this was due to the nature of the job done by the academic staff is not similar to other office jobs that allow the practice of on-the-job techniques. They further explained that since the task is performed in front of the students, conducting the techniques under on-the-job method could result in student dissatisfaction and might affect trainees' moral.

With regard to the applicability of off-the-job techniques in the two institutions, 51.2% of UU and 40% of SMUC respondents indicated as scholarship local was the technique mostly applied in their institution. Conference was selected by 30.2% of UU and 30% of SMUC respondents. It is also indicated that there were less practice in UU and no practice in SMUC regarding the use of scholarship abroad as off-the-job technique of training and development. As proved by the management of the two institutions, this was due to the cost needed to consider this technique as one of their techniques for academic staff training and development. There was no statistically significant difference observed between the responses of respondents in the two institutions.

4.2.6. Training and Development Policy

All training and development should be designed as part of a training policy. The training policy forms the backdrop for all decisions about training and it helps to create consistency and uniformity of actions regarding training and development of the institution. Taking this in to account, respondents were asked about the existence of training and development policy in their respective institution and whether it was well communicated or not as shown in Table 12.

Table 12. Training and Development Policy

No	ITEM		RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df
			UU		SMUC		No	%			
			No	%	No	%					
1	Existence of formally written training and development policy in the institution	Yes	11	25.6	-	-	11	13.3	12.297	.002*	2
		No	4	9.3	3	7.5	7	8.4			
		Do not Know	28	65.1	37	92.5	65	78.3			
	Total	43	100	40	100	83	100				
2	If there was formally written policy, was it well communicated to all academic staff of the institution?	Yes	5	45.5	-	-	5	45.5	-	-	-
		No	6	54.5	-	-	6	54.5			
		Total	11	100	-	-	11	100			

N.B. $\alpha = .05$

* implies the existence of statistically significant difference

Regarding the existence of training and development policy, as shown in item 1 of Table 12, only 25.6% of UU respondents confirmed that there was training and development policy in their institution. On the other hand, 65.1% of UU

respondents indicated as they did not know the existence of the policy. Even though, interview conducted with the top officials of UU revealed the presence of training and development policy and as there was an effort made by the management to communicate the policy through the legislation of the University, only few of the academic staff in UU were aware of its existence. This was further revealed, as indicated in item 2 of Table 12, by 54.5% of those respondents who indicated the existence of the policy in UU as the policy was not well communicated to the academic staff. On the contrary to the practice of UU, there were no any respondent in SMUC who indicated the existence of the policy in their institution, as it is shown in item 1 of Table 12. The rest of respondents in SMUC (92.5%) did not know whether there was training and development policy in their institution or not. Besides, the Academic Vice President of SMUC confirmed as there was no any formal written training and development policy. It was also indicated that the main reason for the unavailability of training and development policy in the institution was due to lack of budget. The chi-square result showed the existence of statistically significant difference among the responses of respondents in the two institutions regarding the existence of training and development policy at P-value 0.002.

4.2.7. Implementation of Training and Development Programs

The implementation of training and development program involves three main activities: Planning program implementation, preparing and organizing program activities, and executing the program. With regard to this point, the human resource managers and Academic Vice Presidents of the two institutions had replied as they have good practice of planning the implementation, preparing and organizing activities, and execution of the programs designed in their respective institutions.

4.2.8. Evaluating Training and Development Programs

Evaluation is the final phase of the training and development program. It is concerned with determining the accomplishment of program objectives, identifying the strengths and weakness of the program, and the value or worth of those changes that take place through the process of training and development. Thus, organizations need to have a system by which their training and development programs can be evaluated. Regarding this issue, respondents of the two institutions that attended training and development programs while their stay in the institution were requested to rate the evaluation practice of their institution as indicated in Table 13 below.

As indicated in item 1, 50% of UU and 36.4% of SMUC respondents were indifferent about the practice of their institution in keeping records of all the programs attended by each academic staff. This may be due to they are not sure on this practice of their institution. In this regard, as pointed out by the management of the two institutions, there was a practice of keeping records of trainees in their respective institution. Statistically significant difference was not observed among the practice of the two institutions in keeping trainees records at P-value 0.31.

Table 13. Evaluating Training and Development Programs

NO	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	The institution keeps records of all the programs attended by each academic staff	SD	1	3.6	-	-	1	1.6	4.788	.310	4
		D	6	21.4	5	15.2	11	18			
		I	14	50	12	36.4	26	42.6			
		A	5	17.9	9	27.3	14	23			
		SA	2	7.1	7	21.2	9	14.8			
Total		28	100	33	100	61	100				
2	Each department holds discussion with trainees after completing a training program	SD	7	25	10	30.3	17	27.9	1.662	.645	3
		D	9	32.1	14	42.4	23	37.7			
		I	5	17.9	4	12.1	9	14.7			
		A	7	25	5	15.2	12	19.7			
		Total		28	100	33	100	61			
3	The institution has a formal assessment format to get feedback from trainees	SD	8	28.6	10	31.3	18	30	2.004	.572	3
		D	9	32.1	14	40.6	23	36.7			
		I	6	21.4	3	9.4	9	15			
		A	5	17.9	6	18.8	11	18.3			
		Total		28	100	32	100	60			
4	The institution has a scheme by which the outcome/effect of a program is evaluated	SD	8	28.6	4	12.1	12	19.7	4.653	.199	3
		D	12	42.9	12	36.4	24	39.3			
		I	5	17.9	13	39.4	18	29.5			
		A	3	10.7	4	12.1	7	11.5			
		Total		28	100	33	100	61			

N.B. $\alpha = .05$

With regard to the role of immediate supervisors in evaluating the program, assessment was made in order to check whether each department holds discussion with trainees after completing a training and development program. Accordingly, as shown in item 2 of Table 13, 57.1% of UU and 72.7% of SMUC respondents showed their disagreement on the practice departments in holding discussion with trainees after completing a certain training and development program. This shows that most departments or immediate supervisors had not the practice of evaluating the training and development programs attended by trainees in their department. This might discourage the practice of sharing experience among the staff members, drawing strengths and weaknesses of the program attended, and trainees to give high degree of attention in attending training and development programs. The difference observed among the practice of the two institutions' departments was not statistically significant at P-value 0.645.

On the other hand, evaluation should be carried out in a systematic way to result in the real value or worth of the program attended. In this respect every organization should have formally set assessment format. Nevertheless, as shown in item 3 of Table 13, 60.7% of UU and 17.9% of SMUC respondents did not agree that their institutions had formal assessment format that helps to get feedback from trainees. The chi-square result did not show significant statistical difference among the practices of the two institutions at P-value 0.572.

As it was discussed in chapter two, the ultimate purpose of training and development programs is to make a positive difference. As a result, organizations need to have a scheme by which the impact or outcome of training and development programs could be measured. In this regard, as shown in item 4 of Table 13, 70.6% of UU and 48.5% of SMUC respondents disagree that their institution had a scheme by which the outcome/effect of a program is evaluated. 39.4% of SMUC respondents, on the other hand, were indifferent on the existence of evaluation scheme. This might be because they heard as there were but they did not see it practical. Generally, item 4 indicated that there had not been such schemes in the two institutions, showing no significant statistical difference between the responses of respondents in the two institutions.

In general, Table 13 revealed that there was poor practice of the two institutions in keeping trainees records and in creating the mechanisms by which the level of individuals' performance, behavioral changes and improvement in tangible institutional outcomes could formally be evaluated.

4.2.9. Institutions' Strategic Plans and Training and Development Plans

Understanding the strategic framework in which the organization is operating, its vision, mission, goals, critical success factors and performance measures, will enable to determine human resource training and development activities of

the organization. As a result, the effectiveness of training and development programs highly depends on the level of integration made between training and development plan and strategic plan of the organization. In this regard, attempt was made to assess whether or not training and development plans had been incorporated in to each departments' and more comprehensively in to the institutions' strategic plan.

Table 14. Institutions' Strategic Plan and Training and Development Plan.

NO	ITEM	RESPONDENTS CATEGORY				TOTAL		χ^2	P-value	df	
		UU		SMUC		NO	%				
		NO	%	NO	%						
1	The institution has a clearly defined strategic plan	SD	1	2.3	-	-	1	1.2	3.191	.526	4
		D	-	-	1	2.5	1	1.2			
		I	13	30.2	8	20	21	25.3			
		A	18	41.9	20	50	38	45.8			
		SA	11	25.6	11	27.5	22	26.5			
Total		43	100	40	100	83	100				
2	The objective and guiding principles of the strategic plan are well communicated to all academic staff.	SD	10	23.3	12	30	22	26.5	2.378	.667	4
		D	15	34.9	11	27.5	26	31.3			
		I	9	20.9	9	22.5	18	21.7			
		A	4	9.3	6	15	10	12			
		SA	5	11.6	2	5	7	8.4			
Total		43	100	40	100	83	100				
3	The institution has clearly defined human resource training and development plan	SD	18	41.9	9	22.5	27	32.5	6.327	.176	4
		D	9	20.9	16	40	25	30.1			
		I	10	23.3	12	30	22	26.5			
		A	5	11.6	2	5	7	8.4			
		SA	1	2.3	1	2.5	2	2.4			
Total		43	100	40	100	83	100				
4	The institution's training and development plan is incorporated in the strategic plan	SD	13	30.2	8	20	21	25.3	5.125	.275	4
		D	13	30.2	19	47.5	32	38.6			
		I	13	30.2	7	17.5	20	24.1			
		A	4	9.3	5	12.5	9	10.8			
		SA	-	-	1	2.5	1	1.2			
Total		43	100	40	100	83	100				
5	Each department has formal training and development plan	SD	19	44.2	18	45	37	44.6	5.636	.228	4
		D	16	37.2	13	32.5	29	34.9			
		I	7	16.3	3	7.5	10	12			
		A	1	2.3	4	10	5	6			
		SA	-	-	2	5	2	2.4			
Total		43	100	40	100	83	100				
6	Each departments' plan is incorporated into the over all institution's strategic plan	SD	22	51.2	18	45	40	48.2	2.42	.659	4
		D	15	34.9	17	42.5	32	38.6			
		I	3	7	1	2.5	4	4.8			
		A	3	7	3	7.5	6	7.2			
		SA	-	-	1	2.5	1	1.2			
Total		43	100	40	100.0	83	100				

N.B. $\alpha = .05$

With regard to the existence of clearly defined strategic plan, as depicted in item 1 of Table 14, 41.9% of UU and 50% of SMUC respondents showed their agreement for and 25.6% of UU and 27.5% of SMUC respondents strongly agreed on the existence of clearly defined strategic plan, showing no statistical significant difference between the responses of respondents in the two institutions. Generally, it is possible to conclude that the majority of respondents in the two institutions agreed as their institution had clearly defined strategic plan.

The existence of strategic plan alone can not bring success in an organization. The objectives, strategies and guiding principles of the strategic plan should be well communicated to all employees in the organization in order to make every one put maximum effort towards the achievement of the objectives and successful attainment of organization's mission. In this regard, respondents were asked how well the strategic plan of the institution was communicated to the academic staff as indicated in item 2 of Table 14. Accordingly, 34.9% of UU and 27.5% of SMUC respondents showed their disagreement and 23.3% of UU and 30% of SMUC respondents strongly disagreed by indicating that the strategic plan of the institution was not well communicated in their respective institutions. There was no statistically significant difference existed among the responses of respondents in the two institutions on this regard at P-value 0.667. Interview results on this point had indicated as the management of UU tried to communicate to all employees in the institution by putting it in the library of the university. On the other hand, the management of SMUC has indicated as there was a very less effort made to communicate their strategic plan. Generally, the result in this item indicated that the two institutions had a very less practice of communicating the objectives, strategies and guiding principles of their strategic plan.

Training and Development plans are important for achieving objectives of the training and development program. They are assumed to be practiced by organizations that have the practice of training and development to their

human resource. With this understanding, attempt was made to assess the existence of clearly defined human resource training and development plan at institutional level as indicated in item3 of Table 14. Regarding this, 20.9% of UU and 40% of SMUC respondents indicated their disagreement and 41.9% of UU and 22.5% of SMUC respondents indicated their strong disagreement with the existence of such plan. Besides, 23.3% of UU and 30% of respondent in SMUC replied as they are indifferent on this issue. Similarly, as indicated in item5, 44.2% of UU and 45% of SMUC respondents strongly disagreed and 37.2% of UU and 32.5% of SMUC respondents shows their disagreement in the existence of training and development plans at the department level. Based on the above data, it is possible to conclude that the two institutions had not clearly defined human resource training and development plan at the institution level as well as at departmental level. The chi-square result showed as there was no statistically significant difference observed in the effort of the two institutions to have a clearly defined human resource training and development plan at institutional and departmental level.

Further effort was made to check whether the human resource training and development plans of the institutions and departments in each institution were incorporated in to their strategic plan. Accordingly, the majority (with 30.2% strong disagreement and 30.2% disagreement in UU and 20% strong disagreement and 47.5% disagreement in SMUC) of respondents indicated their disagreement in the incorporation of their institution's human resource training and development plans in to the strategic plan of the institution. Similarly, the majority (51.2% of UU and 45% of SMUC) of respondents indicated as they strongly disagree with the incorporation of human resource training and development plans of each department in to the strategic plan of their institution. The result of Chi-square on the issue of incorporating human resource training and development plan in to the strategic plan of the institution did not show the existence of statistically significant difference.

Generally, the data presented in Table 14 depicted that there had been clearly defined strategic plan in the institutions. However, there was less effort made to communicate it to the academic staff. On the other hand, the institutions did not have clearly defined human resource training and development plans at organizational and departmental level. Furthermore, there were no the practice of preparing human resource training and development plan at institutional as well as departmental levels that were incorporated in to the strategic plan of their institution. As also reviewed and analyzed by the researcher, documents of the strategic plans of the two institutions were very well developed and implied the activities to be performed with regard to human resource training and development. Therefore, based on the data gathered from the academic staff, it is possible to infer that training and development plans at the institution and department level in the two institutions were not incorporated in to their strategic plans.

4.2.10. Constraints to Training and Development

Human resource training and development is hampered by various problems. The attitude of management, especially top management, and the availability of resources that include money, materials and facilities, time, and personnel are the major problems for the success of training and development effort in organizations. In light of this fact, attempt was made by the researcher to assess the major problems encountered in the academic staff training and development activities of the two institutions.

Respondents in the two institutions were exposed to check the existence of major problems faced in the academic staff training and development activities of their institutions during the last five years. Accordingly, the majority of respondents, 86% (37) of UU and 80% (32) of SMUC, replied that their institutions had faced with problems.

Those respondents who indicated the existence of problems faced by their institutions were further requested to rate the major problems. The rating was

made and the result is shown at a 5-point Lickert Scale (VL=very low, L=low, A=average, H=high, VH=very high) as indicated in Table 15 below.

Table 15. Rating on the Constraints to Training and Development

No	Item	Respondents Category				Total		χ^2	P-value	df	
		UU		SMUC		No	%				
		No	%	No	%						
1	Lack of top management attention/commitment	VL	8	21.6	7	21.9	15	21.7	15.295	.004*	4
		L	7	18.9	10	31.3	17	24.6			
		A	2	5.4	8	25	10	14.5			
		H	2	5.4	4	12.5	6	8.7			
		VH	18	48.6	3	9.4	21	30.4			
	Total	37	100	32	100	69	100				
2	Absence of technical and managerial capability in conducting the programs	VL	0	-	1	3.1	1	1.4	5.966	.202	4
		L	1	2.7	1	3.1	2	2.9			
		A	24	64.9	20	62.5	44	63.8			
		H	4	10.8	8	25	12	17.4			
		VH	8	21.6	2	6.3	10	14.5			
	Total	37	100	32	100	69	100				
3	Lack of adequate budget	VL	1	2.7	-	-	1	1.4	8.754	.068	4
		L	-	-	3	9.4	3	4.3			
		A	6	16.2	11	34.4	17	24.6			
		H	4	10.8	4	12.5	8	11.6			
		VH	26	70.3	14	43.8	40	58			
	Total	37	100	32	100	69	100				
4	Absence of facilities	VL	23	62.2	15	46.9	38	55.1	14.783	.005*	4
		L	-	-	4	12.5	4	5.8			
		A	3	8.1	8	25	11	15.9			
		H	4	10.8	5	15.6	9	13			
		VH	7	18.9	-	-	7	10.1			
	Total	37	100	32	100	69	100				
5	Absence of Training and development department	VL	-	-	2	6.3	2	2.9	5.662	.226	4
		L	-	-	2	6.3	2	2.9			
		A	2	5.4	2	6.3	4	5.8			
		H	3	8.1	4	12.5	7	10.1			
		VH	32	86.5	22	68.8	54	78.3			
	Total	37	100	32	100	69	100.0				

N.B. $\alpha = .05$

* implies the existence of statistically significant difference

As indicated in item 1 of Table 15, 54% of UU respondents replied as lack of top management attention/commitment was high. Where as, 53.2% of SMUC respondents replied as it was low. Statistically significant difference was observed among the responses of respondents on top management commitment to training and development endeavors in their institution at P-value 0.004. The data in this item reveals that the top management commitment to the design

and implementation of training and development programs to the academic staff in SMUC was better than UU.

The problem faced due to the absence of technical and managerial capability in conducting training and development programs was rated as average by the majority (64.9% of UU and 62.5% of SMUC) of respondents in both institutions, showing statistically no significant difference.

With regard to budget, as indicated in item 3 of Table 15, 81.1% of UU and 56.3% of SMUC respondents replied as there was high lack of budget in their institution, showing statistically no significant difference among their responses. This was also supported by the management of the two institutions as there was lack of budget to design and implement the programs which they thought were necessary to their academic staff.

The availability of training facilities can also be one of the constraints to designing and implementing programs. Regarding this point, as shown in item 4 of Table 15, 62.2% of UU and 46.9% of SMUC respondents indicated as there was a very low absence of facilities to design and implement programs. The reason for this may be because they are educational institutions so that they might have most of the facilities like class room, office machines, etc, needed to design and implement programs. On the other hand, there were 25% of respondents in SMUC who replied as there was an average absence of facilities to prepare and run programs. Therefore, it is possible to say that the availability of the facility in UU is better than SMUC. The result of Chi-square also indicated the existence of statistically significant difference among the responses of respondents at P-value 0.005.

Considering the importance of having separate training and development department in organizations for the effective design and implementation of training and development programs, respondents were further requested to rate the problem created as a result of the absence of training and development department. Accordingly, 94.5% of UU and 81.3% of SMUC respondents replied as the absence of training and development department had highly negatively

affected the design and implementation of training and development programs in their institution. There was no statistically significant difference observed among the responses of respondents in the two institutions.

Generally, Table 15 revealed that even though all of the problems were existent in the two institutions for the last five years, lack of top management commitment, lack of adequate budget, and absence of training and development department were the major problems that hinder their effort in designing and implementing training and development programs for their academic staff.

In order to get some other problems in addition to what was mentioned in Table 15, the respondents were also requested to list problems faced by the academic staff in achieving their training and development needs. Besides, the management of the two institutions were requested what problems they faced in their training and development endeavors. Accordingly, the following data were obtained.

Data obtained from the academic staff of the two institutions through open ended question items:

- The institution did not try to create link with the government to get scholarship opportunities to its academic staff.
- The institution only had the practice of reducing working load (giving time protection) and hence does not cover the tuition fee for those who attend their post graduate and PhD program in other institutions in the country.
- There was no fair distribution of the training and development opportunities in UU.
- Current government regulation, i.e. education in the post graduate and PhD program is now entirely considering those who work in government institutions only.

Data obtained from the management of the two institutions through interview:

- Lack of budget
- Low support from the MoE.
- Absence of training and development department.
- Culture of 'I know all' by the academic staff of SMUC so that they did not think that something valuable from short term trainings can be obtained.
- Turnover was experienced in UU after the trainees completed formal education programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the major findings of the study and forwarded recommendations based on the findings and conclusion.

5.1 SUMMARY

Human resource training and development help organizations to improve the capability and potential of their human resources to meet current as well as future demands. Cognizant of its advantages in withstanding the impact of the changing environment, most organizations invest a lot of money in designing and implementing training and development programs.

Among other factors that contribute significant role in bringing about organizational success, properly designed training and development programs play considerable role. Training and developing human resources of higher education institutions, especially their academic staff, plays a key role in raising the quality of education rendered in the institutions. The purpose of this study was, therefore, to assess the practices that have been undertaken and the problems faced by Unity University and St. Mary's University College in training and development of their academic staff. Besides, the practices and problems of academic staff training and development in the two institutions were compared. The study was particularly focused on addressing the following basic questions:

1. To what extent were the process steps of training and development followed by the institutions in their human resource training and development endeavors?
2. To what extent were the institutions' human resource training and development plans integrated with their strategic plans?
3. What problems do the institutions face in their human resource training and development activities?

In light of the above research questions, data were collected from the academic staff, human resource managers, and Academic Vice Presidents of the two institutions. The researcher randomly selected 95 academic staff (50 from UU and 45 from SMUC) for the study. Questionnaire, interview and document analysis were employed as an instrument of data collection. After making the necessary coding, data were entered in the computer and analyzed using SPSS. Depending on the nature of data, variables were analyzed using both descriptive (frequency counts and percent) and inferential (Chi-square test) statistics. Accordingly, the following were major findings.

1. Existence of Training and Development Department and Practices

- ❖ There was no separate department responsible for manpower training and development in the two institutions.
- ❖ Both institutions had the practice of offering training and development programs to their academic staff for the last 5 years as confirmed by the majority of respondents (65.1% of UU and 82.5% of SMUC).
- ❖ Most of the programs offered to the academic staff in UU were formal education programs, followed by short term trainings while short term trainings were the dominant ones in SMUC. The study revealed that the two institutions did not give high focus for educational tours, coaching, formal education through distance learning and scholarship abroad mainly due to lack of budget and absence of sponsor.
- ❖ The initiative for most of the programs offered to academic staff of UU was the performance gap seen on the job and there was no any practice of looking for research results. On the other hand, SMUC looked for research results that indicated analyzing of performance gap, in addition to the performance gap seen on the job, as an initiative for preparing and offering training programs.
- ❖ The majority of (60.7% of UU and 91% of SMUC) respondents in the two institutions indicated that the programs were prepared by their institution. However, the programs prepared and offered by the MoE to

Unity University academic staff were greater in number than the programs offered to SMUC academic staff. The Association of Private Higher education Institutions (APHEIs) did not reach at the level of building the capacity of their academic staff.

- ❖ Since the management checked the relevance of the programs attended to the job, most of the formal education programs attended by academic staff of the two institutions were directly related to their job.
- ❖ The majority of respondents in UU (62.5%) and SMUC (71.4%) replied as there was the practice of immediately promoting academic staff who attended and completed formal education programs.
- ❖ The programs attended by the academic staff in the two institutions had positive result in improving the performance of the institution, the potential, job performance and satisfaction of academic staff, and satisfaction of the customers/students. Respondents of SMUC replied that the programs had positive result in reducing turnover. But in UU, the programs did not bring a reduction in complaints, absenteeism, and turn over of the academic staff.

2. The Practice of Conducting Needs Assessment

- ❖ The majority (58.1%) of respondents in UU replied that training and development needs assessment had not been conducted. On the contrary, the majority (70%) of respondents in SMUC replied as there was the practice of training needs assessment in the institution.
- ❖ Training and development needs of the academic staff in the two institutions were mainly determined by top-level managers.
- ❖ The academic staff members in the two institutions were indifferent on the identification of academic staff needs at organizational strategic, job, and individual level.
- ❖ As the proportions of responses in the two institutions indicate, the methods employed to gather data needed for identifying training and development needs in descending order had been performance reviewing,

conducting survey, and observation. Both of the institutions did not use the group discussion method.

- ❖ Even though the immediate need of the students, the availability of the trainer and the trainees (academic staff) were taken in to account, budget was prominently considered as the factor for prioritizing needs in both institutions.
- ❖ Those respondents who replied that their institution did not conduct needs assessment at all indicated that lack of attention from their respective institution was the main reason for not conducting needs assessment.

3. Selection Criteria

- ❖ Although the management indicated the existence of selection criteria in the two institutions, it was not clear, transparent and well communicated to all academic staff. Further more, it was indicated that training and development opportunities in UU were not offered as incentives. The opportunities were some times offered based on personal relationship, and to the administrative staff than the academic staff. The same practice were observed in SMUC, except that the responses of respondents can not tell us whether training and development opportunities were offered to the administrative staff than the academic staff.

4. Training and Development Objectives

- ❖ Regarding training and development objectives, the two institutions had good practice of setting objectives clearly and precisely that indicated the expected outcomes.

5. Training and Development Methods

- ❖ There was mostly a practice of arranging orientation programs to newly employed academic staff in the two institutions.
- ❖ Even though there was less practice of sharing ideas among the staff and coaching in the two institutions, on-the-job techniques of training and

development were not properly applied in the two institutions due to the nature of the job done by the academic staff.

- ❖ From off-the-job techniques, scholarship local was the technique mostly applied in the two institutions, followed by conference. There were also less practice in UU and no practice in SMUC regarding the use of scholarship abroad due to the cost needed to consider this technique as one of their techniques for academic staff training and development.

6. Training and Development Policy

- ❖ There was training and development policy in UU even if it was not well communicated to the academic staff. On the contrary, there was no training and development policy in SMUC due to budgetary constraints.

7. Implementation of Training and Development Programs

- ❖ The two institutions had good practice of planning the implementation, preparing and organizing activities, and execution of the programs.

8. Evaluating Training and Development Programs

- ❖ There was poor practice of the two institutions in keeping trainees records and in creating the mechanisms by which the level of individuals' performance, behavioral changes and improvement in tangible institutional outcomes could formally be evaluated.

9. Institutions' Strategic Plans and Training and Development Plans

- ❖ There had been clearly defined strategic plan in the two institutions although there was less effort made to communicate it to the academic staff. On the other hand, the institutions did not have clearly defined human resource training and development plan at organizational and departmental level that were incorporated in to their strategic plan.

10. Constraints to Training and Development

- ❖ The study revealed that lack of top management commitment, adequate budget, absence of training and development department, current government regulation on the post graduate and PhD programs, and low

support from the MoE were the major problems that hindered the effort of the two institutions in designing and implementing training and development programs for their academic staff.

- ❖ The top management commitment of SMUC in designing and implementing training and development programs was better than UU.
- ❖ Training and development facilities were more scarce at SMUC than UU to design programs.
- ❖ Turnover was experienced by UU after the trainees completed the programs, especially formal education programs.
- ❖ Attitude of the academic staff towards short term training was a problem in SMUC.

5.2. CONCLUSION

Based on the major findings of the study, the following conclusions were drawn.

Although the practice of SMUC in conducting academic staff needs assessment had been better than the practice of UU, proper attention was not given by the management in the two institutions. The selection criteria in the two institutions were not clear, transparent, and well communicated. As a result, the opportunities were offered based on personal relationship rather than need and merit of the staff of the institutions under study. Most of the training and development programs that had been planned, designed and implemented by UU and SMUC were limited to formal education programs and short term trainings, respectively. Therefore, it is very difficult to address the need of the academic staff.

There were good practices of setting clear and precise objectives, checking the relevance, and immediately promoting up on completion of formal education programs in both of the institutions. These resulted in positive impact on individual and organizational performance although the programs were not enough to reduce turn over in UU and absenteeism and complaint in both institutions. Therefore, unless the design of the programs is further improved

and training is not supplemented by other factors, the problem of academic staff turnover, complaints and absenteeism can not be alleviated.

Although the design of programs in UU was guided by formally written training and development policy, the policy was not well communicated to the academic staff. In case of SMUC, there was no written training and development policy. This resulted in the perception of the academic staff as opportunities were not offered equally to every one in the institution. On the other hand, orientation programs as a starting point of training new entrants were mostly arranged in the two institutions. Much emphasis had been given to off-the-job training and development programs. But due to the nature of the job done by the academic staff on-the-job techniques of training and development were not properly applied. Furthermore, despite the institutions under study had good practice of implementing the programs designed, there had not been well developed scheme by which the effect or the impact of the programs can be evaluated. Therefore, the accomplishment of program objectives and the value or worth of the programs were not properly checked in the two institutions.

Finally, although there had been clearly defined strategic plan in the two institutions, they did not have clearly defined human resource training and development plans at organizational and departmental level that were incorporated in to their strategic plan. This might hinder the accomplishment of training and development plan objectives. Moreover, the study reveals that training and development of academic staff in the two institutions had been hampered by lack of top management commitment, adequate budget, absence of training and development department, current government regulation on the post graduate and PhD programs, low support from the MoE, turnover after completing formal education programs, and attitude of the academic staff towards short term training. This implies that the academic staff training and development efforts of the two institutions had suffered a lot. Therefore, it is possible to conclude that the training and development activities of the two

institutions had failed to satisfy the needs of the academic staff and to help in attaining the objectives of the institutions.

5.3. RECOMMENDATIONS

Based on the findings of the study, below are the recommendations.

In order to address the current and future needs of the individual employee and the organization, training and development activities of the two institutions should involve different kinds of programs ranging from short term trainings to long term formal education programs. Therefore, it is advisable for

1. UU to give attention to short term training programs in addition to offering formal education programs.
2. SMUC to focus on formal education programs beyond the short term training programs offered to the academic staff.

Since most of the decisions in the training and development process depend on the result of needs assessment, it should be done systematically. Thus, training and development needs assessment practice of the institutions under study must involve all stakeholders. It has to be made by comprehensively analyzing the institutions' mission, structure and environment, tasks performed by each job holder, and the knowledge, skill, attitude required of each job holder. The benefit of designing and implementing training and development programs can be realized if and only if the right program is provided to the right person. Therefore, the selection criteria must be clear, transparent, and well communicated to govern everyone in the institution equally and avoid problems related to the selection process.

A well prepared and communicated training and development policy forms the backdrop for all decisions about training and it helps to create consistency and uniformity of actions. Therefore, it is advisable that the management of:

1. UU to communicate the existing policy to the academic staff through briefing sessions, using leaflets, and by printing as manuals for its better implementation.
2. SMUC to prepare training and development policy and communicate it well using the aforementioned techniques to the academic staff.

Evaluating a training and development program helps to determine the accomplishment of program objectives, identify the strengths and weaknesses of the program, and the value or worth of those changes that take place through the process of training and development. Therefore, in order to realize these and other benefits of evaluation, it is recommended that both institutions should design and institutionalize the scheme by which the reaction, learning, job behavior, and results of each trainee can be evaluated. Furthermore, the effectiveness of training and development programs highly depends on the level of integration made between training and development plan and strategic plan of the organization. Therefore, it is advisable for both institutions to prepare clearly defined training and development plan and incorporate it in to each department, faculty, and more comprehensively to the institutions' strategic plan by the respective department heads, faculty deans, human resource managers, and top level managers.

The practice of designing and implementing training and development programs had been found hindered by many constraints: lack of top management commitment, adequate budget, absence of training and development department, current government regulation on the post graduate and PhD programs, low support from the MoE, turnover after completing formal education programs, and attitude of the academic staff towards short term training. Below are some recommendations in this regard.

1. Human resource department of UU and CEIRQA in SMUC should have an effort in increasing top management commitment by clearly indicating the benefits or outcomes realized due to formerly designed and

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Appendix-A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMET

A Questionnaire to be filled out by Academic Staff

Dear instructor:

The purpose of this questionnaire is to gather data regarding *the practices that have been carried out and the problems encountered* by Unity University and St. Mary's University College in building the capability and potential of their *academic staff* through various *training and development programs* for the last five years; that is, since 1997 E.C.

This study is purely academic and thus would not affect you in any case. However, the findings of the study and the recommendations forwarded are believed to provide valuable input for the institutions regarding training and development of their academic staff. So, your genuine, frank and timely response is vital for the success of the study. Therefore, you are kindly requested to respond to each question item carefully.

Part I. Background of Respondents

1. Sex

a. Male

b. Female

2. Age in Years

a. 20-30 years

c. 41-50 years

b. 31-40 years

d. 50 years and above

3. Your institution _____

3. Your faculty or school _____

4. Level of educational qualification

a. Bachelor degree

b. Master degree

c. Doctorate degree

d. Others (please specify) _____

5. Your academic rank
- a. Professor
 - b. Associate professor
 - c. Assistant professor
 - d. Lecturer
 - e. Assistant Lecturer
 - f. Graduate Assistant II
 - g. Graduate Assistant I
 - h. Others (specify please) _____

6. Years of services in your current institution
- a. Less than 2 years
 - b. 2-4 years
 - c. 5-6 years
 - d. 7-8 years
 - e. More than 8 years

Part II. Existence of Training and Development and Practices

1. Was there a separate department responsible for manpower training and development in your institution?
 - a. Yes
 - b. No
2. Have you attended any training or education program since 1997 E.C.?
 - a. Yes
 - b. No
- *If your answer to item No. 2 is "Yes", give your response for question No. 3-8*
3. Who prepared the program?
 - a. The institution
 - b. The Ministry of Education
 - c. The Association of Private higher Education institutions
 - d. Do not know who
 - e. If any other, specify _____
4. What was the initiative for the training?
 - a. Performance gap seen on the job
 - b. Research results indicated analyzing of performance gap
 - c. Lack of competent personnel
 - d. Interest of donating organizations
 - e. Specify if any other _____
5. Please indicate the kind of program you have attended since 1997 E.C.
(More than one option can be chosen)
 - a. Short term training (seminars, workshops, conferences, etc)
 - b. Educational tours abroad

- c. Educational tours to other institutions in the country
- d. Coached by immediate supervisors
- e. Educated in a higher learning institution
- f. Formal education through distance learning
- g. Educated abroad through scholarship

6. If your answer to question No. 5 is option e, f, and/or g, Was (were) the program(s) you attended directly related to your job?

- a. Yes
- b. No

7. If you have attended formal education program(s), did you get the proper promotion immediately after completing the program(s)?

- a. Yes
- b. No

8. How do you rate the relevance of the program(s) you have benefited from?

Rate by inserting "√" mark in the box (Very poor, Poor, Fair, Good, or Very Good) that corresponds to each item.

No.	Question item	Very poor	Poor	Fair	Good	Very Good
A	Improved the efficiency and effectiveness of the institution					
B	Improved the capability and competence of academic staff					
C	Improved job performance of academic staff					
D	Enabled to adapt to new technological developments					
E	Brought higher job satisfaction and motivation					
F	Reduced turn over rates of academic staff					
G	Reduced complaints and absenteeism					
H	Brought high customer/student satisfaction					

Part III. Training and Development Needs Assessment

1. Has your organization, faculty, department, etc conducted needs assessment since 1997E.C? (If your answer is "No", go to Question No. 4 Below)

- a. Yes
- b. No

2. If your answer to the above question is "Yes", indicate your reaction to the following statements by inserting "√" mark in the box (strongly disagree, disagree, Indifferent, agree, or strongly agree) that corresponds to each item.

No	Question item	Strongly disagree	Dis-agree	Indiffe-rent	Agree	Strongly agree
A	Academic staff identify own need for training					
B	All department heads identify needs					
C	Human resource/Training department identify needs					
D	Top-level managers decide by themselves					
E	It is identified at organizational strategic level					
F	Needs identified through analysis of the tasks performed by each jobholder					
G	Needs identified through analysis of the knowledge, skills, and attitude of each academic staff					

3. How did your institution mostly gather information in analyzing the needs?

- a. Conducting survey
- b. Observing how individuals are performing their tasks
- c. Performance reviewing
- d. Conducting group discussion
- e. If there are others , specify _____

4. Once training and development needs are identified, they have to be prioritized. Which of the following major factor is considered by your institution in prioritizing needs?

- a. Availability of budget
- b. Importance and urgency of the need
- c. Trainees' capability and level of motivation
- d. Availability of training institutions
- e. All the identified needs are equally treated
- f. Mention if there are other factors _____

5. If your institution had never conducted needs assessment, what could be the main reason for that?

- a. Absence of the experts to do it
- b. Lack of budget
- c. Concerned managers do not have the skill
- d. There is no training need expressed
- e. The institution has not given the attention
- f. If there are others , specify _____

- a. Coaching
- b. Mentoring
- c. Sharing ideas among staff
- d. None of these techniques were applied
3. Which of the following off-the-job training and development techniques is mostly used in your institution?
- a. Scholarship local
- b. Scholarship abroad
- c. Lecture
- d. Conference
- e. Experiential methods (case studies, games and simulations, role playing, and behavior modeling)
- f. Computer-based training

Part VII. Institution's Strategic Plan

Indicate your reaction to the following statements by inserting "√" mark in the box (strongly disagree, disagree, Indifferent, agree, or strongly agree) that corresponds to each item.

No	Question item	Strongly disagree	Dis-agree	Indiffe-rent	Agree	Strongly Agree
1	The institution has a clearly defined strategic plan					
2	The objective and guiding principles of the strategic plan are well communicated to all academic staff.					
3	The institution has clearly defined human resource training and development plan					
4	The institution's training and development plan is incorporated in the strategic plan					
5	Each department has formal training and development plan					
6	Each departments' plan is incorporated into the over all institution's strategic plan					

Part VIII. Training and Development Policy

1. Does your institution have formal written training and development policy?
- a. Yes b. No c. Do not know
2. If your answer to item No. 1 is "Yes", is the policy well communicated to all academic staff of the institution?
- a. Yes b. No

Part IX. Evaluating Training and development Programs

Indicate your reaction to the following questions by inserting "√" mark in the box (strongly disagree, disagree, Indifferent, agree, or strongly agree) that corresponds to each item.

No.	Question item	Strongly disagree	Dis-agree	Indiffe-rent	Agree	Strongly agree
A	The institution keeps records of all the programs attended by each academic staff					
B	Each department holds discussion with trainees after completing a training program					
C	The institution has a formal assessment format to get feedback from trainees					
D	The institution has a scheme by which the outcome/effect of a program is evaluated					

Part X. Constraints to Training and development

1. Has your institution faced with any problem in designing/implementing any training and development program since 1997E.C?

a. Yes b. No c. Do not know

2. If "Yes", how do you rate the major problems encountered in your institution? Rate by inserting "√" mark in the box (very low, low, Average, high, or very high) that corresponds to each item.

No	Question item	Very Low	Low	Average	High	Very High
A	Lack of top management attention/commitment					
B	Absence of technical and managerial capability in conducting the programs					
C	Absence of guidelines for the program					
D	Absences of training and development staff					
E	Lack of adequate budget					
F	Absence of facilitates					
G	Absence of Training and development department					

3. Mention please if you or your institution had been faced with other problems

Appendix-B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide

This interview guide was prepared to direct the interviews to be conducted with the Heads of the Human Resource Department and Academic Vice Presidents of the institutions. The purpose of this guide was to help the interviewer and the interviewees to focus the discussion on issues related to the research questions so that only relevant information will be gathered.

Leading Questions for the Interview

1. Did you have training and development department/section in your institution?
2. Did your institution offer training and development programs to its academic staff?
3. Did your institution conduct training and development programs based on needs assessment?
4. If your institution had never conducted training and development need assessment, what is (are) the reason(s) for that?
5. Did the institution set objectives for training programs in general and for each course in particular before the design/implementation of the programs?
6. What methods did your institution use for conducting training?
7. Did your institution have training and development policy? *If yes*, how well is it communicated to employees (Specifically to the academic staff)? What benefits does it offer? *If No*, what is the reason(s) behind for not having it?

8. What were the methods used to evaluate the effectiveness of the training program?
9. How was your institution implementing the programs?
10. Do you allow employee-trainees to give feedback on the training practices?
11. Was the human resource training and development plan of the institution incorporated in to the department, faculty and more comprehensively to the strategic plan of the institution?
12. What were the problems that affect the quality, relevance and effectiveness of training and development practices in the institution?

DECLARATION

I, the undersigned, declare that this thesis is my original work under the guidance of Dr. Zenebe Baraki. All sources of materials used for the thesis have been duly acknowledged.

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Signature: _____

Place: Addis Ababa University

Date of submission: July, 2009

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

Name: Zenebe Baraki (PhD)

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Date of Approval: 20 June 2009