

**THE PRACTICES AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT IN ETHIOPIAN CIVIL
SERVICE COLLEGE**

BY

BAHIRU WONDMNEH

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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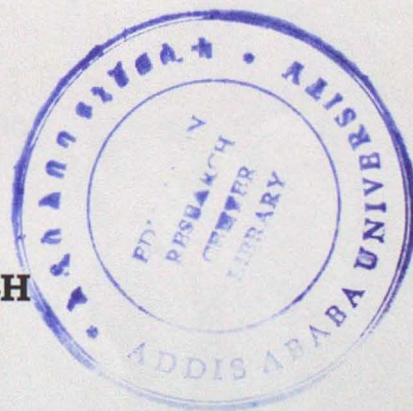
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SERVICE COLLEGE**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
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DEGREE OF MASTER OF ARTS IN HUMAN RESOURCE
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EDUCATION**

BY
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BAHIRU BONDMEH



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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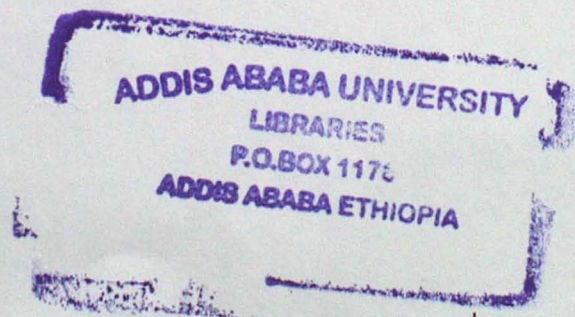


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List of Abbreviations

<i>AAU</i>	Addis Ababa University
<i>BPR</i>	Business Process Reengineering
<i>CAPD</i>	Center for Academic Professional Development
<i>CTC</i>	Center for Training and Consultancy
<i>ECSC</i>	Ethiopian Civil Service College
<i>EDPM</i>	Educational Planning and Management
<i>HR</i>	Human Resource
<i>HRM</i>	Human Resource Management
<i>IPMDS</i>	Institute of Public Management and Development Studies
<i>KSA</i>	Knowledge, Skill and Attitude
<i>NGO</i>	Non Governmental Organization
<i>NSG</i>	National School of Government
<i>Sig</i>	Significance
<i>T&D</i>	Training and Development
<i>TDNA</i>	Training and Development Needs Assessment
<i>TOT</i>	Training of Trainers

Abstract

The major purpose of this study is to assess the practices and problems of human resource training and development in Ethiopian Civil Service College. Descriptive survey method was employed to conduct the research. Stratified random sampling method was used to select sample respondents. From the total target population of 390 employees whose educational preparation is diploma and above, a sample size of 194 (91 admin. and 103 academic) respondents were selected. To gather data for the study, questionnaire, interview, document analysis and observation have been used. Out of 194 questionnaires distributed, 181(93%) usable questionnaires were returned. Data obtained through questionnaire have been analyzed with descriptive statistics (Mean and frequency) and inferential statistics (t-test) supported using SPSS software version 17.00. Moreover, the data obtained using interviews and from document have been analyzed qualitatively. The study revealed that the College has formulated training and development policy and has training and development plan, conducted needs assessment, selection of trainees and trainers, allocated training resources and the top management support for training and development are found to be in a good condition. Conversely, lack of clear trainee selection criteria; training evaluation criteria; communication of the training policy to employees; implementation of training development plans based on time schedule and evaluation of the training program are some weakness in the training practices of the College. Moreover, lack of working situation that facilitates transfer of training and staff turnover are the major problems of the college that needs serious attention. The study concluded that the College has well designed training and development program that has an exemplary role for other similar organizations despite some specific and easily amended limitations as stated above. Therefore, it has been recommended that the training and development policy and plan should be communicated to employees in detail and the plan should be implemented as per its time schedule. The College has to prepare clear and official trainee selection criteria approved by the Board and has to be made known to employees in order to reduce their grievances and confusion. Furthermore, the training and development program has to be evaluated by setting clear criteria to effectively measure the results obtained from the training program. The working situation that helps trainees to realize the knowledge and skill gained to the actual work situation should also be arranged. Finally, the College should give serious attention to revise its incentives system and identify other major factors that cause staff turnover and mitigate shortly to minimize this problem.

CHAPTER ONE

The Problem and Its Approach

This chapter provides a background to the study. It highlights the relevance of training and development in the ever-changing world of service delivery, be it in private, public institution and particularly its relevance to Ethiopian Civil Service College. The chapter also addresses the problem statement, objectives, the research questions, significance, scope, limitation, and definition of key terms and the organization of the study.

1.1. Background of the Study

Organizations operate in a dynamic business environment. Markets, technological, personnel and other changes have far-reaching effects on companies and unless they are prepared and able to move with the times their competitiveness is eroded and their opportunities for growth curtailed (Kenney, Donnelly and Reid, 1979). Thus, one of management's prime responsibilities is to develop organizations to meet the challenge of the future. This responsibility is exercised by assessing the resources and opportunities available, defining organizational objectives and efficiently managing resources allocated to meet these goals.

One of the most important resources available in the organization, and many would say the most important, is its employees. Their competence and commitment largely determine the objectives that an organization can set for itself and its success in achieving them. The rapid evolution of personnel management as a major business function is itself a direct result of the growing managerial concern for the more effective use and development of human resources.

Organizations, particularly public institutions, in most cases do not see the need to train and develop their employees. However, in an era where public institutions are required by governments to contribute favorably to national development just like private institutions, all public institutions have realized the importance of developing the capacities of their employees in order to meet the ever increasing demands and expectations of the government and the public.

Accordingly, training and development helps to ensure that organizational members have the knowledge and skill needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. Employee training and development program is an organized, planned

and systematic learning activities arranged within or out of an organization in order to improve performance and personal growth for the purpose of improving the job, the individual, and the organization (Jones and George, 2003).

It is a means of achieving effective performance of the organization and hence must be seen as an integral and vital part of the whole system of work. Hence, when we revise the case of the Ethiopian civil service organizations, the significance of training and development of employees was clearly indicated in the proclamation adopted in 1962 to establish Central Personnel Agency, which is responsible for civil servants of the country (Negarit Gazeta, 1962, No 28). In this proclamation, the importance of training and development is clearly stated and it is aimed at providing effective and efficient services to the society. Thus, training and development sections were established in each government office to run training and development programs.

Nowadays, the Ethiopian government has been given greater emphasis to improving the capacity and competency of civil servants and thereby achieves better performance and prepares them to higher responsibilities based on career development (Federal Negarit Gazeta, 2002, No.262 & No.515/2007). Consequently, every government office is required to develop the capacity and potentials of all its employees irrespective of their status through training and development by identifying training and development needs of employees and preparing the necessary plan and budget for training and development programs. Thus, Ethiopian Civil Service College (ECSC) is one of the civil service organizations that are regulated by this proclamation.

The issue of training and development has been chosen for investigation as the time when managers could view training and development as an optional extra or even an unnecessary intrusion into the task of managing an organization is over. The research undertaken sheds some light on employee training and development practices in the current Ethiopian public and private organizations. In doing so, it will be of benefit not only to managers of the Colleges but also to managers who are functioning in the Ethiopian public organizations and institutions by giving them better information pertaining to employee training and development practices. Thus, this study tries to assess the training and development programs provided for employees of Ethiopian Civil Service College and come up with plausible recommendations that will help the College for proper design, effective and efficient implementation of training and development programs.

1.2. Background of the Ethiopian Civil Service College

The Ethiopian Civil Service College started operation in 1995, but was formally established in February 1996 as an autonomous institution by the Council of Ministers Regulation No. 3/1996. Since its establishment, the College has highly contributed in developing the capacity of civil service employees through education and training (ECSC, 2008).

The need for the establishment of the College arose from the acute need of the country's civil service system with the new form of government structure, namely, the Federal Government System introduced in 1991. In this historical and political shift from a highly centralized unitary government system to a decentralized federal system, and given the country's existing higher institutions intake capacity, the shortage of trained manpower in the country in general and in the emerging regions in particular was acute. As a result, the duties and responsibilities of self administration by the regional state government and their various agencies were very difficult to handle. To satisfy this urgent need, the College began operations with only two fields of studies: Law and Economics.

The College has been able to make tremendous contribution in capacity building through the provision of short-term courses and specialized undergraduate and postgraduate programs; rendering research and consultancy services; providing library documentation services and facilitating conferences, seminars and workshops. The College employs delivery modalities ranging from resident training and educational programs to the on-the-job, evening and distance education, including Global Development Learning Network.

The College strives to equip civil servants with relevant theoretical and practical skills that will enable them to optimally discharge their responsibilities. The College believes that human resources are the most precious assets of the nation that has been shared by the governments and individuals. It appreciates the patronage and support of the government and people of Ethiopia as well as their international collaborators.

The main objectives of the College are to improving the professional and leadership capacity and ethical standards of the Ethiopian Civil Service; to design training, educational programs and

provide same using various modalities; to provide consultancy services; to formulate standards and certify professionals.

The vision of the College is to become a center of excellence for building an effective, efficient, transparent and accountable Civil Service that contributes to the development and transformation goals of Ethiopia. In addition, it has the mission to organize and offer effective, efficient and problem solving programs in Teaching, Training, and Research and Consultancy to build the capacity of the Country's Civil Service.

1.3. Statement of the Problem

Management's attitude to training and development in a growing number of companies is clear cut. Training and development is seen as an activity capable of making a major contribution to the achievement of organizational objectives. In this situation training takes place, where needed, at all levels in the organization, from the boardroom to the shop-floor based on systematic training and development scheme.

In order to meet current and future needs, organizations should begin training and development activities when an employee joins an organization and continue throughout his/her careers. This indicates that employee training and development is a continuous process with an integration of organization's long term plans, where employee knowledge and skills are enhanced to perform their job effectively and efficiently and improve the achievement of organizational goals (Harris and DeSimone, 1994).

The success and effectiveness of training and development programs, among others, depends on genuine analysis of employee training and development needs as well as its match with the overall organizational objectives and contents of the program. In relation to this Gomez-Mejia et al (1995) explains that the training and development programs offered should meet the development needs of both the organization and the employees otherwise it will become futile exercise, source of frustration and wastage of resources which does not contribute to the development of employees and organizational goal achievement.

In many organizations, however, the traditional laissez-faire attitude to training still survives. The training and development boards have done much to extend the use of successful training practices, but many organizations still pay 'lip service' and barely satisfy minimum training board requirements, with the result that their training has the following features: it is not an integral part of the organization's operations, it has a low priority and is, at best a peripheral management responsibility; employees are largely responsible for their own training; managers, for example, are appointed for their technical abilities, and are expected to pick up their managerial skills with little or no formal help (Kenney et al,1979). Management development is particularly nonexistent and the training officer is inappropriately placed in the hierarchy to advise or take any active part in the training of management staff. More attention has been paid to the presentation of documentation and written programs than to the actual training management (Kenney et al, 1979).

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

Recent studies of training and development practice in Ethiopian public organizations show that they do not give much attention to the training and development of employees and the effectiveness of the programs. Rather the practice shows that more attention has been paid to the preparation of documentation and written programs than to the actual training management. Thus, these problems may create a gap between the job requirement and the actual performance of employees that affect the overall performance of the organization. This lets the researcher to presume there is a possibility of existence of the aforesaid challenging problems in Ethiopian Civil service College.

Therefore, the main purpose of this study is to assess the practices and problems of **human resource training and development in Ethiopian Civil Service College**. In order to address the research problem, this study tries to answer the following basic questions:

1. Does the College have training and development policy?
2. To what extent does the College integrate training and development programs with its strategic plans?
3. How does the College identify the training and development needs?
4. What methods are used to select and train employees?
5. How does the college evaluate the effectiveness of employee training and development programs?
6. What problems does the College face regarding training and development programs?

1.4. Objectives of the Study

The general objective of the study is to assess the training and development practices of Ethiopian Civil Service College so as to forward viable recommendations based on the identified gap. Specifically the study has tried:

- To investigate whether the College has training and development policy and its integration to the Colleges strategic plan;
- To examine the process of identifying training and development needs of the College;
- To explore the procedure of selecting employees and the methods used to training them;
- To find out whether or not the College evaluates the effectiveness of its training and development programs;
- To identify the problems the College has encountered in training and development of employee and to recommend possible solutions to alleviate the problems;
- To recommend the steps to be taken by the College in order to improve training and development practices.

1.5. Scope of the Study

Even though there are many higher educational institutions in the country, the study is bounded itself to study the human resource training and development practices and problems of the Ethiopian Civil Service College. The College has different kinds of activities within the human resource management. It would have been good if the study included all aspects of human resource management activities. However, this study focuses only on one of the prominent activities of human resource management; that is, human resource training and development, which has untold impact on the achievement of the College's goals and objectives.

1.6. Significance of the Study

It is believed that this study shows a practical picture of the efforts that have been made in the development of personnel in Ethiopian Civil Service College. Knowing the practice in turn is significant in helping to point out any weakness and strengths that may exist in the human resource training and development process. Consequently, this will be the basis of ensuring best approach to handling training and development related issues in the College.

1.7. Limitation of the Study

The main limitations of the study were reluctance and lack of willingness of respondents to complete and return the questionnaires on time, unavailability of heads of the offices for interview on the appointment date due to various committee and departmental meetings, missing of some questionnaires due to carelessness of respondents, lack of willingness of some concerned offices to provide appropriate documents that are crucial for the research work, lack of sufficient and relevant studies and references related to training and development in Ethiopian context to make comparison. However, through serious follow-ups and exerting much effort, many of the questionnaires were collected. Some, literatures of the issue under study written in Ethiopian context were searched and found even though it is not that much enough.

1.8. Operational Definitions of Key Terms

- **Apprenticeships:** on-the-job training programs typically associated with the skills trades, derive from the medieval practice of having the young learn a trade from an experienced worker (Gomez-Menja et al, 2007).
- **Business games:** is used to learn how to make and carry out decisions. The learning involves taking a simulated business situation, dividing the participants into groups, and letting the groups' organization into simulated organizations (Megginson, 1981).
- **Case studies:** in case studies training participants analyze situations, identify problems, and offer solutions. Trainees are presented with a written description of a problem (Pynes, 2009).
- **Coaching:** involves superiors providing guidance and counsel to subordinates in the course of their regular job performance (Megginson, 1981; Harris and DeSimone, 1994).
- **Development:** is a longer-term focus on preparing employees for future work responsibilities, while also increasing the capacities of employees to perform their current jobs; and development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility (DeSimone et al, 2002).
- **Human Resource:** are the people an organization employs to carry out various jobs, tasks, and functions in exchange for wages, salaries, and other rewards (Denisi and Griffin, 2008).
- **Internships:** are opportunities for students to gain real-world job experience, often during summer vacations from school.
- **Job rotation:** is assigning trainees on various jobs for a specified period of time in a planned manner with the objective of broadening their work experience and to get wider variety of skills to enhance job satisfaction and to cross-train them (Harrison and DeSimone, 1994)
- **Lecture:** in a lecture format, a trainer presents material to a group of trainees (Wexley and Latham, 1991 cited by Pynes, 2009).

- **Mentoring:** to retain the knowledge and skills of retiring workers, some organizations have developed mentoring and shadowing programs to allow younger workers to see experienced workers in action (Pynes, 2009).
- **Role-playing:** refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. It is also a very flexible training method that gives trainees the opportunity to practice inter-personal and communication skills by applying them to lifelike situations. It is frequently used in supervisory training in which participants are asked to counsel a problem subordinate who is suspected of having a substance abuse problem (Pynes, 2009 & Megginson, 1981).
- **Simulations:** an outgrowth of the case method tends to lead to greater involvement. It can be thought of as a form of vestibule training. The participants perform or act out simulated business behavior in reaching and implementing decisions (Megginson, 1981).
- **Training:** is typically involves providing employees the knowledge and skills needed to do a particular task or job, through attitude change may also be attempted skills and technical training programs then narrow in scope to teach the new employee a particular skill or area of knowledge for short period (DeSimone et al, 2002).

1.9. Organization of the Study

The study consists of five chapters. The first chapter highlights the background of the study; the state of the problem, objectives, scope, and significant of the study. The review of the related literature is discussed in the second chapter. It presents the conceptual frameworks or a brief review of related studies that serve as the basis and proof to support the basic questions of the study. Chapter three addresses research design and methodology. It explains the methods, approaches, procedures and instruments that were used to achieve the purpose of the study. The fourth chapter focuses on the presentation, analysis and interpretation of the data. Finally, the Fifth chapter deals with summary, conclusions and recommendations based on the findings.

CHAPTER TWO

Review of the Related Literature

In order to have a good theoretical understanding of the problem addressed, reviewing related literature is necessary. Accordingly, in this chapter, definitions, models and significance of training and development are explored. Factors that influence practical implementation of training and development are also discussed.

2.1. Overview of Employee Training and Development

Higher education is crucial for the production of vital human resources and a center for knowledge and skills creation, adaptation and dissemination. It also plays a significant role in providing relevant and quality community and public services. Higher education is therefore critical for economic progress, political stability and peace, as well as building democratic culture and cohesive societies (Teshome, 2005). Thus, Higher education institutions, such as universities, colleges and polytechnics, are labor intensive organizations; they depend on people for the delivery of their services. The quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centered organizations. A recent World Bank paper commented that “a high quality and well motivated teaching staff and a supportive professional culture are essential in building excellence” (World Bank, 1994). Similarly, UNESCO has itself recognized the important role of staff in higher education (UNESCO, 1997).

Hence, human resource management is seen as an important activity in any organizations and its impact on performance in organizations is well supported by integrating the interest of organizations and its workforce. In human resource management training and envelopment is intended to enhance the performance of employees through a learning process that involves the acquirement of knowledge, improvement in skill, concepts, result, or changing attitudes (Din Ud & Ahmad, 2009).

“Give a man a fish, and you have given him meal. Teach man to catch fish, and you have given him a livelihood”. This ancient Chinese proverb seems to describe the underlying rationale of all training and development program. No organization can long ignore the training and

development need of its employees without seriously inhibiting its performance. Training and development is encompassing everything that is expected for the enhancement of organizational development and competencies.

In order that the total performance may be improved, organizations need to have trained and experienced people. Sound organizations move along and administer training and development programs for the employees. These programs are purposive and meant to equip the employees with the necessary skills that are required for particular jobs. Failing to reach an expected or required level of performance of the employees or declines in the productivity or changes due to technological breakthroughs also necessitate training and development programs to be administered in the organizations. Also, the complexities of various jobs emerge the importance of training and development programs. According Kenney, et al (1979) in order to survive in today's fiercely competitive environment, organizations need to develop systems to improve employee performance. This is one of the key responsibilities of human resource managers and it may be achieved via the human resource management function of training and development.

Organizations that effectively train and develop their human capital experience reduced costs, improved product and/or service quality, enhanced innovation and knowledge management techniques, increased productivity and, as a result, high consumer loyalty, customer satisfaction and return on investment. In addition, as commercial and industrial organizations operate in a dynamic business environment; market, technological, personnel and other changes have far-reaching effects on organizations and unless they are prepared and able to move with the times their competitiveness is eroded and their opportunities for growth curtailed. However, as Kenney et al (1979) added that organizations often find it difficult to adjust to change, so one of management's prime responsibilities is to develop organizations to meet the challenge of the future.

This responsibility is exercised by assessing the resources and opportunities available, defining business objectives and efficiently managing the resource allocates to meet these goals. Successful organizations and managers view employee training and development an investment in their people, not an expense. As a manager, you want your staff to have the best skills and the broadest understanding of the organization and its customers (Gomez-Mejia et al, 2007).

Because, one of the most important resources available to an organization and many would say the most important are its employees. Their competence and commitment largely determine the objectives that an enterprise can set for itself and its success in achieving them.

The rapid evolution of personnel management as a major business function is itself a direct result of the growing managerial concern for the more effective use and development of human resources. During the 1960s, companies have become aware of the need to adopt positive and systematic approach to employee training and development, a part of the manpower function which has been neglected in many companies (Kenney et al, 1979). In developed countries training and development is a means to reduce obsolescence among people and organizations in the face of relentless technological innovation (Lynton and pareek, 1973).

Organizations need to retain skilled worker through effective training and development if they are to survive and complete in the internal arena (Hartel et al, 2007). Moreover, as Swanson & Holton (2001) explained, human resource training and development is a process that has the potential of developing human expertise required to maintain and change organization. As such, T&D may be strategically aligned to its host organization. It also has the potential of developing the expertise required to create new strategic directions for the host organizations. Thus, I think that it is time that the training and development practitioners closely examine whether the expansion is matching the qualitative requirements of our changing environment. The rationale of human resource training and development programs is to impart the essential knowledge and skills of the employees.

2.2. Defining the Terms Training and Development

Some authors use the terms training and development as synonymous. However, some view the two concepts as being different. However, the general concept of the term remains similar. Jones, George and Hill, (2000) believe that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. In addition, training helps an individual to learn how to carry out satisfactorily the work required of him in his present job and aimed at a lasting improvement on the job (Kenney et al, 1979; Lynton & pareek, 1973). The kind of education we

call training is not for knowing more but for behaving differently. Training is therefore, a behavior modification (Hall, 1990).

Development on the other hand focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. Human resource development as preparing the individual for a future job and it is an effort to provide employees with the abilities the organization will need in the future (Kenney et al, 1979; Gomez-Mejia, et al, 2007). As Armstrong (2006); Harrison (2000); Jones & George (2003) point out development is an unfolding process that enables people to progress from a present state of understanding and capacity to the future in which higher-level-skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities.

To summarize the above definitions, employee training and development are not mutually exclusive rather they reinforce one another for effective improvement of employees' performance and for the overall achievement of organizational goals. However, although, training and development often go hand in hand and the terms are often used interchangeably, the terms are not synonymous. Training is typically focuses on providing employees with specific skills and helping them to correct deficiencies in their performance. Whereas development is an effort to provide employees with the abilities that the organization will need in the future. However, these two works help to develop employees' knowledge and skills to the required performance level of the organization. Henceforth, for the purpose of this research both terms are used synonymously having similar connotation throughout the paper.

2.3. The Justification, Benefits and Purpose of Training and Development

Training and development can be initiated for a variety of reasons for an employee or group of employees and for the organization. According to Armstrong (2006) formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified when: the work requires skills that are best developed by formal instruction; different skills are required by a number of people, which have to be developed quickly to meet new demands and cannot be acquired by relying on experience; the tasks to be carried out are so specialized or complex that

people are unlikely to master them on their own initiative at a reasonable speed; critical information must be imparted to employees to ensure they meet their responsibilities; a learning need common to a number of people has to be met, which can readily be dealt with in a training program.

The sole purpose of human resource training and development programs is to build the necessary skills of the employees and to create positive feelings among them. Training and development helps employees to learn their jobs quickly and effectively. It also helps to minimize the costs incurred by employees while learning their jobs; existing employees can be helped by training to improve their work performance and to keep up to date in their specialist fields (Kenney et al ,1979). The standard or quality work required by the company is more likely to be achieved and maintained if employees are well trained.

A reduction in work errors benefits an organization in two other ways. First, management can spend more time on planning and development activities instead of correcting mistakes. Secondly, costs of correcting errors, often involving over-time are eliminated. In addition, they pointed out the following benefits, (1) retention of staff is an advantage to a company only so long as the skills and knowledge of its employees contribute to the organization's operations. By training staff, new abilities replace obsolescent ones; (2) training in safe working practices reduces accidents, resulting in social and financial benefits to both the employees and the organization; training increases staff versatility by widening their range of expertise to include related jobs; (3) employees are less likely to become frustrated and leave if opportunities for further raining and development are available within the organization.

In support of this idea, a study conducted by Pierce & Maurer (2009) under the title "linking employee development activity, social exchange and organizational citizenship behavior"; The authors examined 'perceived beneficiary' of employee development (self, organization) for relationships with employee development activity. Perceived organizational support served as a moderator. The authors conclude that employees may engage in development activities to partly benefit their organization to the extent that a positive exchange relationship exists. Correlational data also show that development behavior is related to organizational citizenship behavior, and this is particularly true for work-related development activity.

Therefore, it is possible to say that training and development programs benefit not only the employees, but also their organization by learning new skills, abilities to use new methods and materials and knowledge, they become more valuable employees. A well-trained employee will ordinarily exhibit better attitudes toward work, make fewer mistakes and demonstrate the ability to function with less oversight. Therefore, training and development programs need to be designed in a planned and systematic way to benefit employees and organization through improved performance of employees and organization as well as to keep pace and cope with rapid change of technological, political, social and economic environment.

2.4. Training and Development Policy

Every organization has policies with regard to the training and development function. Not all, however, have got these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996). Policy as a statement of policy is a general statement by senior management on how it wishes certain situations to be dealt with. The value of having a set-down policy statement is that it helps to maintain a consistency of approach throughout the organization and ensures that the senior management's philosophy put in to effect. If no formal policy document is available for middle and junior managers to refer to, then either decision will be made on the basis of guesswork and personal preference (Truelove, 1996).

Kenney et al (1979), state that organizations have very different policies for training. A growing number have polices designed to gain the maximum benefit from training, while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility of training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited in scope, and to a greater or lesser extent, lacking in direction. Training priorities are determined on an *ad hoc* rather than a planned basis. Accordingly, a policy document lays down not only what the organization wants done, but also who has the authority to make decisions, who must be consulted and who must be informed (Truelove, 1996).

Organization'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. A comprehensive review of an organization's training policies

therefore assesses the appropriateness of existing rules and procedures to the training needs of the organization and indicates whether alternations may be necessary. Whatever the reasons for the review, it is essential that training polices contribute directly to an organization's objectives. In framing their policies for training, directors have first to decide what contribution they want the training function to make to the achievement of the organization's objectives. Kenney et al (1992) further makes a point that organizations should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons to: provide guidelines for those responsible for planning and implementing training; ensure that a company's training resources are allocated to pre-determined requirements; provide for equality of opportunity for training throughout the organization; and inform employees of training and development opportunities.

According to Naris and Ukpere (2009) Higher education institutions that are in a climate of change should introduce a coherent staff development policy that is aligned to the university's 'corporate vision'. McNaughty and Kenedy(2000) posted that effective staff development should be positioned at the center of functioning and yet needs to retain connections with the needs and perceptions of teaching staff. Therefore, staff developments are programs will be successful if they are strategically supported by the university. Presently organizations strategically plan their training and development activities by linking it to its organizational strategy. Most training and development programs that are linked to strategic goals and the organizations strategy of an organization can yield positive results for the organization (Naris and Ukpere, 2009). Therefore, by linking training and development programs, one determines organizational needs that are essential to assisting the organization with meeting its goals.

2.5. Organization's Training and Development Plan

The organization's training plan lists the training which it intends to implement in a given period of time. A plan is produced as a result of a three-fold process incorporating training needs, policies and resources.

The organization's training needs are identified when preparing the annual training budget, or from a detailed investigation of the kind indicated in the training needs. These training needs are

then appraised against the criteria contained in the organization's training policies: a process which may eliminate some requirement from the proposed plans. Finally, training priorities have to be established because there are usually insufficient resources available for all the training has been requested. In such circumstances decision has to be made as to what training and development is to be included in the plan (Kenney, et al, 1979).

According to Armstrong (2006) each training needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program. Objectives can be defined as 'criterion behavior'- the standards of performance to be achieved if training is not to be regarded as successful. This should be a definition of what trainees will be able to do at the end of a training program, or when they return to work on completing a shorter course. Transfer of learning is what counts; behavior on the job is what matters.

Therefore, these writers want to show organizations need to have training and development plan. Organizations should include their training plan in to their short term, midterm and long term plan in line with the organization's strategic plan to train and develop their employees systematically and continuously to make them more competent to respond to the dynamic environment in achieving organizational goals. Consequently, the organizations need to develop short term training and development plan and implement it to address the identified skill and knowledge and /or performance gap. This helps employees to improve their capability to perform their current job efficiently and achieving the organizational goals. Accordingly, the organizations training and development plan should be integrated in to the organizations strategic planning. In support of this idea, Torrington et al (2008) states that for training and development to be effective in terms of organizational success there is a well rehearsed argument that it should be linked upfront with organizational strategy. Those organizations that do consider human resource development at a strategic level usually see it as a key to implementing organizational strategy in a reactive way. He further categorizes this approach as a 'needs-driven' approach, where the purpose of the human resource development strategy is to identify and remedy skill deficiencies in relation to the organizational strategy. Training should not only be the response to the immediate short-term demands of the organization, but also it should be considered a strategic issue (Torrington et al, 2008).

Training and development needs to be considered at a strategic level in the organization that considers internal and external factors. Donnell & Garavan (1997) on his conceptual paper 'Linking training policy and practice to organizational goals' argues that a human resource development strategy in alliance with a global-arching human resource management strategy; is the most effective way to link training policy and practice to organizational goals. This involves the analysis of a myriad internal and external environmental factors contingent to the organization, followed by a strategic approach to influencing key stakeholders, and the formulation of strategic human resource development policies and plans in parallel with and sometimes influencing organizational strategy. This links to a broad range of systems covering all areas of the human resource cycle - selection, appraisal, rewards and training and development- related to individual/team and organizational performance. The author concludes that the human resource development function must become more strategic in focus.

Donnell & Garavan, argues that all organizations should start with strategy and makes the training plan in accordance with it: that is, corporate strategy should be the starting point for all organizational training and development. He comes to this conclusion based on empirical research into management education and training in some of the largest business organizations in the UK. Hussey found that only one-third of the organizations surveyed saw the need to link management training directly to corporate objectives. Even within the one-third who saw the link, most replied in a general rather than a specific sense, and a much smaller number linked their activities with strategy. He refers to the perceptual boundaries afflicting British managers and advocates the use of new techniques and analyses to shift and reassess these boundaries.

To sum up, the organization's requirements for training and development programs are identified when preparing the annual plan for the organization or from detailed investigation of training and development needs. The organizations training plan is the outcome of coordinating its training needs, policies and resources. Consequently, an organization training and development program can be prioritized based on the identified needs. The idea that training and development should be for the benefit of the organization or organization rather than only for the individual represents a perspective transformation within the training and development function. It moves the focus of the training specialist from dealing only with the individual to the organizational-systems level. Hussey's research concentrated on management training; later it will be argued

that training for “all”, both within and sometimes beyond the boundaries of the organization, can be linked to organizational goals and strategies.

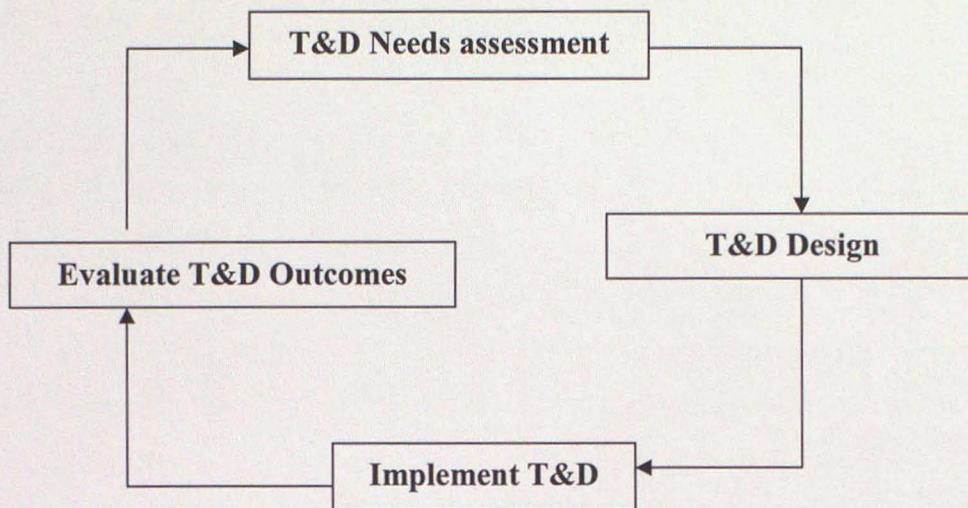
2.6. Training and Development Process

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

Therefore, the process involves a sequence of steps that can be grouped in to different phases. For instance, Hartel et al (2007), in their training systems approach section explained that the systematic training process comprises four major steps: training need analysis; training input; the training process; training output. Whereas Again Sherman et al (1998) suggests a system approach to the training and development process which involves four sequential phases. These are: needs assessment, program design, implementation and evaluation, as depicted in figure 1 below. On the other hand, the process categorized in to three phases which includes needs assessment, implementation and evaluation (Gomez-Mejia et al, 2007; Harris & DeSimone, 1994 and Mathis & Jackson, 1997).

Even though the phases which are suggested by different authorities are different, the components which are included in the different phases remains similar. Therefore, this study uses the four sequential phases of the systems approach in managing the process as portrayed in figure below.

Figure 1: Training System and its Elements (Sherman, et al, 1998)



2.6.1. Training and Development Needs Assessment

Before creating training and development programs, managers should perform a needs assessment to determine which employees need training or development and what type of skills or knowledge they need to acquire (Jones & George, 2003). But these training needs must support the organization's mission and goals (Laird, 2003). Training and development should depend upon the needs of various jobs and has paramount importance for effectiveness of the training program and the latter performance of the employees, ultimately leads to the development of the organizations. A need assessment is critical to discerning whether performance deficiencies can be eliminated by training. Without a needs assessment, it is possible to design and implement a training program as the solution to a problem that is not related to a training deficiency (Saiyadain, 1995 & Pynes, 2009).

There are different approaches or levels to need analysis stated by different authors that is needs assessment consists of three levels of analysis: organizational, task and person analysis (Gomez-Mejia et al,2007; Hartel et al;2007, Saiyadain (1995). Accordingly, for this study the researcher uses the three levels of need assessment, i.e., the organizational, the task analysis and person analysis.

Organizational analysis: the purpose of training need assessment is to provide an objective analysis of the organization's training requirements. This enables senior management to draw up a training policy so that training resources are used effectively to develop man power for present and future requirements (Kenney et al, 1979). Organizational analysis examines broad factors such as the organization's culture, mission, and organizational climate, long and short-term goals, and structure. Its purpose is to identify both overall organizational needs and the level of support for training (Gomez-Mejia et al, 2007 & Hartel et al, 2007).

A number of mechanisms can be used to conduct organizational analysis; such as an organization can do an attitude survey, look at its performance closely, observe the behavior of the people, assess its public image, and keep a close watch on such indicators as accidents, absenteeism, wastage, turnover, morale, motivation (Saiyadain,1995).

Task analysis: task analysis is an examination of the job to be performed. A recent and carefully conducted job analysis should provide all the information needed to understand job requirements. These duties and tasks are used to identify the knowledge, skills, and abilities required to perform the job adequately. This involves a detailed analysis of various components of jobs, and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skill in performing these tasks (Gomez-Mejia et al, 2007; & Hartel, 2007; Saiyadain, 1995).

Person Analysis: person analysis determines which employee need training by examining how well employees are carrying out the tasks that make up their jobs (Gomez-Mejia et al, 2007). Hence, training is often necessary when there is a discrepancy between a worker's performance and the organization's expectations or standards. Often the person analysis entails examining worker performance ratings and then identifying individual workers or groups of workers who are weak in certain skills. The source of most performance ratings are supervisors, but a more complete picture of worker's strengths and weaknesses may be obtained by including other sources of appraisal. In addition, the focus is on individual (employee), his skills, abilities, knowledge, and attitude; of the above three this is the most complex component because of difficulties in assessing human contribution (Cowling & Mailer, 1998 & Hartel et al, 2007).

By and large, such indicators as production data, meeting deadlines, quality of performance, personal data such as work behavior, absenteeism late-coming provide input for man analysis. Data on these indicators can be collected through records, observations, meeting with employee and others who work with him/her.

To summarize, before creating training and development programs, managers should perform a needs assessment to determine which employees need training or development and what type of skills or knowledge they need to acquire. There are three levels to need analysis i.e., needs assessment consists of three levels of analysis: organizational, task and person analysis. Organizational need analysis is an assessment of the entire organizational activities, i.e., it examines broad factors such as the organization's culture, mission, and climate, long- and short-term goals, and structure. While task analysis is an examination of the job to be performed, person analysis is determines which employee need training by examining how well employees are carrying out the tasks that make up their jobs.

2.6.2. Designing Training and Development Programs

Training administration basically refers to converting training and development need in to contents, types of training and development program, choice of faculty and participants, and general administration. These issues deal with the design and development of training programs.

2.6.2.1. Training and Development Objectives

Once the training needs are assessed and identified, the next task is developing training and development objectives. According to Truelove (1996) stated that given the needs have been established by a thorough analysis and that training is an appropriate solution, the next step is to translate the need into objectives.

Each objective should relate to one or more of the knowledge, skill, and attitudes identified in the task analysis and should be challenging, precise, achievable, and understood by all; training objectives are statements that specify the desired knowledge, skills, abilities and other characteristics that employees will possess at the end of training (Gomez-Mejia, 2007 & Pynes,2009). The development of training objectives should be a collaborative process

incorporating input from management, supervisors, workers, and trainers to ensure that the objectives are reasonable and realistic.

To summarize, determining clear and realistic objective is a basis for designing training and development program that is because all other step in the development of training and development programs are based. Thus, objectives determine the approach to training, the facilities, equipment, material, content, method and personnel required and the criteria for measuring the success and effectiveness of the training and development programs.

2.6.2.2. Training and Development Program

There are four types of standard training programs (Chatterjee, 1978 cited by Saiyadain, 1995). These training and development programs could be developed based on the identified training and development needs analysis.

Induction Training: This kind of training is conducted when new recruit is introduced to the organization, condition of services rules and regulation, etc. which helps to familiarize the new employee with the content of the job and context of the work environment; supervisory training: supervisors are trained for skills, leadership qualities, and for properly handling and supporting employees; technical training: This type of training program helps to induct new entrants to the operational requirement of the units in improving the skills of existing employees; management development: This kind of training is for managers it emphasizes on altitude and values, conceptual Knowledge, analytical and decision making abilities. The purpose is to equip managerial personnel for management roles. While the four kinds of training and development programs are standard programs, the choice depends on the training needs and the contents of training.

2.6.2.3 Selection of Trainers and Trainees

Selection of trainer: who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors. In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. The trainer needs to have both

subject matter knowledge and knowledge of training principles and techniques used in training and developing employees (Pigors and Myers, 1981).

According to Kenney et al (1979) the trainer or instructor can be thought of as learning leader who assists trainees by structuring learning opportunities for them and by offering guidance at appropriate time. The trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. The approaches used by trainers to assist learning depend on the learning objectives, the trainees, and on the time and other resources available.

Selection of Trainees: once you have decided what training is necessary and where it is needed, the next decision is who should be trained? Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. A well designed training program alone cannot produce the required result if the trainers are poorly qualified and did not follow the training principles appropriately.

Moreover, the selection of trainees is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self improvement (Watson, 1979).

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

2.6.2.4 Training Facilities and Resources

Training and development resources can be thought of as the input required to enable a training plan to be implemented. They include people (training officer and external course organizers), facilities such as training room, aids and materials (Kenney et al, 1979).

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

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

2.7 Training and Development Methods

A variety of training and development methods are available and used by training institutions and organizations. Training and development programs, the methods used will depend on the objectives of the program, the type of material to be learned, and the person doing the training and development (Megginson, 1981). There are two types of learning involved in employee training and development: learning theories, concepts, and principles and learning application. (1) theory is taught off the job, and (2) the applications are learned on the job (Gomez-Mejia et al, 2007 & Kenney et al, 1979). However, the selection, improvement and creation of appropriate training and development methods consider a number of factors like skills needed for the job,

qualifications of the job incumbents, resources, content and purpose and the kind of operating problems of the organization (Pigors and Myers, 1981).

Generally, the purpose of training; the nature of contents; the location of the training; trainees hierarchical and motivational level; cost and the time allocated for training should be considered to select a method or combination of methods. As stated above the most popular categories used by organizations are On-the-job and off-the-job training and development methods.

2.7.1 On-the-Job Training and Development Methods

On-the-job training methods takes place is centered around the job and the trainee uses the mechanisms and tools that he will use once the training is completed. The learning takes place in working at his regular tasks (Saiyda, 1995; Megginson, 1981; Kenney et al 1979; Jones & George, 2003 and Harrison, 2000). Likewise, Gomez-Mejia et al (2007) states that on the job training approach the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor, or trainer.

On the job training is useful when employees are expected to become proficient in performing certain tasks or using equipment found at their workstations, because the training is directly related to the requirements of the job, transferring skills is easier; employees learning by doing the job, and they get immediate feedback as to their proficiency (Pynes, 2009). Job rotation, orientation, apprenticeship, mentoring, coaching and internship training are all forms of on-the-job training (Gomez-Mejia et al, 2007; Megginson, 1981 & Pynes, 2009).

2.7.2 Off- the- Job Training and Development Methods

According to Gomez-Mejia et al (2007) off-the-job training is an effective alternative to On-the-job training. Off- the-job training is useful for the development of managerial leadership and employees technical skills. It is also helpful for imparting knowledge, skills, processes and techniques, especially when the course covers standard theory and practice (Armstrong, 2006). One advantage of off-the-job training is that it gives employees extended periods of uninterrupted study. Another is that a classroom setting may be more conducive to learning and retention because it avoids the distractions and interruptions that commonly occur in an on-the-job training environment. The common off-the-job trainings are lectures, simulations, and role-

playing exercises in a classroom setting (Gomez-Mejia et al 2007; Megginson, 1981 & Pynes, 2009).

2.8 Implementing Training and Development Program

After all the necessary homework is done, the trainer is now faced with the real task of implementing the training and development plans. Implementation involves choice of participants, whether they should be sent to an external program or should the organization offer an in-company program. The decision of sponsoring an external program or organizing an in-company program should look at such issues as availability of relevant program, number of people to be trained, duration for which they could be taken off the job, timings of training program, and cost (Saiyadain, 1995). Failing to consider any of these factors can negatively influence the results of the training effort.

Delivering the training and development program is the stage where the trainers and the participants converge. At a well-organized work site, the employees selected for training understand what the objectives of the training are, what they can expect, and how the training will benefit them (Pynes, 2009). In delivering the training and development contents the responsibility of implementing the program largely depends on trainer. He/she has to make appropriate decisions in arranging the physical environments and seating condition to make the trainees feel comfort and concentrate on learning (Harris and DeSimone, 1994).

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

To summarize, the training is then carried out according to the program, with adjustments being made where necessary to suit the learning rates of individuals: training time may therefore vary

deepening on the trainees' abilities to reach the required standard. Instruction is given by trained staff in the training area or school (off-the-job training) and at the workplace (on-the-job training). The trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.9 Evaluation of Training and Development Program

As organizations are spending more and more on training, evaluating the effectiveness of training has become critical. It could be argued that evaluating training effectiveness is the starting point when talking about training and development benefits and contributions in any organizations. Training is a tool used to change people's behavior, while evaluating people's effectiveness is centered on measuring that change. Training Evaluation is the process of gathering information that helps to make sound decisions regarding training activities (Bramley, 1996). Harris and DeSimone (1994) also stated training evaluation as the systematic gathering of descriptive and judgmental data which is essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities. Burrow and Berardinelli (2003) suggest that the evaluation stage should be viewed as part of an effective training process and a base to improve organizational decision making about human performance improvement. The training evaluation process is an effective process to follow because it is flexible enough to address multiple purposes and uses (Basarab & Root, 1993).

The following are the main purposes of training evaluation process to: identify whether a training program is accomplishing its objectives. Objectives may not only be learning objectives but, may also be behavioral changes in personnel, monetary effects on the organization, and quality results; benefit those who sponsor training programs. Sponsoring training program can mean funding development of the course program or sending employees through the program and to decide if participants are behaving more effectively on the job and if that behavior is a result of the training; identify whether training contributed directly to the participants' improved job performance or whether the improved job performance was due to environmental changes in the work situation.

According to Hamblin (1974) cited in Torrington et al (2008) in a much-quoted work, identified five levels of evaluation: 1) evaluating the training; 2) evaluating the learning, in terms of how the trainee now behaves; 3) evaluating changes in job performance; 4) evaluating changes in organization performance; 5) evaluation changes in the wider contribution that the organization now makes. Perhaps, the well-referenced approach to evaluation is Kirkpatrick (1959) who suggested four levels of evaluation, somewhat similar to Hamblin: 1) reaction level; 2) learning level (have the learning objectives been met?); 3) behavior (how has the individual's behavior changed back in the job?); and 4) results and impact on the bottom line (what is the impact of training on performance?).

Bramley (1996) suggested that performance effectiveness can be measured at individual, team and organizational level, and that changes in behavior, knowledge, skills and attitudes need to be considered. He makes the worthwhile point as do others that the criteria for evaluation need to be built into development activities from the very beginning, and not tagged on at the end.

While organizations may desire a measure of the impact of training on the organization, in practice this appears to be rarely achieved. In relation to this, Sadler-Smith et al (1999) found that the reasons for evaluating training were more often operational than strategic, and they state that evaluation information was used mostly for feedback to individuals, and to inform the training process, and less for return on investment decisions.

Most researcher have used the Kirkpatrick (1959) the four level models of training and development evaluation program. It is the most widely used approach to training evaluation in the corporate, government, and academic worlds.

Going beyond just using simple reaction questionnaires to rate training programs, Kirkpatrick's model provides a more comprehensive approach to evaluation by focusing on four levels: the first level is measuring the participants' **reactions** to the training and development program; the second level of evaluation measures whether **learning** has occurred as a result of attending the training; the third level of evaluation seeks to measure the extent to which on-the-job **behavioral** change has occurred due to the participants' have attended the training program; and the fourth level of evaluation attempts to measure the final **results** that

occurred because employees attended the training. Finally, evaluation does not insure effective learning unless training is effectively designed. Successful evaluation depends upon whether the means of evaluation were built in to the design of the training program before it was implemented.

2.10 The problem with Training and Development Program

Training and development is a process of improving the capacity and competencies of employees through the acquisition of knowledge, skill and attitude using various methods. However, this process is likely to be faced many problems that hinders the smooth running of the training programs. Among others, the following are the major ones. Saiyadain (1995) highlights the following problems in the implementation of training programs in the public enterprises. These problems relate to faculty, participants, and administration.

As far as problems of faculty are concerned, most organizations do not seem to have a regular faculty on payroll. Senior managers take sessions which are single company experience without much research base. They disturb the training sequences by postponing or canceling classes because of on the job problem.

Another study conducted by the administrative staff college of India identifies lack of seriousness on the part of sponsored officers, lack of discussion with superiors on training, and different expectations form training, as major problems of training (Srinivasan and Virmani 1977 cited by Saiyadain). In addition, the nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness; and size of the class is also important. If the class is large everyone many not get the time to participate or share ideas with others. The other hand, if the class sizes is too small, teaching technology consisting on lectures may not be very useful. Various studies have been done on class size and it is indicated that a number of 25 to 30 participants is best suited for effective training.

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

Management Capacity and Attitude: Top level management commitment to support training and development program is one of the major factors that influence the process and the expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness training and development program (Pigors and Myers, 1981).

Top management support for training and development is also related with the allocation of adequate resources, integrating training and development activities in to the strategic process, establishing and periodically reviewing training and development policies and objectives, organizing and dealing with their own developmental needs for the training and development program (Mondy, et al, 1999).

This indicates that management at any level need to be committed to provide the necessary resource and consider cost of training as an investment which has return for the organization through improved performance of employees. However, management tends to consider training and development as an operative cost rather than an investment which reduces the support, commitment and overall effectiveness of the program (Wong, et al, 1997).

Availability of Resources: The other factor which affects the effectiveness of training and development program is the availability of adequate resources. Lack of such resources may affect the effectiveness of the training and development programs of the organization.

Financial Problem: Financial problem is the major constraint that hampers the implementation and effectiveness of the training and development program of the organization. It is mainly occurred due to budgetary problem. Most organizations do not allocate separate budget for training development programs. With regards to this, Bramham (1994) states the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. This shows that lack of adequate budgets has great influence on the effectiveness of the overall training and development program of the organization.

In general, the implementation of effective and proper training and development programs are influenced by various factors. Among these, inadequate planning, lack of coordination of various efforts, inadequate needs analysis and lack of training among those who lead the training and

development activities are the common constraints that affect the effectiveness of training and development programs of the organization (Mathis and Jackson, 1997).

The above review of literature highlights the important role played by human resource training and development in the successful performance of organizations. In the Ethiopian context an important aspect which would influence the T&D would be the type of organization, i.e., the public, private, NGO's or Multinational Sectors in which the organization operates. Getachew, Getahun, Wasbeek, Ayenalem & Mesfin have studied human resource management and HRD respectively have studied human resource management in general and human resource training and development in particular in public, private sector and NGO's. Results indicate that the private sector outperform than the public sectors in both human resource management and human resource development. Even, from local and international NGO's the international ones outperform than the local NGO's. The following section will highlight human resource in general and training and development in particular in Ethiopian context.

2.11 Training and Development in Ethiopian Context

Over the years attempts have been made by Ethiopia to import public policies and some elements of modern management practice and philosophy such as human resource management. For example, under the concept of New Public Management and Good governance, the public sector is engulfed by modern management practices and philosophy which usually form the foundation for introducing hard human resource management (hard human resource management is an approach that brings new skills, ideas, and experiences in to an organization as they are needed, rather than in expectation of need). Hence, the government understands that training and development is one of the functions of human resource management that helps to upgrade skills and knowledge of the employees and also means of achieving effective performance of the organization. Consequently, the government of Ethiopia decided that it must be seen as an integral and vital part of the whole system of work and gives due attention for it. For this reason, the significance of training and development on Ethiopian Civil Service employees have been clearly understood and given greater emphasis to improve the capacity and competency of civil servant employees and thereby achieve better performance and prepare them to higher responsibility based on career development.

Accordingly, every government office is required to develop the capacity and potentials of all its employees irrespective of their status through training and development by identifying training and development needs of employees and preparing the necessary plan and budget for training and development programs (Negarit Gazeta, 1962, No 28; Federal Negarit Gazeta, 2002, No.262; Federal Negarit Gazeta 2007, No.515). However, some studies in human resource management practices show that these practices have not been found to be up to the expected level regardless of the organizations perspective.

For example, a study conducted by Getachew (1998) under the title Human Resource Management in the Ethiopian Civil Service, was an attempt to relate the existing Civil Service human resource management system in Ethiopia to strategic management. According to the author's research findings such relation is non-existent in the Ethiopian Civil Service. In addition, the paper examines problems related to: human resource needs assessment; job analysis and design; staff selection and recruitment; career and succession plans; employee transfer and promotion; and training. According to the author, this attempt was made in the hope that it would help provoke a discourse on the strategic problems and potential solutions to these limitations identified in the Ethiopian Civil Service. The major remarks the author has made in this article among others are: the study of the Civil Service Reform in Ethiopian notes that complete absence of the practice of setting organizational, even departmental objectives in the Ethiopia Civil service; there was no experience or practice of strategic planning in Ethiopia. Even much of current planning has been done for specific objectives; under prevailing circumstances, it appears that the management of human resource lies on outdated rule, procedures and systems designed for tactical rather than strategic purpose.

Similarly, another study was also conducted by Getahun (1998) in order to assess the current status of human resource development in Ethiopia and the extent to which the issue has been addressed through policy and program initiatives adopted since the 1991 change of government. His article specifically deals with the current status of human resource development in the country assessed through health and education profiles and the situation with respect to relevant factors like democracy, governance, culture and the overall macro and socioeconomic and social policies of decentralization measures of government programs specific to human resource development in the country.

The author has identified the following as constraints for human resource development in Ethiopia: poor early childhood development brought out by poverty, ill health and inadequate nutrition and modern sector with little interlink age and interdependence; limited availability of public rescues; limited resource utilization, and inefficient resources use.

The author emphasized that attempts should be made to balance the bias in favor of equity against efficiency by considering efficiency consideration, in career promotion and use of incentives based on merit.

A study conducted by Wasbeek (2004) examines how human resources are managed at selected Ethiopian private companies, how Ethiopian human resource management practice is evolving and how it can be improved; With the intention of an understanding of Ethiopian human resource management practice, which makes possible to improve it; and thus to increase employee productivity. The study took place at four manufacturing and four service companies in Addis Ababa, all representative of their sector. The research claim is that Ethiopian human resource management practices differ from human resource management practices in the West, due to differences in cultural factors, economic systems, political systems, and legal and industrial relations. The main finding of this study shows that the importance of human resource management is not uniformly understood at all the case-study companies. Although the multinational companies based in Ethiopia see their human resources as the companies' most important asset, as human capital, the local companies generally do not. The fact that respondents claim that Ethiopia has limited experience in industrialization might explain why human resource management in Ethiopia is rudimentary and still has a long way to go (Wasbeek, 2004).

Similarly, the study conducted by Aynalem & Mesfin (2010) to examine human resource development practices and constraints in twenty Ethiopian international and local NGOs. The overall findings of the study indicate that there is lack of strategic thinking and focus towards human resource development key parameters such as: training and development/ coaching; career development; performance management; and reward mechanisms. The study also pointed out that lack of commitment by senior managers in capacitating their staff and utilizing their potential that, in turn, impedes organizational growth.

In this regard, the overall results of the study conducted in private and public organizations as well as local and international NGOs in Ethiopia indicate that most of the key Human resource management functions as well as the Human resource development practices have found to be unsatisfactory. This also indicate that these organizations have been using 'quick fix' solutions to problems rather than thinking of sustainable solutions for deep-rooted problems that are associated with human resource management in general and human resource training and development practices in particular.

This gives the researcher an idea that there is a gap in human resource training and development practices in the individual organizations too. Accordingly, the study will be centered on examining and addressing the practices of human resource training and development practices at Ethiopian Civil Service College. With this I conclude my review of literature with the following words "Education ends with school but learning ends with life."

CHAPTER THREE

The Research Design and Methods

This chapter deals with the methods, sources of data, the population, sampling techniques and sample size of the study and how they have been selected, the research instruments and how they were administered, the procedures followed to collect the data are also dealt.

3.1 Research Methods

The purpose of this study is to assess the practices and problems of human resource training and development program in Ethiopian Civil Service College. It also intends to forward possible recommendations based on the findings of the study. To address these objectives, descriptive survey method was employed since it is believed that the method is more appropriate for gathering relevant and research information on the human resource training and development practices and its problems. It helps in assessing the practices by addressing the size of population and describes the situation. Therefore, a descriptive survey method was found to be appropriate and relevant in describing the practices of ECSC.

The study has employed both quantitative and qualitative research methods. Applying the chosen research methods has helped the researcher to flexibly meet multiple research interests and needs. Using different quantitative and qualitative research facilitates the generation of richer and deeper facts that have potential to enrich the study findings.

3.2 Source of Data

The primary sources of data for the study were employees (both academic and administrative staff) of the ECSC. Participants were selected based on their role and expertise in the human resource training and development process and also other employees who are the beneficiaries of training and development program. In addition, primary as well as secondary sources of data were used. That is, the primary sources of data were data obtained from respondents through questionnaires, interviews, policy, strategic planning documents, and annual reports of the College. Whereas secondary source of data were obtained from review of various documents such as, books, journals, articles, bulletins and various internet sources.

3.3 Population, Sampling Technique and Sample Size

The target population of the study was all employees (both academic and administrative staffs) of the Ethiopian Civil Service College whose educational preparations are diploma and above. The basic reason why the researcher has chosen this target groups was that they were expected to understand and answer the questions as intended to get the required information.

Stratified sampling was used to select the population surveyed because stratified sampling allows the researcher to obtain a greater degree of representativeness; it reduces the probable sampling error to ensure that both groups in a population are adequately represented in the sample, by randomly choosing subjects from each stratum. Thus, the population was stratified in to two homogeneous groups, i.e., Academic and Administrative employees. Then the size of the sample in each stratum is taken in proportion to the size of the stratum in order to ensure proportional allocation. So as to perform this, the first step was to get the total number of target population; that is, 390 (208 academic and 182 administrative employees), next calculating the percentage in each group and multiply each percentage by the total sample size.

In doing this, one basic approach to determine sample size for a probability sampling is in relation to the confidence level and sampling error. According to Krejcie and Morgan (1970) cited in Cohen et al (2000) the sample sizes can be set with confidence levels of 95% and sampling errors of 5%. The researcher found that this approach is appropriate for this study. Currently, the empirical data shows that the total number of employees of the Ethiopian Civil Service College is 941, of which 249 are academic employees, from these 41 are expatriates and they were excluded from the study in order to get the opinions of the local employees only. Hence, only 208 academic employees were considered for this study. The rest 692 are administrative employees, of which only 182 have diploma and above and this group was targeted for the study. Totally, 390 employees are the target population of this study.

Consequently, for the population of 390 employees at 95 % confidence interval and 5% sampling error, the sample size of respondents were 194 (Krejcie & Morgan,1970 cited in Cohen et al, 2000). The researcher believed that the sample size selection was based on the scientific method and enough to address the study and manageable in terms of time and cost. It is summarized in the following table:

Table 1: Sample Size Determination

No.	Employees by Position	Total Number of Employees	Employees Who Have Diploma & Above	Proportional Allocation	Sample
1	Administrative	692	182	$(182/390) \times 194$	91
2	Academic	249	208	$(208/390) \times 194$	103
Total		941	390		194

Respondents from each stratum were selected using simple random sampling methods. Simple random sampling method is chosen because it is the simplest sampling techniques requires less time and cost, guarantees that the sample chosen is representative of the population and allow participants have equal chance of being included in the sample.

Key personnel of the College were interviewed based on purposive sampling. The main reason why this study uses purposive sampling was to get critical personnel who have direct relationship, knowledge and expertise with the training and development program of the College. Thus, the researcher believed that these participants were providing realistic information to address the research question.

3.4 Instruments and procedures of Data Gathering

3.4.1. Instruments

The main data gathering instruments were questionnaire, interviews and document analysis.

3.4.1.1. Questionnaire

Data were obtained through personally administered questionnaires that are prepared based on literature review to address the research questions. The reason why self administered questionnaire used was it helped as a prompt and relatively low cost strategy for obtaining information in a context that was likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants had been selected and informed about the purpose of the research by the researcher. The items were subsequently edited and vigilantly selected bearing in mind the research questions.

The respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, clarifications for some questions were also given to the respondents so as to avoid confusions. Details are presented in data gathering procedure section.

To measure its validity, the questionnaire was checked by the researcher's advisor. Besides, the questionnaire was given to senior instructors and experienced researchers in Educational Planning and Management Department for further comment. Based on their comment many typographical error corrections and instructional amendments were made and irrelevant items were avoided.

A Pilot test was also conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement scales on a sample of 30 randomly selected employees of the AAU in the main Campus and the result was 0.88, which shows that the instrument was highly reliable.

The questionnaires have three parts. Section I, of the questionnaire contains instruction. Section II, contains respondents' personal information and Section III contains statements designed to assess the human resource training and development practices using five point Likert Scales ranging from 'Strongly agree (5)' through 'Strongly Disagree(1)'. Section IV is reserved for respondents to write on any solution they think for the problems in relation to human resource training and development practices they have observed.

The survey questionnaire were administered to 194 academic and administrative employees in the College; form the 194 questionnaires distributed, 181 usable questionnaires were returned with 93% response rate, the rest 13 questionnaires were missed.

3.4.1.2. Interview

In addition to collecting data through questionnaire; a qualitative data collection technique, involving one-to-one interviews with selected respondents was conducted.

Semi-structured interview was held to obtain data for further clarity and credibility of the research with key personnel of the college who were selected based on purposive sampling. The participants were higher officers who have close relation to the College's management and strategic management committee namely, the Human Resource Manager, Director of Center for Academic and Professional Development, Director of Institute of Public Management and Development Studies, Academic and Professional Development Specialized Team Leader. In addition, other five administrative and five academic employees were interviewed.

The rationale for using semi-structured interview in this study was that managers prefer to talk rather than to complete a questionnaire. From the outset the researcher was convinced of the value of using face-to-face interview because of its advantages in exploring a wide range of issues related to the research questions. Moreover, it complements the questionnaires and enables to explore or explain; in-depth, any further detailed information, themes and facts under investigation behind the questionnaires' responses.

The interviews were focusing on training and development policy, plan, needs assessment, selection of trainees, methods, evaluation and problems of the training and development programs. The information obtained using interview was used to substantiate the respondents' responses collected through the questionnaires.

Before the interview the researcher briefly explains the purpose of the interview to the participants and the confidentiality of the information they provide so as to build trust on the researcher and to avoid their anxiety. Trustworthiness of the data was established by first triangulating the data using multiple data sources, and the data were examined and discussed with a peer review that have experience in research.

3.4.1.3. Document Analysis

Data concerning the human resource training and development were gathered from detailed review of various documents such as, books, Journals, internet, strategic planning documents, and reports prepared by the college. This empirical data also used to support the credibility of the information obtained through questionnaire and interview.

3.5 Data Analysis

In order to analyze the majority of data obtained through questionnaire, descriptive statistics (mean and standard deviations) and inferential statistics (t-test) supported by SPSS software version 17.00 were applied to see the human resource training and development status of the College. To compare the mean differences between administrative and academic employees' attitudes towards training and development practices of the College, t-test together with descriptive statistics have been used.

The interpretations were made for all five point scale measurements based on the following scale: 5= Strongly Agree; 4= Agree; 3= Neutral; 2= Disagree; 1=Strongly Disagree. Consequently, the researcher made interpretation taking a neutral attitude '3' as a reference point by averaging the scales; that is, the mean scores as above 3 (neutral) if opinions tend to be favorable to the given point of view; and below 3 (neutral) if opinions tended to be unfavorable to the given point of view. This corresponds to what Best and Kahan (1995) explains about Likert Scale interpretation.

Finally, the data gathered by means of interviews and document analyses have been analyzed qualitatively. Still the data collected using open-ended questions of the questionnaire is processed through qualitative discussions. Then discussions, comparing and contrasting the information obtained via all the tools and the information narrating the theoretical issues from literature review, are held. Finally, based on the findings of the study and discussions made, conclusions are drawn and recommendations to alleviate the observed problems are forwarded.

3.6 General Procedures of Data Collection

To carry out the study the following procedural steps were followed. Firstly, relevant literatures were reviewed. Based on the literature reviews and other contextual issues, data collection instruments were developed and get checked by the advisor. Then, the instruments were revised according to the comments of the advisor. In addition to that, before its actual administration the questionnaire was given to other experienced instructors and researchers in EDPM for evaluation and comment. Consequently, amendments were made based on the comment as necessary. Subsequently, the actual respondents were selected by using the techniques specified earlier.

After doing this and other necessary tasks, the next step was to conduct the field work. Accordingly, to reach all the target respondents, good rapport was first established by contacting the Academic vice president and then the public relations Head through whom all others were asked for cooperation to fill in the questionnaire. As a result, from 194 questionnaires distributed, 181 usable questionnaires were returned and the response rate was 93%. The rest were missed due to various reasons; even this much is done due to the fact that the researcher was alert enough to collect the questionnaire by visiting them in every other day. In addition, an interview was held with the college's higher officials (listed earlier in the interview section) in their respective offices. Both the interview and discussions were conducted starting from the top officers to lower level.

CHAPTER FOUR

Data Presentation, Interpretation and Analysis

The first section of this chapters deals with the demographic characteristics of the respondents in terms of sex, age, education, year of service and job position. The second section discusses the main part of the study: the analysis, interpretation of data that were gathered through questionnaires, interview, observation and document analysis.

The research targeted training and development practices of Ethiopian Civil service College. Administrative, academic employees as well as documents were the main sources of data. Accordingly, the survey questionnaires were administered to 194 academic and administrative employees in the College, of which 94 (48%) academic and 87 (45%) administrative totally 181 (93%) completed and returned on time, the rest 13 (7%) were missed. Besides, to triangulate the data obtained through the questionnaire, interviews were conducted with higher officers namely, Human Resource Manager, Director of Center for Academic and Professional Development, Director of Institute of Public Management and Development Studies and Academic and Professional Development Specialized Team Leader. In addition, other five administrative and five academic employees were interviewed. Moreover, observation and document analysis were made to supplement the data obtained from questionnaire. The general characteristics of the respondents were discussed underneath.

The findings of the study were presented in such a way that they answer the leading research questions. The results are categorized according to various training and development issues dealt with in this study. Data collected through the questionnaires were organized in tabular form and analyzed using percentages, mean scores. The t-test was used to see the difference between the mean scores of the respondents. The information collected through interview and document analyses were analyzed in relation to responses obtained through the questionnaires. Thus, the following table gives the picture of background information obtained from respondents who completed the questionnaires.

4.1 Characteristics of Respondents

To conduct this research, questionnaire were distributed to the college's administrative and academic employees. Accordingly, Table 2 below summarizes the respondents' background information.

Table2: Respondents' Background Information

No.	Respondents Characteristics		Academic		Administrative		Total	
			N	%	N	%	N	%
1	Sex:	Male	83	88.3	43	49.43	126	69.6
		Female	11	11.70	44	50.57	55	30.4
	Total	94	100	87	100	181	100	
2	Age:	18 – 25	-	-	9	10.34	9	5
		26-35	27	28.72	37	42.53	64	35.4
		36 – 45	50	53.19	21	24.14	71	39.2
		46 – 55	15	15.96	20	22.99	35	19.3
		> 56	2	2.13	-	-	2	1.1
		Total	94	100	87	100	181	100
3	Education:	Diploma	-	-	45	51.72	45	24.9
		First degree	9	9.57	40	45.97	49	27.1
		Second Degree	83	88.29	2	2.29	85	47
		PhD	2	2.13	-	-	2	1.1
		Total	94	100	87	100	181	100
4	Work Experience:	1-5years	55	58.51	44	50.57	99	54.6
		6-10 years	28	29.78	20	22.99	48	26.5
		> 11 years	11	11.70	23	26.44	34	18.8
		Total	94	100	87	100	181	100

The above Table, item 1 reveals that from the total respondents 94 (51.9%) were academic and the rest 87 (48.1%) were found to be administrative employees. Out of 94 academic employees 83 (88.3 %) were males and 11 (11.7%) were females. From 87 administrative employees 43 (49.43%) were males and 44 (50.57%) were females. Generally, from the total respondents 126 (69.6%) were males and the rest 55 (30.4%) were females. These data shows that the representation of female employees was found to be less when compared to male employees. Moreover, the females' representation in academic position was significantly lower than that of females in administrative positions.

The second item in the above Table illustrates respondents' age composition. The majority of respondents, 71 (39.2%) were found to be third group 36-45 and about 64 (35.4%) of respondents were found to be in the second group of 26-35 years of age in both groups.

Item 3 of the above Table represents respondents' educational background. Accordingly, about 45 (24.9%) of administrative employees are Diploma holders; 49 (27.1%) are BA holders, 85 (47%) are Second degree holders and the rest 2 (2.29%) are PhD holders. Item 4 of the above Table shows that work experience; the majority of the respondents 99 (54.7%) have served for 1-5 years, 48 (26.5%) have served for 6-10 years and the rest 34 (18.8%) have served for more than 11 years.

4.2 The Practices of Training and Development Programs at ESCO

In this section, the training and development program processes and how the College practices it is discussed. The subsections include training and development policy, plan, needs assessment, objectives, and selection of trainees, inputs, methods, and evaluation and problems issues. Comparison between the two groups of employees with regard to the above variables is presented as follows.

4.2.1 Training and Development Policy

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

Table 3: Existence of a Training & Development Policy, Academic (N=94) and Admin. (N=87)

No	Items	Respondents	M	SD	t-test	df	Sig (2.tailed)
1	The College has training and development policy	Academic	3.72	1.1	1.83	179	0.06
		Administrative	4.02	0.9			
2	The T&D policy is developed at the College level	Academic	3.74	1.1	1.27	179	0.20
		Administrative	3.94	0.9			
3	The T&D policy is well communicated to all employees of the college	Academic	2.28	1.2	1.21	179	0.22
		Administrative	2.48	1.0			
4	T&D guidelines are developed based on the policy	Academic	2.04	1.1	1.84	179	0.10
		Administrative	2.33	1.2			

During the study an attempt has been made to investigate the research explored current human resource training and development policies and programs and the presence of training and development policy in the college. Table 3 gives a summary of the respondents' views on a five point Likert Scale from the perspective of job position. Among the variables dealt with under category of training and development policy, the perception on the existence of training and development policies in the college, academic employees ($M=3.72$, $SD=1.1$) and administrative employees ($M=4.02$, $SD=0.9$) have expressed their agreement on the existence of the policy in the college. Even though, the two groups were agreed on the statement the mean score result shows that the administrative employees have higher agreement than that of academic employees. For the statement training and development policies are formulated at the college level, academic and administrative employees confirmed its presence in the College with mean value of ($M=3.74$, $SD=1.1$) and ($M=3.94$, $SD=0.97$) respectively.

The t-test also demonstrates that the perceptions of the respondents on the above two statements show that there is no statistically significant difference among the two groups ($t=1.84$, $df=179$, $p=0.06$) and ($t=1.28$, $df=179$, $p=0.20$) for items 1 and 2 of Table 3 respectively. These views were generally reflected on both the academic and administrative employees for the existence of the policy.

On the statement whether the training and development policy is well communicated to all employees, academic ($M=2.28$, $SD=1.2$) and administrative employees ($M=2.48$, $SD=1.06$) responded with no statistically significant difference between the two groups at ($t=1.23$, $df=179$, $p=0.23$) and the 4th item, guidelines were developed based on the policy responses of academic employees ($M=2.04$, $SD=1.10$) was not statistically significant difference between responses of administrative employees ($M=2.33$, $SD=1.3$) at $t=1.84$, $df=179$, $p=0.103$. It is important to note that, the college has not communicated the training and development policy to its employees. Besides, the guidelines have not yet been prepared based on the policy. This also gives a clue that not only a communication gap between the top and the lower level, but also the policy formulation was not participatory.

The opinion and views of respondents, generally speaking, were supplemented by interview conducted with the college's higher officers. Especially the Director of the Institute of Public Policy and Development Studies disclosed on the statements above that the college has training and development policy and the copy of the policy had been sent to the department heads assuming that they let know their subordinates. However, the employees only know there is policy but not know the details and specific aspects so far. The policy as a statement of policy is a general statement by senior management on how it wishes certain situations to be dealt with. The value of having a set-down policy statement is that it helps

to maintain consistency of approach as throughout the organization and ensures that the senior management's philosophy put into effect (Truelove, 1996).

To this end, it is good to have the training and development policy in the college but it should be clearly communicated to its employees and the guidelines should be prepared. If there is no formal training guideline document prepared based on the policy and made available for middle and junior managers to refer to, then decision will be made on the basis of guesswork and personal preference. Therefore, the college has to communicate the policy to its employees through any possible means such as posting it on the Colleges websites, booklets, or in the form of workshops and the guidelines should be prepared on the basis of the policy in participation with employees.

4.2.2 Training and Development Plan

While assessing whether the College has strategic plan in general, training and development plan in particular; and whether or not the training and development plan is integrated into the strategic plan, the following results have been found.

Table 4: Existence of Training & Development Plan, Academic (N=94) and Admin. (N=87)

No	Item	Respondents	M	SD	t-test	df	Sig. (2.tailed)
1	The college has strategic plan	Academic	4.30	1.0	1.35	179	0.17
		Administrative	4.48	0.8			
2	The College has T& D plan	Academic	3.76	1.0	1.52	179	0.13
		Administrative	3.99	1.1			
3	The T& D Plan is integrated to the college's strategic plan	Academic	3.80	0.9	1.27	179	0.20
		Administrative	3.98	0.9			
4	The T& D plan is well communicated to all employees	Academic	2.12	1.1	1.76	179	0.08
		Administrative	2.43	1.2			
5	The T& D programs are implemented as per the plan	Academic	2.03	1.0	1.27	179	0.02
		Administrative	2.44	1.3			

The research investigates that current training and development practice with the view to understand the availability of strategic plan in the College. Respondents confirmed that the presence of the aforementioned variable with mean value of academic response ($M=4.30$, $SD=1.0$) and administrative ($M=4.48$, $SD=0.8$); the presence of training and development plan ($M=3.76$, $Sd=1.0$) and ($M= 3.99$, $SD =1.1$) were agreed by academic and administrative employees respectively. The t-test also demonstrates that, the perceptions of the respondents

shows no statistically significant difference among the two groups at ($t=1.35$, $df=179$, $p =0.17$); and ($t=1.5$, $df=179$, $p =0.132$) for items 1 and 2 respectively.

This shows that respondents have the same perception about the presence of both strategic and T&D plan. This is supported by the interview held with the HR manager who disclosed about its presence. The very brief highlight of the strategic plan is printed on A₃ paper and posted on the wall so as to make it visible to anyone. Similarly, the CAPD director gave the researcher a brief introduction about it by showing the document. The organization's training plan lists the training which it intends to implement in a given period of time. The plan has been designed in consideration of a three-fold process incorporating training needs, policies and resources. Thus, such practice must be encouraged because a strategically focused human resource development approach is argued to consist of the ability of organizations to formulate plans and policies for human resource development and integrate them with plans and policies in the human resource areas and overall business plans (Garavan, 1991).

Response related to the third statement requires respondents to indicate their agreement whether the College's training and development plan is integrated into its strategic plan. Academic employees replied with a mean value of ($M=3.80$, $SD=0.9$) was no statistically significant difference between responses of administrative employees with a mean of ($M=3.98$, $SD=0.9$) at ($t=1.27$, $df=179$, $p =0.20$). This indicates that the two groups have agreed on the aforesaid issue. The opinion of respondents were highly supported by in-depth interview conducted with the College's top officers who have close relation to the College's management and members of strategic management committee have disclosed that the training and development plan is integrated into the College's strategic plan; that is, under capacity development plan, which mainly comprises: communication, infrastructure and human resource development.

Conversely, respondents show their disagreement on statement training and development plan are well communicated to all employees, the response of academic employees ($M=2.12$, $SD=1.1$) was not significantly different from response of administrative employees ($M=2.43$, $SD=1.2$), at ($t=1.76$, $df=179$, $p=0.08$). Both groups of employees indicated their disagreement that training and development plan has not yet been communicated to employees of the college. This shows that they have awareness about its presence in a general rather than a specific and a much smaller

number linked to their activities. Similarly, another dismal response were observed on item four of Table 4 concerning whether training and development programs are implemented as per the plan or not, response of academic employees ($M=2.03$, $SD=1.0$) was slightly different from response of administrative employees ($M=2.44$, $SD=1.3$), at ($t=1.28$, $df=179$, $p =0.02$). Even though they have difference in their mean scores, the difference is not that much significant and the response simply shows their disagreement on the statement. The CAPD director in relation to this issue disclosed that the training and development program has not been implemented as per the scheduled plan, because the concerned staffs were engaged in the study of Balanced Score Card activities to which everybody has diverted their attention. In addition, when some urgent orders come from the Government priority was given to it. However, as this interviewee they had been tried to operate in line with other activities despite not conducted as per predefined schedule.

4.2.3 Training and Development Need Assessment

In order to know whether the college has conducted training and development need assessment, different data were collected and presented as follows.

Table 5: Existence of T&D Need Assessment, Academic (N=94) and Admin (N=87)

No.	Items	Respondents	M	SD	t-test	df	Sig (2-tailed)
1	The College carries out T &D need assessment	Academic	3.67	1.0	1.92	179	0.054
		Administrative	3.98	1.0			
2	T& D needs are identified by the college's training coordinators	Academic	3.51	1.0	1.07	179	0.28
		Administrative	3.68	1.1			
3	T& D needs are identified through the analysis of activities of the task;	Academic	3.64	0.8	1.06	179	0.29
		Administrative	3.79	1.1			
4	T& D needs are identified through the analysis of skills, knowledge and attitude of individuals	Academic	3.53	0.9	1.91	179	0.058
		Administrative	3.83	1.1			
5	T& D needs are identified through the analysis of organizational goals, culture, structure...	Academic	3.03	1.4	2.58	179	0.010
		Administrative	3.55	1.2			

Accordingly, comparison has been made between the responses of academic and administrative employees regarding their perception in regard to which T& D needs assessment are carried out by the college or not, the response of academic employees ($M=3.67$, $SD=1.0$) was not

significantly different from response of administrative employees ($M=3.98$, $SD=1.0$), ($t=1.92$, $df=179$, $p=0.054$), employees in both groups agreed that training and development needs assessment has been conducted. This indicates that, employees have understanding when needs are identified in the College.

This is actually supported by the in depth interview conducted with the CAPD Director and the Human Resource Management Head revealed that regular work visits were made to observe what employees perform in their actual work setting and how they serve customers. When gaps were observed, discussions with the head of the unit or department about the causes of the problem were held. If the gap is caused by lack of knowledge, skill and attitude, then they take it into consideration to include in their annual training plan. The HRM manager also added that they visited offices and sometimes conduct interview with employees in order to identify major challenge they have faced while they have performed their regular work.

Similarly, interview conducted with the IPMDS director whether training needs assessment has undertaken or not also revealed that periodic discussions were made with employees' supervisors, such as, team leaders and unit heads to get adequate information about employees' performance and the prevailing challenges on their work. If gaps were identified and requires training, then training program would be arranged ranging from a two hour orientation or workshop up to weeks. He also said, "We desired that our College be a center of excellence," and for that we have been doing a lot to realize our vision. From the survey and interview results the researcher notes that they are keen enough to conduct training needs assessment before training is delivered. This is really encouraging and can be considered as an exemplary practice.

Response related to item 2 of Table 5, whether training and development needs assessment are conducted by training coordinators or not, response of academic employees with ($M=3.51$, $SD=1.0$) and administrative employees ($M=3.68$, $SD=1.1$), have shown their agreement that training coordinators have been participated in the training and development needs assessment with no statistically significant difference at ($t=1.07$, $df=179$, $p=0.28$). This idea was supported by the interview conducted with CAPD Director revealed that there are experts under the Director's office. They are concerned with the training affairs of internal employees, such as

training needs assessment and other training related tasks. From this statement it is possible to note that the college has been carrying out training needs assessment by experts who are under CAPD.

Undertaking systematic, continuous and participatory training and development needs assessment involves at least analysis of three levels: the task performed by each job holder; the knowledge, skill and attitude of person; and the goal, culture, structure etc of organization (Mathis and Jackson, 1997). Bearing this in mind, items 3, 4, 5 of Table 5 have focused on these issues, and respondents were asked to give their opinions on how much such practices had been given focus in their College. On the statement whether training and development needs are identified through the analysis of activities of the task or not, academic and administrative employee showed their agreement with the mean value of ($M=3.64$, $SD=0.8$) and ($M= 3.79$, $SD=1.1$) respectively with no statistically significant difference with ($t=1.06$ $df=179$ $p=0.29$).

Similarly, both groups with the mean score ($M=3.53$, $SD=0.9$) and ($M= 3.83$, $SD =1.1$), at ($t=1.91$ $df=179$ $p=0.058$) confirmed that analysis of knowledge, skill and attitudes of individual employees have been considered during training needs assessment with no statistically significant difference. This is also supported by the interview conducted with the IPMDS director. The result has revealed that the College has been working hard on enhancing the Knowledge, skill and changing the attitudes of employees in order to fully carry out and support the change process that the College has been in. Currently, the college has been working to be a center of excellence in its teaching, research, consultancy and administrative practices. Towards this end, it aspires to create the highest standard training and consultancy service so as to build the capacities of civil service organizations. Therefore, to reach the College's vision, training and development of its staff at all levels is its main target. These include improving employees' knowledge, skills and changing their attitudes; that is why KSA are considered during training needs assessment.

The response related to training and development needs are identified through the analysis of organizational goals, culture and structure. In this respect academic employees replied with statistically significant difference to that of administrative employee at ($t=2.59$ $df=179$ $p=0.01$). The response of the two groups of respondents shows that academic employees seem to be

neutral ($M=3.03$, $SD=1.4$) to the issue while administrative employees show their agreement with mean value of ($M=3.55$, $SD=1.2$). This indicates that administrative employees have higher agreement that training needs identification has considered the analysis of College's goals, culture, than academic employees. The cause of such difference might be the administrative employees have relatively closer relationship and/or information on the needs assessment tasks than the academic employees. From this, it can be possible to infer that the training and development needs assessment considers; individual, task and organizational levels analysis. This is in line with Laird (2003) that the training needs must support the organization's mission and goals.

4.2.4 Methods of Training and Development Needs Assessment

There are numerous data gathering techniques to be used in undertaking training and development needs assessment in order to get adequate and relevant data for analyzing training and development needs. In this regard, the researcher has made an attempt to assess techniques that have been used by the College and the most widely used method of training needs assessment method relevant data have been gathered and presented as follows.

Table 6: Methods of T&D Need Assessment, Academic (N=94) and Admin (N=87)

No.	Items	Respondents	M	SD	t-test	df	Sig.(2-tailed)
1	Observation of employees performance	Academic	3.70	1.1	1.60	179	0.11
		Administrative	3.94	0.7			
2	Analysis of customer complaints	Academic	3.50	1.1	1.67	179	0.09
		Administrative	3.76	0.9			
3	Feedback from top Management	Academic	3.36	1.2	2.16	179	0.03
		Administrative	3.74	0.9			
4	Use performance appraisal result of employees	Academic	3.70	1.1	0.27	179	0.78
		Administrative	3.75	1.0			
5	Conducting survey	Academic	3.24	1.1	4.35	179	0.00
		Administrative	3.93	0.8			

The needs assessment methods, as indicated in Table 6, responses of academic employees with mean value of ($M=3.70$, $SD=1.1$) showed their agreement on observation of employees performance as a method of training need assessment with no statistically significant difference between administrative employees ($M=3.94$, $SD=0.7$), at ($t=1.6$ $df =179$, $p=0.11$). From this

result it is possible to infer that the College uses observation as a training needs assessment method. As stated earlier this is also supported by the interview conducted with top officials. The CAPD director and HR head disclosed that regular work visits had been made with the objective of seeing how employees were performing. When gaps were observed, discussions would be made with the department and unit heads in order to give appropriate solution.

With regard to analysis of customers complaints, both academic and administrative employees showed their agreement with mean value of ($M=3.5$, $SD=0.79$) and ($M=3.76$, $SD=1.1$), at ($t=1.67$, $df=179$, $p=0.09$), respectively with no statistically significant difference. From this result it is possible to understand that customer complaint has been used as the method of needs assessment. Pertaining to item 3 of Table 6, feedback from top management, academic employees response with ($M=3.36$, $SD=1.2$) was significantly different from the responses of administrative employees ($M=3.74$, $SD=0.97$), at ($t=2.16$, $df=179$, $p=0.03$). From this result, it is possible to say that administrative employees have relatively higher agreement about feedback given from top management for training needs assessment.

Likewise, using survey method for training and development needs assessment responses of academic employees ($M=3.24$, $SD=1.1$) was significantly different from the responses of administrative employees ($M=3.93$, $SD=0.8$), at ($t=4.35$, $df=179$, $p=0.000$). Even if, both groups have agreed on the statement, administrative employees show relatively higher agreement than academic employees. Thus, it is possible to deduce that administrative employees have sound view on the use of survey method in training needs assessment. Hence, survey method is used to assess training needs more on administrative employees than academic employees.

In relation to the use of analysis of customer complaints for training need assessment, interview conducted with the CAPD revealed that there are suggestion boxes; suggestions of customers are collected from these boxes, differentiated and sent to their particular departments' heads that the complainants are directed at, so as to discuss with them and know the reason for the complaints. If it is employees KSA problem, training will be arranged otherwise we pass it to the appropriate section for their consideration. Thus, customer suggestion is one of methods of training needs identification in the College. Similarly, performance appraisal is also the usual method of training needs identification in the college. Performance appraisal enables to judge the

employee's work performance usually over the previous year; it shows back to the past works. Information gained from the College's document indicated that the results of performance evaluation are used to assist management in determining training opportunities and needs of the staff. Therefore, using performance appraisal for training need analysis is also a positive trend that must be encouraged.

Pertaining to feedback from top management, the Director emphasized that the role of the senate in evaluation the progress of BSC implementation and administrative related issues in every month. During its meeting the Senate evaluates and makes a brief discussion on the periodic reports presented from departments. Finally the Senate forwards possible feedback based on the identified gap to the respective departments. Training need assessment is highly supported by surveys distributing forms like questionnaire in the form of circulars to the departments and units to identify their training needs. The human resource manger also revealed that interviews with employees' supervisors and their recommendations are also used.

The interview conducted with the IPMDS director also revealed that group discussion with department heads is another method of training needs identification. The discussion conducted with employees' supervisors, such as, team leaders and unit heads gives adequate information about employees' performance as well as the prevailing challenges on their work situation. The researcher believes that this truly shows that, there is top management support and commitment to training and development of employees.

Above all; observation of employees' performance, taking performance appraisal as a means of feedback to the individual employee, feedback from top management, analysis of customer complaints, interview and group discussion are the vital method of TDNA in the college.

4.2.5 Training and Development Objectives

Once the training needs are assessed and identified, the next task should be developing training and development objectives. So as to be acquainted with whether the College set training objective, the response of sample respondents have been presented as follows.

Table 7 below item 1 illustrates that the response of academic employees with mean value ($M=3.74$, $SD=1.1$) indicate that the training and development objectives were set by taking the organization goals in to consideration with no statistically significant difference between responses of administrative employees ($M=4.08$, $SD=1.1$), at ($t=1.92$, $df=179$ $p=0.056$). As it is known once the training needs are assessed and identified, the next task should be developing training and development objectives. From this one can infer that the College set T&D objectives by considering the organization's missions and goals.

Table 7: Existence of T&D Objectives, Academic (N=94) and Admin (N=87)

No.	Items	Respondents	M	SD	t-test	df	Sig.(2-tailed)
1	T& D objectives were set and in consideration of the College's goals	Academic	3.74	1.1	1.92	179	0.056
		Administrative	4.08	1.1			
2	T& D objectives are set based on the identified needs	Academic	3.61	1.1	0.54	179	0.58
		Administrative	3.70	1.1			
3	T& D objectives are used as standard for measuring performance	Academic	3.60	1.1	0.68	179	0.49
		Administrative	3.71	1.1			
4	Training and development program you have taken with clear objectives provide you greater job satisfaction;	Academic	2.35	1.4	2.21	179	0.02
		Administrative	2.83	1.4			

Pertaining to items 2 and 3 of the above Table, the responses of the two group show their agreement that the training and development programs were prepared based on the identified gap ($M=3.61$, $SD=1.1$) and ($M=3.70$, $SD=1.1$) at ($t=0.547$, $df=179$, $p=0.058$); and latter on, the college uses training and development objectives as a standard for measuring performance, with no statistical significant difference between the two groups with mean of ($M=3.60$, $SD=1.1$) and ($M=3.71$, $SD=1.1$) at ($t=0.687$, df , 179, $p=0.49$). From this result, we can infer that the training and development objectives were developed based on the identified gap and this is also used as the standard for measuring performance.

This finding is by and large supported by interview with the CAPD director who said, "...We don't do any activity without setting objectives..." the balanced score card system that the college has implemented, strongly demands to formulate objectives for each activity and the system uses it as a standard for measuring performance. In addition, the objectives

are clearly set based on the training need assessment. The document analysis result also indicate that the objective of staff developments are to equip staffs with life-long skills and knowledge promotes the love of learning, the skill of solving problems, and the spirit of critical enquiry, research and consultancy. All academic/ professional and permanent support staff of the college shall be eligible for training and education. The training and education will incorporate equity and diversity.

On the other hand, the perception of employees whether the training and development program they have taken with clear objectives brought job satisfaction to them or not; responses of academic employees show their disagreement with mean value of ($M=2.38, SD=1.4$) with statistically significant difference between responses of administrative employees ($M=2.8, SD=1.4$), ($t=2.2, df=179, p=0.028$).

The mean of responses of administrative employees and academic employees have slight difference and shows their disagreement that training and development program they took with clear objective didn't provide job satisfaction for both groups. This is due to the fact that, as one academic employee interview response indicates that, the training programs in which they participated have no relevance what so ever to their work or interests. One respondent on the open ended question also revealed that the College prescribed redundant and inconsistent training. Due to these factors the training and development they have taken didn't bring job satisfaction to them.

4.2.6 Selection of Trainees

In order to know the ECSC practice in selecting trainees for training the data were gathered and presented as follows.

Item 1 of Table 8 below illustrates that opinion of respondents, whether training opportunities are equal for all employees, responses of academic employees show statistically significant difference from responses of administrative employees at ($t=2.03, df=179, p=0.04$). The study has revealed that training opportunities are equal for administrative ($M=3.56, SD=1.3$) than that of academic employees ($M=3.10, SD=1.3$). In this regard the mean value of academic employees is nearly neutral. This finding is supported by the interviews held with top officers who

disclosed that more opportunities are given to administrative employees because of knowledge, skill and attitude gaps observed among them. In other words, knowledge, skill and attitude gaps are observed on the administrative employees than the academic ones, for that they have been exerting much effort to bring the administrative wing up to the required standard. However, according to the interview conducted with academic employees, they are hesitant about the issue; that is, they think that the usual selection of training and development is equal for short term trainings than long term trainings and development.

Table 8: Staff Responses on Selection of Trainees, Academic (N=94) and Admin (N=87)

No.	Items	Respondents	M	SD	t-test	df	Sig(2.tailed)
1	Training opportunities were equal for employees	Academic	3.10	1.3	2.03	179	0.04
		Administrative	3.56	1.3			
2	Selection of trainees were based on the identified gap	Academic	3.53	1.0	1.09	179	0.02
		Administrative	3.70	1.0			
3	Trainees were selected based on recommendations of immediate supervisors	Academic	3.59	1.2	2.23	179	0.02
		Administrative	3.97	1.0			
4	The presence of written trainee-selection procedures	Academic	2.14	1.2	1.53	179	0.12
		Administrative	2.41	1.1			

Pertaining to item 2 of the above Table, employees perceptions whether the selection of trainees was based on the identified gap, both group of respondents agreed that the selection of trainees were based on the identified gap with significant difference at ($t=1.09$, $df=179$, $p=0.02$). This finding also shows that the administrative employees ($M=3.70$, $SD=1.0$) have slightly greater agreement of the aforementioned issues than that of academic employees ($M=3.5$, $SD=1.0$). Therefore, trainee selection process of administrative employee's is based on the identified gap on their performance. This is basically based on the observed gap and the performance evaluation of administrative employees than that of academics ones. Observation of employee's performance also held widely on administrative employees than that of academic employees.

Concerning the selection of trainees based on recommendations of immediate supervisors, both groups of respondents agreed that trainees were selected for training based on the recommendations of immediate supervisors with statistically significant difference ($t=2.23$, $df=179$, $p=0.02$). This finding also shows that the administrative employees ($M=3.97$, $SD=1.0$) have

relatively greater agreement than that of academic employees ($M=3.59$, $SD=1.2$) on the issue. The mean scores indicate that the selection of trainees were based on recommendation of immediate supervisors because supervisors are the one who knows the performance gap of their employees and this is also supported by the interview conducted with the Human Resource Management head. The response shows that sometimes employees' supervisors demand the arrangement of training programs for their employees by specifying the type of training needed. However, their requests are taken in consideration of the urgency of the need and availability of budget.

As to the presence of written trainee selection criteria, both groups of respondents show their disagreement with no statistically significant difference at ($t=1.53$, $df=179$, $p=0.12$). The mean score of academic ($M=2.14$, $SD=1.2$) and administrative employees ($M=2.41$, $SD=1.1$) indicates that there is absence of trainee selection criteria.

In relation to the above idea, the interview with HR manager disclosed that there are temporary criteria to select employees for training. But the so called trainee selection criteria are not even approved by the College's Board. Therefore, as it is not officially formulated criteria approved by the College's Board, using this as criteria may lead to bias and raise grievance from the employees' side. The CAPD director argued that trainees have been selected based on the identified gap; therefore, they have not set any official criteria yet. However, some academic employees argued that the selection process is not satisfactory, specifically, pertaining to the existing process of trainee selection for the long term trainings.

As stated earlier one interviewee disclosed that for the masters and PhD program opportunities, they have observed that the College has given priority to those who did their first and second degree in this College. This could be because of the fact that the trainee selection criteria are not made known to the employees and are not transparent. This may creates grievance and misunderstanding among employees. This idea is in line with a study conducted by Rufael (2003) which indicates that the selection process of trainees still has a number of constraints mainly due to the fact that, first, there is a lack of a reliable and efficient personnel database in most organizations. Second, selection criteria such as professional competence tend to be rather subjective. Wekita (2002) also argues that some criteria can lead to simply considering an

individual to be compensated by giving training regardless of his/her potential but rather on the basis of, for example, service year and work experience. Because of these and other constraints, the interviewed employees have a feeling that the selection process is not fair.

The interview with academic employees also disclosed that most of the time many academic employees have participated in training programs which have nothing to do with their job or interest. Hence, opinions of the management bodies and the respondents on the trainee selection process do not coincide.

4.2.7 Training and Development Inputs

In relation to the inputs of training and development, respondents were asked to rate the inputs of the training and development programs they had attended and the data has been presented as follows.

Table 9: Response of staff on T&D inputs

No	Items		*Rating Scale (N=181)					M	SD
			5	4	3	2	1		
1	The college has well trained and experienced trainers;	N (%)	61 (33.7)	74 (40.9)	29 (16)	11 (6.1)	6 (3.3)	3.96	1.0
2	The contents are related to trainees background experience	N (%)	39 (21.5)	48 (26.5)	49 (27.1)	36 (19.9)	9 (5)	3.41	1.1
3	Trainees have similar educational back ground ,experience and positions	N (%)	33 (18.2)	36 (19.9)	48 (26.5)	47 (26)	17 (9.4)	3.12	1.2
4	The college has adequate training and development facilities (rooms, seats, training aids, etc.)	N (%)	111 (61.3)	56 (30.9)	7 (3.9)	5 (2.8)	2 (1.1)	4.49	0.7
5	The training and development environment is attractive (training rooms are appropriately arranged, the compounds are attractive)	N (%)	102 (56.4)	45 (29.8)	13 (7.2)	9 (5.0)	3 (1.7)	4.34	0.9
6	Adequate money is allocated for the training program	N (%)	67 (37)	48 (26.5)	43 (23.8)	14 (7.7)	9 (5)	3.83	1.1
Weighted mean and Standard Deviation							3.79	1.0	

* 5=strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=strongly disagree

The above table illustrates that the majority, 74.6 % of respondents have shown their agreement that the college has well trained and experienced trainers. This is supported by the interview conducted with a member of Center for Training and Consultancy (CTC) office which disclosed to carry out the training tasks, the college has its own well equipped training center namely, Center for training and Consultancy (CTC) with qualified trainers and consultants. In addition, The Colleges trainers are also supported by strong training given by consultants of National School of Government of England who have high knowledge and experience on the area. Even after the training of trainers (TOT), the NSG consultants also coach the trainers very well in their actual work. Therefore, having such trained and experienced trainers enables the college to meet its training and development objectives to the desired level.

Concerning item 4 of the above Table the majority, 92.2% of respondents have shown their agreement that the college has adequate training and development facilities (rooms, seats, training aids, etc.). In line with this, 86.2 % of respondents replied that the training and development environment is attractive with a mean of ($M=4.34$, $SD=0.9$). During the researcher's stay in the college's compound he observed that these things are really good. For instance, training rooms are appropriately arranged and the training aides are adequate and modern and well organized. The interviewed officials and employees also affirmed that the College has well equipped with appropriate training facilities, which is headed by Training, Hospitality and Accommodation Department. The major duty of this department is supplying and fulfilling the training and development requirements. Moreover, the top management and the Civil Service Ministry have support for the College's training and consultancy activities as it is established for civil servants capacity development purpose.

Similarly, finance is another important resource that contributes a lot to the effective and efficient implementation of the training and development program and achievement of its objectives. With regards to this, respondents were asked to what extent financial resources were allocated for the training and development programs of the College, accordingly, about 63.5% of respondents revealed that the college allocates adequate money for training and development. Concerning item 2, the training contents are related to trainee's background experience 48% of respondents show their agreement on the stated statements.

Finally, the general practice of the College's training and development inputs (resources) allocation of the program respondents' shows their agreement weighted to mean value of (M=3.79) gives the general picture that the training and development inputs/resources are found to be in a better position.

4.2.8 Training and Development Methods

Organizations should determine varieties of training and development methods that are appropriate to deliver the training and development programs. The two major training and development methods are on the job and off the job training methods. To know the methods in use, the following data were gathered and presented as follows.

Table 10: Responses about on-the- job T&D Methods, Academic (N=94) and Admin (N=87)

No	Items	Respondents	M	SD	t-test	df	Sig. (2-tailed)
1	Orientation	Academic	3.95	1.1	1.45	179	0.14
		Administrative	3.69	1.2			
2	Coaching	Academic	3.52	1.1	0.46	179	0.64
		Administrative	3.60	1.0			
3	Mentoring	Academic	3.17	1.1	2.36	179	0.01
		Administrative	3.55	1.0			
4	Job Rotation	Academic	2.02	1.0	1.21	179	0.22
		Administrative	2.21	1.0			

As can be observed from Table 10, there is no statistically significant difference between response of academic and administrative employees regarding orientation ($t=1.46$, $df=179$, $p=0.148$), coaching ($t=0.463$, $df=179$, $p=0.64$). This shows that both group of employees have agreed that the above two methods of on the job training namely, orientation and coaching have been widely used in the college; whereas the mean value of academic ($M=2.02$, $SD=1.0$) and administrative ($M=2.21$, $SD=1.0$) indicate that job rotation method has not yet been practiced with no statistical significance difference at ($t=1.21$, $df=179$, $p=0.22$). This is also generally supported by the interview held with the HRM Manager that the method has not been in use in the College so far. Therefore, as job rotation is one of the very important components of employee development, the College has to utilize it in its future endeavors.

Pertaining to mentoring the response of academic employees ($M=3.17$, $SD=1.1$) was significantly different from response of administrative employees ($M=3.55$, $SD=1.0$), at ($t=2.36$, $df=179$, $p=0.01$). Even though, the two groups have agreed on the statement, administrative employees have greater agreement than academic ones. This, comparison of mean score of the two groups indicates that administrative employees have better perception on the use of mentoring as a method of on the job training than academic employees. It is possible to infer that an experienced person in an organization that trains and counsels less experienced employees is usually practiced in administrative positions than that of academic positions. Therefore, it is better to practice that an experienced senior faculty member should also be helped to develop a less experienced junior faculty member too.

Table 11: Responses on off-the- job training Methods, Academic (N=94) and Admin (N=87)

No	Item	Respondents	<i>M</i>	<i>SD</i>	<i>t</i> -test	<i>df</i>	Sig. (2-tailed)
1	Workshop, seminars, etc.;	Academic	3.87	1.1	1.19	179	0.23
		Administrative	3.67	1.1			
2	Extension courses;	Academic	2.95	1.1	2.28	179	0.02
		Administrative	3.34	1.1			
3	Scholarship (abroad)	Academic	2.76	1.3	1.22	179	0.22
		Administrative	3.00	1.3			
4	Scholarship (local)	Academic	3.24	1.2	0.47	179	0.63
		Administrative	3.33	1.2			

Pertaining to item 1 of the above Table, respondents views on workshop and seminars have been used as off the job training method, academic employees ($M=3.87$, $SD=1.1$) agreed that workshop and seminars are used as a method of off the job training with no statistically significant difference between administrative employees ($M=3.67$, $SD=1.1$), ($t=1.2$, $df=179$, $p=0.23$). This shows that there is an agreement between the two groups of employees as workshop and seminars have been given for employees. All interviewed employees agreed on the issue.

Pertaining to item 2 of the above table, extension courses have been given for employees to broaden their knowledge and upgrade their competency for future career. The response of academic employees ($M= 2.95$, $SD=1.1$) was significantly different from response of administrative employees ($M=3.34$, $SD=1.1$), ($t=2.28$, $df=179$, $p=0.02$). This shows that the mean

of administrative employees is greater than that of academic employees. The difference is due to the fact that administrative employees are more beneficiary of extension courses than academic employees.

Extension courses are mainly given to administrative employees to upgrade them up to BA level. However, information gained from interviewed administrative employees disclosed that the chance of getting extension classes is very limited in the College; due to this some staffs attended extension classes out of their college by their own expense. Taking this question to the human resource manager, does the College provide extension course for employees? He disclosed that the college had given not more than two chances in one academic year. This measure is taken by the College not to affect the regular operations of the College. Currently, the College does not need BA graduates because all positions were already filled during the BPR implementation.

But interviewed employees have shown serious complains on this issue. In this regarded, one interviewee disclosed resentfully that, she is now attending at AAU extension program by her own expense since the College denied her that right. Many of the open ended responses suggested the College should give extension classes to its staff like any other government and public universities. As a result, employees have serious grievance because of lack of opportunity of getting extension classes at their college. Therefore, the management should have to balance the College's and the employees need and give the chances as per their preference that helps the College to satisfy the employees need on hand to prepare employees for future use.

About item 3 of the above Table, respondents view of scholarship abroad is given to employees that academic employees disagree with a mean value of ($M=2.76, SD=1.3$) and administrative employees show a neutral attitude on the issue at mean value of ($M=3.00, SD=1.2$) with not significance difference at ($t=1.22, df=179, p=0.22$). This shows that the administrative employees are not even know about it and academic employees have shown their disagreement on the issue due to not given the chance as intended.

However, local scholarship is given to employees, academic ($M=3.24$) and administrative ($M=3.33$) as compared to scholarship abroad with no significance difference at ($t=0.47, df=179, p=0.63$). In this regard interview conducted with the higher officials disclosed

that scholarships abroad have been given for employees but it is very limited or rare as compared to local scholarship opportunities. On the contrary, interview with academic employees revealed that chances are not equal regarding the MA and PhD programs. The interviewed officials argued on this complaint that sometimes there was prioritization of needs considering what currently fills the gap otherwise the opportunities are equal. On this point the officials and the employees' response do not agree.

4.2.9 Training and Development Evaluation

Training and development Evaluation is usually conducted after completion of specific training activities or programs to test their effectiveness in meeting the organization's goals. It is believed that every organization should conduct training evaluation. In order to know whether the College evaluates the training and development program, data has been collected and presented as follows.

Table 12: Staff Response on T&D Evaluation

No	Items		*Rating Scales (N=181)					M	SD
			5	4	3	2	1		
1	The College evaluates its training and development program	N (%)	16 (8.8)	22 (12.2)	6 (3.3)	73 (40.3)	64 (35.4)	2.19	1.2
2	The evaluation process is made during and after the training	N (%)	5 (2.8)	26 (14.4)	10 (5.5)	68 (37.6)	72 (39.8)	2.03	1.1
3	The evaluation process is participatory	N (%)	9 (5.0)	14 (7.7)	18 (9.9)	88 (48.6)	52 (28.7)	2.12	1.0
4	The College uses relevant and clear criteria for evaluation	N (%)	11 (6.1)	26 (14.4)	29 (16.0)	73 (40.3)	42 (23.2)	2.40	1.1
5	The participants enjoy the program and think it was effective)	N (%)	33 (18.2)	43 (23.8)	45 (24.9)	37 (20.4)	23 (12.7)	3.14	1.2
6	Skills, knowledge and attitudes were acquired after the program	N (%)	21 (11.6)	40 (22.1)	42 (23.2)	62 (34.3)	16 (8.8)	2.93	1.1
7	Trainees behavior is changed after the T&D program	N (%)	22 (12.2)	56 (30.9)	20 (11.0)	39 (21.5)	44 (24.3)	2.85	1.4
8	Performance of trainees are improved after the T&D	N (%)	20 (11.0)	34 (18.8)	47 (26.0)	51 (28.2)	29 (16.0)	2.81	1.2
Weighted Mean and Standard Deviation							2.55	1.2	

* 5=strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=strongly disagree

Table 12 reveals that the majority of the respondents have shown their disagreement to the most statements reflecting training and development evaluation activities of the College. Pertaining to item 1, about 75.7 % respondents revealed their disagreement on the statement that the College evaluates the training and development program. From this result it is possible to infer that the College has not practiced in evaluating the training and development program. These opinions and views of respondents were supported by the in-depth interview conducted with selected College's officials. The interview disclosed that the college has not conducted training and development evaluation. Especially one of the interviewed officials revealed in the general sense that it is weakens of the College. One respondent on the open ended question said, "Training should not be given for the sake of giving and reporting purpose but it should be evaluated to assess the change/impact because of training". Another respondent suggested on the open ended question is that, proper and appropriate monitoring and evaluation to check the performance after training should be implemented. Therefore, the survey and the interview result shows that the College has not been made any attempt to evaluate the training and development program. Without evaluating the program the College could not identify the factors that hindered the effectiveness of the program and its outcome at every stage of the program. The College needs to ponder on this.

Moreover, pertaining to item 4, about 63.5% of respondents show their disagreement regarding the presence of clear criteria for evaluation. As it can be argued by Bramley (1996) that the criteria for evaluation need to be built into development activities from the very beginning, and not tagged on at the end. However, the result of the study shows that the college has not yet been practiced to evaluate the effectiveness of training and development program. As it is known by everyone, evaluation provides feedback that enables the human resources department, the trainers and the trainees to determine what was more and less effective in order to assist in determining the value of training activities on subsequent personnel performance. Thus, setting clear criteria for evaluation is mandatory. On the contrary, 16% of employees are unable to say anything if the College has clear criteria for training evaluation. It raises a question of the College's efficacy to develop such criteria to evaluate the effects of the training program on the individual trainee as well as the whole training program delivery.

On the topic of item 5 of the above Table, trainees' reaction during the training, about 76 (42%) of employees show their agreement on this statement. From this result it is possible to infer that employees are enjoy the program they have attended in the College. On the other hand, with one fourth of respondents remaining neutral about this statement; this shows that either the respondents were not comfortable on the training program they have attended or simply reserved to say anything. This might be due to mismatch between the program content and the background experience and the nature of their work.

With reference to item 6 of the above Table, Skills, knowledge and attitudes have gained after the training program, 43.1% respondents show their disagreement on same. This shows that they were not acquired the required skill from the training they have attended. In relation to item 7 of the above Table, whether trainee's behavior is changed after the T&D program, about 45.8% of respondents also affirmed their disagreement. It is argued that the kind of education we call training is not for knowing more but for behaving differently. Training is therefore, a behavior modification (Hall, 1990). Accordingly, the results of the study indicate that behaviors of trainees are not changed. In relation to this one respondent on the open ended question said, "...behavior of employees is not changed, this is fact!" .Therefore, the survey as well as interview result shows that the training provided to employees did not bring any behavior change to employees.

In relation to item 8, about 44.2% of respondents have shown their disagreements on the effects of training in improving statement performance of trainees and the results obtained on their work performance. From this the researcher can infer that the training given to employees has not changed their performance as intended.

Generally, even though, the College have been making a lot of efforts to train or develop its human resource, it is not common to observe that many training programs designed and conducted with little or no attention paid to the results or evaluation of the training. The College's practice has shown that most of the time, trainees are only evaluated at the end of their training program before they left the training room by their trainers. However, it is argued that if there is no effort to monitor and evaluate the progress and effectiveness of the training program,

the function may in reality mean a waste of time and money; training may then do greater harm to an organization.

The mean value of the view of the respondents with regard to the extent to which they agree with the training evaluation related issues, the weighted mean value (M=2.55) demonstrates the magnitude of the challenges associated with training evaluation of the College. Hence, the study has revealed that the college has not evaluated the training and development program given to its employees.

4.2.10 Training and Development Problems

There are a number of factors that impede the smooth running of the training and development programs. In relation to this respondents were asked to indicate the factors that restrain the effectiveness of the training and development programs of the organization and the data obtained has been presented as follows.

Table 13: Staff Response on T&D Problems

No	Items	*Rating scale (N=181)					M	SD	
		5	4	3	2	1			
1	Lack of adequate budget for training and development programs	N (%)	11 (6.1)	6 (3.3)	41 (22.7)	51 (28.2)	72 (39.3)	2.08	1.1
2	Attention is not given by top management	N (%)	11 (6.1)	18 (9.9)	31 (17.1)	65 (35.9)	56 (30.9)	2.24	1.1
3	Absence of training department which coordinates T&D programs	N (%)	15 (8.3)	32 (17.7)	24 (13.3)	33 (18.4)	77 (42.5)	2.31	1.3
4	The absence of working situation that facilitates transfer of training	N (%)	26 (14.4)	67 (37)	19 (10.5)	38 (21.0)	31 (17.1)	3.10	1.3
5	Absence of training expert to identify training needs;	N (%)	15 (8.3)	26 (14.4)	12 (6.6)	49 (27.1)	79 (43.6)	2.17	1.3
6	T&D programs are not integrated in the College's strategic plan	N (%)	2 (1.1)	32 (17.7)	24 (13.3)	45 (24.9)	78 (43.3)	2.09	1.1
7	Employees turnover	N (%)	36 (19.9)	114 (62.9)	7 (3.9)	13 (7.2)	11 (6.1)	3.83	1.0
Weighted Mean and Standard Deviation							2.33	1.1	

* 5=strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=strongly disagree

Item 1 of Table 13, about 68% of respondents show their disagreement in relation to the statement lack of adequate budget for training and development programs of the College. This is supported by interview conducted with selected higher officials. It has shown that there is no budget constraint so far. In addition, 66.8% of them have shown their disagreement on the absence of top management commitment on training and development of employee. This is also confirmed by interview conducted with all interviewees who disclosed that the management has strong support and commitment on the training program.

All interviewed officials and the document reviewed also emphasized that the management has strong commitment on the area of training and development. For instance, the management has strong integration and cooperation with the National School of Government on employees' training and development. Some of the courses offered by the School Professionals are: senior leadership development for College Presidents and Instate Directors; middle level leadership development for team leaders; consultancy skills development for consultants; training of trainers for trainers and consultants; applied action research for Institute Directors etc... have been given. Consultants from the NSG have been giving training for third round and the fourth round will begin soon according to the interviewee response. After the training of trainers (TOT), the NSG consultants also coach the trainers very well on their actual work situation. From this it is possible to deduce that the top management has given serious attention to the agenda of training and development of its human resource. This is truly encouraging practice.

Additionally, item 3 of the above Table, absence of training department which coordinates training and development programs, about 60.9% and item 5 absences of training expert to identify training needs 70.7% of respondents correspondingly indicate their disagreement on these statements. There is an office called Center for Academic and professional Development which is responsible to administer and coordinate the college's internal staff development activities. Along with interviewees' response, training experts are also there to identify the training needs and other training related activities; but they have doubt whether they acquire the necessary skills and knowledge to conduct training needs assessment effectively. Moreover, most respondents 68.2% indicate their disagreement on the subject of training and development programs are not integrated in to the College's strategic plan. It is also affirmed in earlier in the

second section shows that the training and development plan have linked to the College's strategic plan.

As to whether the absence of working situation that facilitates transfer of training, about 93 (51.4%) of respondents agree that there is absence of working situation that facilitates transfer of training. This implies that the trained employees are not given the space to apply what they learnt. Transfer of training refers to the degree to which trainees effectively apply the knowledge, skills, and attitudes gained from the training to the job. Hence, transfer of learning is what counts; behavior on the job is what matters. So long as the results of training such as new skill, knowledge, new methods and techniques learnt are not incorporated in the actual operations, training also remains mainly absent for all practical purposes. In this regard, some theories have argued that the extent to which training skills and learning are transferred to the job and the workplace is strongly motivated by the immediate superior's support in the transfer of the learning process (Abdullah, 2009). This point is also further argued by Garavaglia (1993) that when learning doesn't transfer to job, the two most likely reasons are that the work environment does not support the learner behavior and trainees think training was irrelevant. Another possible reason for the lack of training transfer from an organizational training program a study by Lim and Johnson cited in Garavaglia (1993) indicate that number one reason cited for low transfer was lack of opportunity to apply on the job.

Accordingly, it is clear that the effective strategies should ensure that trainees have opportunities to use their new knowledge and skill if real organizational benefit is to be expected from employee training and development. In this regard supervisors need to reinforce the application of what was learned in training back to the job. When the trainee returns to the job, supervisors adopt the same strategies as those used by trainer in the training room (Waxley, 1991). In addition to this, the following points were suggested by employees on the open ended questions: there should be good working situation in order to transfer training; improved payments and working situation; creating conducive working environment are among others. Hence, the College should provide ample opportunity to perform what is learned back on the job, has to maximize the similarity between the training situation and the job situation, provide support back in the work environment, including clear goals and measurement feedback as well as reward for using the new behavior on the job may reduce the problem, Supervisors should reinforce the

application of what was learned in training to the job by adopting the same strategies as those used by trainer in the training room.

Similarly, about 150 (82%) of respondents have shown their agreement that there is employee turnover in the college. In regard to problems the College encounters in training and development program, the response revealed that turnover is the most challenging problem. Skilled employees always leave the College. The opinions of the respondents were also supported by the document analysis obtained from the HRM department. For instance, 133 employees left the organization during 1999-2002. On average 33 skilled employees were left each year. This indicates the existence of problem. As a result, employees, once they have obtained better knowledge through training moved over to another organization. In line with this Fielden (1998) argued that in developing countries one of the biggest problems is that of obtaining and then retaining staff.

Most respondents who reported to the open ended questions have indicated that most of the employees left the college for better pay. Therefore, if training is not supported with adequate pay, it cannot increase employee's motivations as well as their commitment to the College; it cannot strengthen their perceptions that the College as a good place to work and consequently creates less commitment. Less commitment in turn results in high turnover.

CHAPTER FIVE

Summary of Findings, Conclusions and Recommendations

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

5.1 Summary of Findings

The major purpose of this study is to assess the training and development practices of the Ethiopian Civil Service College and examine the problems they have encountered in designing and implementing training and development programs. The study forwards viable recommendations that help to mitigate the problems of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and development practices in the current Ethiopian public and private organizations. In doing so, it will be of benefit not only to managers of the Colleges but also to managers in the Ethiopian public organizations and institutions by giving them better information pertaining to employee training and development practices.

Therefore, in order to address the research problem the study focused on answering the following basic questions:

- ✓ Does the College have training and development policy?
- ✓ To what extent does the College integrate training and development programs with its strategic plans?
- ✓ How does the College identify the training and development needs?
- ✓ What methods are used to select and train employees?
- ✓ How does the college evaluate the effectiveness of employee training and development programs?
- ✓ What problems does the College face regarding training and development programs?

Descriptive survey method was employed to conduct the research. Stratified random sampling method was used to select sample respondents. From the total target population of 390 employees whose educational preparation is diploma and above, a sample size of 194 (91 admin. and 103 academic) respondents were selected. Questionnaires, interviews, document analysis

and observation were used as data gathering tools. Based on this, 194 questionnaires were distributed to respondents, of which 181 (94 academic and 87 admin.) usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics (frequency and mean) and inferential statistics (t-test) supported by SPSS software version 17.00 was used. Whereas, the data obtained via interviews and document analysis has been analyzed qualitatively. Finally, the data collected from the respondents were analyzed; interpreted and major findings are summarized and presented below.

5.1.1 Respondents demographic characteristics

Pertaining to sex composition, the findings of the study revealed that 69.6% of all the respondents were male; whereas 30.4% of the respondents were females. The representation of female employees was found to be less when compared to male employees. Moreover, the females' representation in academic position (11.7%) was significantly lower than that of females in administrative positions (50.57%).

Pertaining to respondents age 71 (39.2%) respondents were 36-45 years of age and 64 (35.4%) were also 26-35 years of age. Regarding educational qualifications, about 45 (24.9%) of employees are Diploma holders; 49 (27.1%) are BA holders, 85 (47%) are Second degree holders and the rest 2 (2.29%) are PhD holders. Finally, the majority 99 (54.6%) of respondents have been serving the college for 1-5 and 48 (26.5 %) of respondents have been serving the College for 6-10 years.

5.1.2 The Practice of Training and Development

1. Training and Development Policy

The study indicated that there is a training and development policy in the College. However, this policy have not been well communicated to all employees and also the training guide lines were not prepared and put in operation based on the policy.

2. Training and Development Plan

The study has revealed that the College has strategic as well as training and development plans. These training and development plans are integrated into the strategic plans of the College. However, it is not only communicated to employees but also it is not implemented as per the stated plan. The college also integrates its training and development plan into its strategic plan.

3. Training and Development Needs Assessment

The study has shown that the College has been undertaking training and development needs assessment by using different need identification approaches to identify the gaps between the actual and expected performances within the College. The study also confirmed that task, person and organizational analysis have been considered during training and development need analysis of the College.

Academic ($M=3.03$) and administrative employees mean ($M=3.55$) the extent to which training needs are identified through the analysis of organizational goals, culture, structure, fund to be greater agreement observed on administrative employees than academic employees who has almost a neutral attitude on this statement.

Besides, survey method for training needs assessment academic mean (3.24) and Administrative (3.93) has shown difference among the two groups. Even though, they agreed on the statement, administrative employees have higher agreement than that of academic employees. Hence, administrative employees have better understanding about the use of survey method for training needs assessment method.

The training and development needs are identified through training coordinators using observation of employee's performance, analysis of customer complaints, and feedback from top management, performance appraisal result, conducting survey, interview as well as recommendations of immediate supervisors.

4. Training and Development Objectives

The study has found that the College set training and development objectives by considering the College's mission and goals. Training and development objectives are prepared based on the identified gap, latter these objectives are used as standard for measuring their performance. However, the training and development program they took with clear objective did not provide job satisfaction for both groups of respondents.

5. Selection of Trainees

The study indicated that the training and development opportunities are equal for administrative employees than that of academic employees whose response is nearly neutral. The finding also shows that the trainee selection process is based on the identified gap and trainees were selected based on recommendations of immediate supervisors. Furthermore, the study indicates that there is absence of official trainee selection criteria approved by the board of management. As a result, the selection process could not satisfy academic employees with the existing process in relation to long term trainee selection procedures.

6. Training and Development Inputs

About three fourth of the respondents have shown their agreement that the college has well qualified trainers; likewise, over ninety two percent of the respondents have shown their agreement that the college has adequate training and development facilities (rooms, seats, training aids, etc.); at the same time over eighty six percent of the respondents vowed that the training and development environment is attractive.

In addition, more than sixty three percent of respondents revealed that the college allocates adequate budget for training and development. The study has found that the training contents are related to trainee's background experience. In general, the study indicates that the College's training and development inputs (resources) availability of the program are found to be in a better position.

7. Training and Development Methods

The study has shown that on the job training orientation and coaching have been widely used, whereas job rotation method has not yet been practiced in the College. Significant difference is also observed on mentoring practices between the response of academic employees ($M=3.17$) and administrative employees ($M=3.55$). Hence, the mean value of academic employees' response is found to be nearly neutral. Comparison of mean score of the two groups' views indicate that an experienced person who trains and counsels less experienced employees usually practiced in administrative employees than that of academic employees.

In relation to off-the-job training methods, workshops and seminar are the widely used methods of off-the-job training. However, local scholarships are given to employees than scholarships abroad and the latter is almost limited.

Extension courses have been given to employees to broaden their knowledge and to upgrade them for future career. The opportunity is primarily used by administrative employees than academic employees. Although more extension class opportunities are given to administrative employees, they are not satisfied with due to the fact that the opportunity is very limited. Generally, the study has found that on the job training is the widely used method of training and development in the College.

8. Training and Development Evaluation

Over three fourth of respondents indicated that their College has not yet attempted to evaluate the training and development program given to employees. On top of that, Sixty three percent of respondents have shown that there are no official criteria for training and development evaluation. About forty two percent of respondents have shown their agreement that they were enjoyed the program they have attended in the College; on the contrary, more than fourthly three percent of respondents' indicate that they were not acquired the required skill from the training they have attended.

Besides, over forty five percent of respondents also affirmed that trainee's behavior is not changed after the T&D program; and about forty four percent of respondents revealed that performance of trainees were not improved after the T&D program

9. The Problem of Training and Development Program

Sixty eight percent of respondents have shown that there is adequate budget for training and development program. Similarly, more than sixty-six percent revealed that the top management gives attention to training and development program; that is, the top management has commitment to the agenda of training and development of its employees found to be good.

More than sixty percent respondents affirmed that there is a department which coordinates training and development programs of the College, and also more than seventy percent of respondents indicate that there are training experts to identify training needs. On the other hand, more than fifty one percent of respondents agree that there is absence of working situation that facilitates transfer of training.

Finally, eighty two percent of respondents indicated their agreement that there is employee turnover in the college. Respondents revealed in their response to open ended as well as interview questions that most of the employees have left the college for better pay.

5.2 Conclusions

The study examines major issues on the training and development of Ethiopian Civil Service College. It investigates certain core characteristics that constitute training and development process. From the data obtained, it can be concluded that the College has well designed training and development program even though some easily adjusted weaknesses are observed. This implies that, the College's training and development practice manifests in the level of resources allocated to the area, the role and status of trainers and the expectations held about the training and development functions.

These expectations have reflected in their action to integrate training and development into the strategic planning process; establish training and development policies and objectives; conducting timely training needs assessment; provide the necessary resources for training and development; and recognize and deal with their own development needs. As a result, the College has benefited from its training and development program. Finally, these training and development practices of the College shed some light for other similar organizations.

5.3 Recommendations

Based on the identified findings and conclusions drawn, the following recommendations have been forwarded.

1. The College has formulated training and development policy. However, the policy has not yet been well communicated to employees and even the guidelines are not prepared based on the policy. The college should have to communicate the policy and procedures to employees how it should be done; with clear objectives, roles and responsibilities through any possible means such as in the form of booklets, posting on the College's websites and workshops. Moreover, the college should have to prepare guidelines based on the available policy in participation and consultation with appropriate employees. This helps employees to consider their own needs, ideas, feelings and doing this may build belongingness among employees. This document should be available on the tables of middle and junior managers to refer to. That may reduce decisions made on the basis of guesswork and personal preference. It may also facilitate the smooth running of the training program and avoids any training related confusions and implementation inconsistencies.
2. The College has strategic as well as training and development plan. The training and development program is integrated into the strategic plans of the College. Thus, such practice must be encouraged because a strategically focused human resource training and development approach helps the College to achieve the predetermined objectives. However:
 - the training and development plan should be communicated in detail rather than informing its availability in general sense to all employees through available means stated in the above recommendation.
 - The training and development plan should be implemented as per its time schedule despite the priority of other tasks done.
3. Training and development programs could be effectively achieved if they were planned based on the identified training and development needs of the organizations through systematic, continuous and participatory needs assessment. Otherwise, it would be wastage of resources

and could not improve the knowledge, skill and attitude of individuals and achieve the desired goals of the organization. The existing training need assessment practices of the College are positive thing that must be encouraged. This helps the College to ensure training is provided to the right people at the right time.

4. The selection of trainees is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees' attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self improvement. However:
 - The college should get ready clear and official trainee selection criteria approved by the Board and notify it to employees in order to reduce their grievances and confusion about it. In addition, the College has to clearly show process of trainee selection, convince them about the dependence of the different training and development programs on the different contexts, situations, and type of work performed.
5. Training and development inputs can be thought of as the input required enabling a training plan to be implemented. Appropriate training facilities and good training and development environments are another crucial factor for the effectiveness of training and development programs. The college has appropriate inputs and resources such as; well qualified trainers; adequate training and development facilities (rooms, seats, training aids, etc.); attractive environment; allocates adequate budget for training and development. The general practice about the College's training and development inputs (resources) of the training and development program are found to be in a better position. Therefore, this is a positive practice that must be encouraged and carry on such practice through periodic review and assessment.
6. Organization should determine varieties of training and development methods that are appropriate to effect the training and development programs. Regarding on the job training, it is a good practice to use orientation, coaching and mentoring as methods. In addition to this;

- The College has to use job rotation method of training that may allow employees to gain experience in different kinds of jobs in the College.
 - Although extension class opportunities are given to employees, they are not satisfied with them since the opportunities are very limited. Therefore, the management should consider the need of the employees' further education and training by balancing the College's and the employees' need that may serve the college to meet its future trained personnel requirements.
 - The College has remarkably used on the job training and development method widely and this may bring untold benefit for the development of employees capacity. Thus, it must be encouraged.
7. Training and development program evaluation provides feedback that enables the College, the trainers and the trainees to determine what was more and less effective in practice in order to assist in determining the value of training activities on subsequent personnel performances. In order to achieve this, the College should:
- Evaluate the training and development program given to employees during and after the training programs through participatory evaluation process. The evaluation should be made based on the objectives of the planned training and development program.
 - Formulate clear training evaluation criteria in order to effectively measure the results obtained from the training program delivered to employees.
 - Employ appropriate training and development evaluation methods such as: Formats, questionnaires, requesting trainees' supervisors about their observation and assessment of trainees learning, assessment of the worth, impact, result and effectiveness of the programs.
 - Build further effort to make the training and development programs to be pleasant to the participants so as to enable them actively participate in the training program. Besides, the college has to work hard on the changing of trainees' attitude and behavior through rigorous interventions and assessment.
8. Investigation about the cause of employees' turnover further and mitigate it as soon as possible in order not to lose its skilled and well educated professionals. The college has to

give serious attention and work hard to revise its incentives systems; and should strengthen its internal financial sources and compensate employees to minimize this problem.

9. In addition, to reduce the working situating that hinders the transfer of training; the College should ensure effective strategies that trainees have opportunities to use their new knowledge and skill if real organizational benefit is to be expected from employee training and development. Thus, the College should provide ample opportunity to trainees to perform what is learned back on the job; the College has to maximize the similarity between the training situation and the job situation; provide support back in the work environment, including clear goals and measurement feedback as well as reward for using the new behavior on the job may reduce the prevailing problem. Moreover, supervisors should also reinforce the application of what was learned in training to the job by adopting the same strategies as those used by trainer in the training room.

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Appendices

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Human Resource and Organizational Development Stream

Questionnaire to Be Filled By Ethiopian Civil Service College Employees

Dear respondent:

The main purpose of this questionnaire is to collect necessary data for the study on the problems related with the practice and problems of Human Resource Training and Development at Ethiopian Civil Service College. This questionnaire has been designed to solicit information for purely academic purposes and hence would not affect any one in any case. The information collected through the questionnaire is kept confidential and only used for academic purposes, and thereby, to come up with some workable solutions to overcome the known challenges and difficulties. To this end, the outcome of this study will highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to fill the questionnaire as per the instruction, carefully and responsibly.

General Directions

1. You are not required to write your name.
2. Respond to all close-ended question items by putting “✓” mark in the boxes and write your opinion and comments to all open-ended questions on the space provided.
3. It is possible to use Amharic or English in writing your comments.
4. You can read T& D as Training and Development.

THANK YOU!!

Part One: Demographic Data

For the following, Put a tick mark (✓) on your answer, or write your responses in the provided space as appropriate.

1. Gender: Male Female
2. Age: 18 – 25 26 – 35 36 – 45 46 – 55 > 56
3. Marital Status: Single Married Divorced Widowed
4. Year of service in the College: 1-5years 6-10 years > 11 years.
5. Educational Background: Diploma
 First degree (BA,BSc, BEd)
 Second Degree (MA, MSC, MED)
 Terminal degree (Phd) Other specify_____
6. Field of Study_____
7. What is your position in the College_____
8. What is your Department/Section/Unit_____

Part Two: Human Resource Training and Development

Please read each statement carefully and show the extent of your agreement on the statements by putting a tick (✓) mark in the boxes by using the following rating scale (Likert scale):

- 5=Strongly Agree,
- 4= Agree,
- 3=Neutral
- 2= Disagree,
- 1= Strongly Disagree).

No	Statement	Response				
		5	4	3	2	1
A	The College's Training and Development Policy	5	4	3	2	1
1	The College has training and development policy;					
2	The T&D policy was developed at the college level;					
3	The T&D policy is well communicated to all employees;					
4	T&D guidelines were developed based on the policy;					
B	The College's Training and Development Plan	5	4	3	2	1
1	The College has strategic plan;					
2	The College has T & D plan;					
3	T& D is integrated into the college's strategic planning;					
4	The training and development plan is well communicated to all employees;					
5	T& D programs are implemented as per the plan of the College;					
C	Training and Development Needs Assessment	5	4	3	2	1
1	The college carry out T& D needs assessment;					
2	T& D needs are identified by the college's training coordinators;					
3	T& D needs are identified through the analysis of activities of the task;					
4	T& D needs are identified through the analysis of skills, knowledge and attitude of each individuals;					
5	T& D needs are identified through the analysis of organizational goals, culture, structure, etc.					
	Methods of training and development needs assessment					
1	Observation of employees performance;					
2	Analysis of customer complaints;					
3	Feedback from higher authorities;					
4	Use performance appraisal result of employees;					
5	Conducting survey;					
D	Training and Development Objectives	5	4	3	2	1
1	Training and development objectives were set and in consideration of the College's goals					
2	Training and development objectives were set as per the identified needs;					

3	Training and development objectives are used as standard for measuring performance;					
4	Training and development program you have taken with clear objectives provide you greater job satisfaction;					
E	Selection of Trainees	5	4	3	2	1
1	Training opportunities were equal for employees;					
2	Selection of trainees were based on the identified gap;					
3	Trainees were selected based on recommendations of immediate supervisors;					
4	The presence of written trainee-selection procedures;					
F	Training and Development inputs	5	4	3	2	1
1	The college has well trained and experienced trainers;					
2	The contents are related to the trainees' background experience;					
3	Trainees have similar educational back ground ,experience and positions;					
4	The college has adequate training and development facilities (rooms, seats, training aids, etc.);					
5	The training and development environment is attractive (training rooms are appropriately arranged, the compounds are attractive);					
6	Adequate money is allocated for the training program;					
G	Training and development methods	5	4	3	2	1
	On the job training					
1	Orientation (introduce new employees about the position and the organization);					
2	Coaching (involves supervisors providing guidance & counsel to employees);					
3	Mentoring (an experienced person in an organization who trains and counsels less experienced employees);					
4	Job Rotation (employees move from job to job at planned intervals, either within their department or across the organization);					
	Off the job training	5	4	3	2	1
5	Workshop, seminars, etc.;					
6	Extension courses;					
7	Scholarship (abroad)					

8	Scholarship (local)					
H	Training and development program Evaluation	5	4	3	2	1
1	The College evaluates its training and development program;					
2	The evaluation process is made during and after the training;					
3	The evaluation process is participatory;					
4	The College uses relevant and clear criteria for evaluation;					
5	The participants enjoy the program and think it was effective;					
6	Skills, knowledge and attitudes were acquired after the program;					
7	Trainees behavior is changed after the T&D program;					
8	Performance of trainees are improved after the T&D;					
I	Training and development problems	5	4	3	2	1
1	Lack of adequate budget for training and development programs					
2	Attention is not given by top management;					
3	Absence of training department which coordinates T&D programs;					
4	The absence of working situation that facilitates transfer of training;					
5	Absence of training expert to identify training needs;					
6	T&D programs are not integrated in the College's strategic plan;					
7	Employees turnover (employees who get adequate training have left the College for better pay);					

9. What do you think are the solutions for the identified problems indicated in the "I" category above?

THANK YOU!!