Addis Ababa University

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The Practices and Problems of Human Resource Training and Development in the Education Offices of Oromia

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By

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ABSTRACT

The main purpose of this study was to assess the practices and problems of training and development programs in the education offices of Oromia. To achieve the purpose of the study descriptive survey method was employed. The study was conducted on Oromia Education Bureau that was purposively selected and on four zone education departments and twelve woreda education offices that were selected using simple random sampling technique. Moreover, while purposive sampling technique was employed to select office heads and process owners, simple random sampling technique was used to select performers. Hence, 17 office heads, 71 process owners and 88 performers were involved in the study.

Questionnaire, interview and document analysis were the instruments used to collect data. The data gathered were analyzed and interpreted using tables, percentages, frequency counts, mean scores, independent t-test and chi-square. The findings of the study indicate that training and development plan was prepared but it was not specific. It was also found that needs assessment and evaluation were not practiced. Moreover, trainees were not involved in training plan preparation, objectives determination and contents and techniques selection. Off-the-job training was the only method used. There were no clear and transparent selection criteria of trainees. Adequate resources and facilities were not allocated for the program. Shortage of budget, management's lack of support, allocation of insufficient time for the program and absence of training and development policy were the major training and development constraints identified.

Based on the findings of the study, it is recommended that the education offices should carryout needs assessment comprehensively by considering organization level, task level and individual level needs. Training and development program should be practiced based on participatory approach. Clear trainees' selection criteria and evaluation criteria should be established. Training department and/or training designers should sell the program to managements. The offices should undertake program evaluation. Oromia Education Bureau by eliciting ideas from zone and woreda education offices should formulate training and development policy. In general, the offices should carryout training and development systematically to get fruitful results.

CHAPTER ONE: THE PROBLEM AND ITS SETTING

This chapter deals with the problem and its setting. It contains background of the study, statement of the problem, significances of the study, delimitations of the study, limitations of the study, definition of terms, and organization of the study.

1.1. Background of the Study

Nowadays the world is in a swift change. We are living in a dynamic and ever changing environment. Organizations operate in this environment which redefine the way in which people in the organizations work and interact with one another. In fact, change is happening rapidly that organizations are finding that they face constant and puzzling challenges. Knowledge is exploding owing to technological development. Hence, customers are much more informed than they were before and demand quality services. Organizations should therefore, develop new methods, skills and structures to meet the demand and cope with competitive and dynamic environment (Robbins, 1996).

Organizations are established to achieve certain objectives. In order to carryout their activities effectively and achieve their intended output in the competitive world, they should have resources. Among these, human resource is the most fundamental and decisive. Since human resource mobilizes and organizes the other resources to realize organizational goals, it is a substantial element for the success of the organization. Put precisely, Davies (2003) states that people are regarded as an organization's most valuable assets that determine how well other resources can be utilized. This indicates that human resource is the focal substance without which the organization cannot operate.

However, not just having human resource in quantity enable organizations to be competent to adapt to the changing environment and attain their goals but what matters more is the quality on one hand and quality management of the human resource on the other hand. The quality of human resource and its management in the organization is the evidence whether that organization is in a position to achieve its objective or not. Specifically, the quality of human resource and its management determines the success of organizations. Hence, organizations are as good as their people (Harris and DeSimone, 1994).

Human resource management plays a paramount role to ensure effective and efficient utilization of human resource resulting in a desired result. It performs a set of activities in using human resource for better achievement of organizational objectives. Securing, training and developing the proper quality as well as quantity of human resource are the primary functions of management particularly human resource management. Competent employees should be obtained and made congruent with organizational needs. Organizations particularly educational institutions have to plan in such a manner that can help develop human resource potentials in order to address the needs of the region and the society at large. It should be understood that significant improvement of education in the dynamic world could not be realized without sufficient provision of training to people in an organization. In general, to serve their purpose, organizations need to get skilled manpower as well as develop the knowledge and skills of the existing ones through training and development programs (Mathis and Jackson, 1997).

Training and development has many benefits for organizations. It is not an end by itself but a means to a desired result. Organizations conduct training and development to enhance the knowledge and skills of their workforce so as to provide quality service to the public. Training and development is the back bone of all performances. It helps bridge a gap between abilities of employees and what the job demand. Consequently, training and development stands at the heart of organizational success and continuity as it contributes to the skills, abilities and motivation of individuals to perform well and work towards the fulfillment of organizational goals (Mullins, 1996).

Training and development contributes to the motivation of employees to perform well for attaining the desired result. When employees improve their knowledge and skills through training and development, and get promotion, they can be motivated towards achieving organizational goals. Highly motivated workers through training and career development become effective and efficient in their work performance. They identify themselves with organization's objectives and are willing to release their maximum potentials.

In a nutshell, training and development is an activity which organizations design to improve the capability of their human resources to meet current and future demands (Harris and DeSimone, 1994). It capacitates employees to execute well the current jobs they are engaged in and prepare them for future job requirements.

Training and development programs achieve their objectives when organizations go through their proper sequence of steps. To ensure that training and development goals are achieved, care must be taken when designing and delivering the program. Indeed, the success of the program lies on the way it is planned, implemented and evaluated. Training is not a one shot activity and not provided at random; rather it is a continuous process and a planned activity. It has to be planned through conducting needs analysis (Davies, 2003). But, many organizations do not carryout training and development program as thoroughly as they might for many reasons (Harris and DeSimone, 1994).

All training activities will work when organizations are committed to making it work and back up that commitment with adequate resources; training, monitoring, recognizing and rewarding the process as a central function of management. But it was observed that managers sometimes do not see it as their job and reject the responsibility (Davies, 2003).

Literatures indicate that the origins of training and development can be traced to early apprenticeship training programs in the eighteenth century. During this time, craft shop owners employed workers, and educated and trained them without vocational schools to address a growing demand for their products. However, vocational training was started during the industrial revolution which was marked by the establishment of many factories. The rapid increase in the number of factories created a significant demand for vocational school graduates needed to operate machines. In order to meet this demand, vocational schools were established. Today, the demand for training and development becomes high because of the world advancement. Organizations highly demand training and development program to update the obsolescence of knowledge and skills of employees owing to environmental dynamism (social, economic, political and technological changes).

Training and development has to be provided continuously to keep employees up-to-date and effective in their work. The jobs that employees have been doing are not static. They change year in and year out, because equipment and methods change with change in technology. To keep pace with the changing technology, organizations adopt mechanization, automation, and electronic data processing which require skills that may not be available to existing employees. Training and development is, therefore, increasingly recognized now as a most important organizational

activity to update employees, so that their efficiency does not suffer because of lack of understanding of the new technology (Saiyadain, 1999).

In Ethiopia, training and development of civil servants have been emphasized as the result of the establishment of Central Personnel Agency (CPA) in the mid-twentieth century. The institution was established by the order of the then government with the intention of developing the capacity of the civil servants, and providing quality service to the public (Imperial Government of Ethiopia, 1969). More recently, the Ethiopian government has provided emphasis to the building of the capacity of civil servants that enable them to be competent and advance through their career development and thereby improve their performance (Federal Democratic Republic of Ethiopia, 2002).

In Oromia too, which is one of the regions in the country, a proclamation has been made on civil servants that focuses on the provision of training and development opportunities for civil servants to improve their capability and prepare them for higher responsibility based on career development (Oromia Regional State Council, 2001). In addition, Oromia Civil Service Commission is responsible for working on regional human resource training need and plan, identifying existing problems and giving training on capacity building. Moreover, Oromia Education Bureau has power and duty to train and cause the training of education employees (Oromia Regional State Council, 2004).

Despite attempts made to train and develop civil servants, however, the training and development program has still deficiencies and is faced with problems (Federal Civil Service Agency, 2007). Because Oromia education sector is the part of civil service providing organizations, it shares the problem.

Based on this fact, the study will try to assess the practices and problems of human resource training and development in the education sector of Oromia.

1.2. Statement of the Problem

As mentioned in the background, training and developing human resource is one of the most crucial and critical activities that can take an organization to the heights of success. Training and development has importance for both employee and organization. On one hand it enables the organization to take the advantage of the improved knowledge and skills of the employees

through the program. Trained employees can contribute to the growth of the organization and higher productivity which in turn provide stability to the employees and lessen their turnover. On the other hand, it gives the employees a feeling of mastery over their work and of recognition by management, thus increasing their job satisfaction. It offers promotion and self development opportunities for employees by enhancing their skills and competence.

Changes in customer needs and personnel policies, competitive market, technological advancement, requirements of jobs and organizational complexities are always demanding for up to date knowledge and skills. It is through training their employees that organizations meet the challenges of the rapid change they face. Therefore, organizations should provide their employees with the knowledge and skills they need to adjust to new situations.

For training and development program to be effective, it is a must to practice the right process of the program. Training needs assessment, implementation and evaluation must be carefully carried out. This helps ensure that the performance deficiency is because of lack of training, and make better and informed decisions about particular programs and methods. Even though training and development is prominent for organizations, many of them fail to conduct the program properly.

Trainers do not always train; instead there can be a considerable amount of failure to develop knowledge and skill. This can be blamed on such factors as having the wrong objective, using the wrong method, poor instruction and poor training materials. To minimize such failure, evaluating the training and development program is considered a relatively best approach (Mathis and Jackson, 1997).

Coming to Ethiopia, its civil service institutions lacks clear-cut training and development policy, and guidelines for training needs assessment. There is also misconception of training and development with education, and misplacement of priority areas of training and development. Owing to this fact, training and development programs have been conducted haphazardly and unsystematically (Federal Civil Service Agency, 2007).

In civil service organizations of Oromia, employees complain that because of inability to identify human resource training needs and plan accordingly, very few employees have been trained repeatedly. Besides, training and development is not put into practice as it should be and could

not alleviate the problem of skills and knowledge that are lacking owing to its improper organization and planning. On top of this, absence of training's impact assessment, lack of continuity, and provision of training at inappropriate time are the existing problems in the region (Oromia Civil Service Commission, 2000). Since Oromia education sector conducts training and development program under the umbrella of federal and Oromia civil service training and development programs, it is wise to think that the problem is also prevail in it.

From the researcher's observation, Oromia education office at different levels budget for training and development program each year. However, they did not plan, design and evaluate the program as it should be. Provision of training because of availability of time in the work schedule and money in the budget, and for reporting a certain amount of training on the monthly report are not the good reasons for training (Broadwell, 1989). Without the proper application of its process the program is a futile effort and cannot hit its target. In addition, ineffective training and development results in a waste of time, effort and money. Moreover, teachers from schools have been simply assigned to education offices to put into practice business process reengineering which is the current issue without given training on it. Even some of them do not have know how about it. This necessitates the study of the practices and problems of human resource training and development in the sector.

Having this in mind, the study tried to answer the following basic questions.

1. What is the existing practice of human resource training and development in the education offices of Oromia?
2. To what extent the offices consider needs assessment when conducting training and development?
3. How do the offices design and implement training and development?
4. How training and development program evaluation is conducted in the offices?
5. What are the priority areas of training and development in the offices?
6. What are the major problems the offices face in conducting training and development?

1.3. Objectives of the Study

General and specific objectives towards the study is directed are stated as follows.

General Objective

To assess the practices and problems of training and development programs in the education offices of Oromia

Specific Objectives

- To assess whether training and development is carried out systematically following the proper process or not
- To identify the priority areas of training and development in the offices
- To sort out problems encountered in conducting training and development
- To find out the benefits gained from trainings offered over the past three years
- To suggest possible remedies for alleviating the problems encountered in the itinerary of training

1.4. Significances of the Study

1. The study may provide valuable information to regional, zonal and woreda education officials, planners and decision makers on the practices and problems of human resource training and development that will help them reach the problem urgently and take corrective measures.
2. It may create awareness among employees at different levels of Oromia education offices by indicating the current status of human resource training and development.
3. The study may serve as reference and encourage other researchers who want to conduct further study in the area.
4. It may try to indicate some possible solutions that help alleviate problems prevailed in practices of training and development.

1.5. Delimitations of the Study

The study is more sound if it includes all zones and woredas found in Oromia. However, for the sake of its manageability and because of scarcity of resources the study was delimited to Oromia Education Bureau, four zone education departments and twelve woreda education offices. In addition, the study focused on needs assessment, design, implementation and evaluation of training and development program. Moreover, it tried to assess problems encountered in conducting human resource training and development in the education offices since 1998 E.C. This year is chosen believing that respondents can easily remember training and development conducted over the past three years and the study is manageable.

1.6. Limitations of the Study

Reluctance on the part of respondents to fill out and return questionnaires on time, and in adequate finance allocated to the study were the major constraints for the study.

1.7. Operational Definition of Terms

Education Offices Educational organizations that facilitate and provide support for teaching learning process.

Employees People engaged in the work of education in the education offices of Oromia.

Human Resource Knowledge, skills and talents of humans that contribute to the services of offices/operate the organization.

Performer Is an individual who is performing a given task under a given core/support process.

Process A series of activities performed to achieve a given purpose.

Process owner Is an individual who is accountable and responsible for the workings and improvement of one of the organization's defined process and its related sub-processes.

Woreda The government administrative division below and immediate to zone.

Zone The government administrative division below and immediate to region.

1.8. Organization of the Study

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

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with the review of related studies and research findings to support the study with relevant evidences.

2.1. Concepts of Human Resource Training and Development

Every organization needs to have well adjusted, trained and experienced people to perform the activities that must be done. A small degree of impact on organizations and job simplicity rarely exists today. As jobs in today's dynamic organizations have become more complex, the importance of employee's education has increased. Specifically, rapid job changes are occupying, and requiring frequently updated which takes place through employee training and development.

2.1.1. Training

Many different attempts have been made to define training. Authorities define training in different ways with a common base. Dessler (2005:270) defines training as the methods used to give new or present employees the skills they need to perform their jobs. The author adds that recruiting and selecting high-potential employees do not guarantee that they will perform effectively. Instead, it is important to train the employees to ensure that they know what to do and how to do it. Likewise, Mathis and Jackson (1997: 282) explain training as a learning process whereby people acquire skills or knowledge to aid in the achievement of goals. Byar and Rue (2006:164) have almost the same definition with that of Mathis and Jackson. To them, training refers to a learning process that involves the acquisition of knowledge, skills and abilities necessary to perform a job successfully.

According to Tyson and York (1996:141), training is defined as a learning process in which learning opportunities are purposefully structured by the managerial, personnel and training staff, working in collaboration, or by external agents, acting on their behalf to develop in organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of the organizational objectives by the most cost-effective means available. According to them, cost-effective training means training that actually achieves the purpose of helping people perform their work to the required standards and is at the same time affordable. Moreover, training is a systematic process of changing the behavior, knowledge, and motivation of present employees to improve the match

between employee characteristics and employment requirements (Milkovich and Boudreau, 1991:407).

A comprehensive definition of training formulated by the Manpower Services Commission as cited in Wilson (2005:4) is that training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

DeCenzo and Robbins (1999) and some other authorities' definitions include changes of attitude as part of training. They state that training can involve the changing of attitudes. On the contrary, Wills (1993) argue that apart from being incredibly difficult to measure attitude, it is the environment and culture of a business that primarily determines it. The writer further explain that even though it has an important part to play in this, and can help update the environment for the change of attitudes, training alone will not change anybody's long-term attitude.

Harris and DeSimone (1994) describe training starts when a person joins an organization in the form of orientation. Mathis and Jackson (1997) also see orientation as a special kind of training and they define it as the planned introduction of new employees to their jobs, coworkers, and the organization.

In general, the above definitions illustrate the application of training to the requirements of the organization and the fact that it tends to occur in the workplace. From this point, training becomes specialized and practical means of learning and is directly associated with the jobs and tasks which a person performs in an organization. In short, training is job centered and concerned with Performance; hence, it is basic to performance improvement through enhancing job related knowledge, skills and attitudes in a person.

2.1.2. Development

Another term frequently used in relation to training is development. Development generally means progress made (Sah, 1991). It is also stated as a process that gives attention to the provision of knowledge, skills and experience to employees, enabling them to undertake greater and more demanding roles and responsibilities (Cushway, 2001). Hence, development help prepare employees for positions of greater responsibility (DeCenzo and Robbins, 1999).

As per Bernardin (2003) and Harris and DeSimone (1994), development refers to a process of helping individuals to update themselves with the intention to fulfill future job requirements in addition to equip them to perform current jobs. What is more, Mathis and Jackson (1996) describe development as a long-term activity, which help provide employees with planned and appropriate experiences and abilities that benefit both the organization and its employees. On one hand, it enhances the ability of the organization to compete and adapt to a changing competitive environment. On the other hand, it improves the capabilities of employees that help them develop via their careers.

As a whole, as environment change, and employees' jobs and careers progress, new skills and abilities will be required. Thus, development is concerned with the enrichment of knowledge and skills of employees to perform current jobs with more focuses on the fulfillment of the requirements of future jobs.

2.1.3. Education

Education is a part of learning, which is concerned with developing general knowledge, understanding and background of our total environment and may continue throughout human life (Sah, 1991:5). By expression of Cartwright et al (1993:84), education is very personal and is concerned with ensuring that a person has the skills to make their way in life and society. On top of this, Manpower Services Commission in Wilson (2005) broadly state education as activities which aim at developing the knowledge, skills, more values and understanding required in all aspects of life rather that a knowledge and skills relating to only a limited field of activity. Its purpose is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to contribute to it.

Furthermore, education is a broader in scope than training. It also has a less immediate and a less specific application than training. While training is concerned with performance, education is concerned with the personality development of a person (Sah, 1991).

To windup, it can be seen from the definitions that the common denominator of the three terms-training, development and education is learning. They all involve learning. Wilson (2005) suggests that the three terms are seen as complementary components of the enhancement of human potential or talent.

2.1.4. Training and Development: Points of Difference

Although training and development have similarities, different writers have tried to make a distinction between the two. Cushway (2001) and DeCenzo and Robbins (1999) reveal that, in training the emphasis is on giving employees the relevant knowledge and skills that enable them to perform the current job to the standard set; in development the focus is on preparing employees for future job demands. Thus, whereas training is more present-day oriented, development is more future oriented.

In connection to this, Sherman et al (1998), and Mathis and Jackson (1997) point out that development differs from training in that it is often the results of experience and the maturity that comes with it. Its purpose is to broaden employees' abilities with a variety of experiences taking into account long-term requirements of the organization. Mathis and Jackson continue that whereas training represents efforts to meet short-term demands of the organization, development attempts to meet long- term requirements. To them training focuses on demonstrating techniques and processes of current job; development focuses on expanding capacities of employees to handle a variety of assignments.

Though scholars endeavor to differentiate training from development, there is no clear-cut demarcation between the two. Palmer (2005:76) describes, "Training and development are certainly not chalk and cheese. They are complementary together and feeding off one another." The two terms tends to be used as one phrase to recognize the combination of activities used by organization to increase the skill base of employees. Since where training ends and development begins is a very blurred line, for the purpose of this study the two have been treated synonymously and as indistinguishable.

2.1.5. Importance of Training and Development

One major area of the effective use of human resource is training and development. In order to sustain economic and effective performance it is important to optimize the contribution of employees to the objectives and goals of the organization through training and development. Monappa and Saiyadain (1996) write that training and development brings many gains for the organization and employees if it is conducted properly. On the contrary, poorly designed and in appropriate training and development activities results in frustration and wastage of resources (Gomez Mejia et al, 1995; Stewart and Stewart, 1985). Every organization should provide

training and development continuously to all employees irrespective of their status in the organization so as to get its benefits (Rao and Rao, 1990; Pigors and Myers, 1981).

Emphasizing on the advantages of training and development, Sherman et al (1998), Broadwell (1989) and Landale (2004) point out that training and development has become increasingly vital to the success of organizations. It plays a central role in nurturing and strengthening knowledge and skills of employees that give organizations advantages over their competitors. The writers further indicate that the rapid occurrence of changes within and outside organizations, and the replacement of simple jobs by complex ones that require technical, interpersonal and problem solving skills enforce employees continuously hone their knowledge, skills and abilities to cope with New processes and systems. Moreover, trends towards empowerment, total quality management, downsizing, teamwork, decentralization, and international business make training and development necessary for employees to develop their knowledge and skills that will enable them handle new and more demanding assignments. Hence, the continued effectiveness and efficiency of the organization rely on the ability of its employees to produce at high levels of efficiency and keep abreast with their changing job (Monappa and Saiyadain, 1996).

Training constitutes a significant step in the induction of the individual in to the company's way of life. It enables employees to understand the organization in broad sense. It helps familiarize employees with the organization's objectives, culture, history, procedures and methods of working, philosophy, rules, vision, and human resource managements polices. Besides, it makes clear to employee about what is an expected in terms of work and behavior. Induction training, thus, helps employees blend their personalities with the organization and adjust to the organization, resulting in productive employees (Dessler, 2005; DeCenzo and Robbins, 1999; Saiyadain, 1994; Cushway, 2001; Pigors and Myers, 1981).

According to Saiyadain (1994), training and development helps prevent the obsolescence of employees by improving and updating their knowledge, skills and attitudes and, thus equip them to be more effective in their present job or prepare them for a future assignment. It plays a significant role in the growth of individual, which is a means to organizational effectiveness-its ability to achieve its goals, to maintain itself internally, and to adapt to its environment. It also helps organization have trained work force available as and when needed.

Authorities like Dwivedi (1984), Graham and Bennett (1998), Pigors and Myers (1981), and Rao and Rao (1990) summarize the benefits of training and development as: greater productivity, improved quality of the product or service, less scrap or spoiled work, greater versatility and adaptability to methods, less need for close supervision, fewer accidents, greater job satisfaction showing itself in lower labor turnover and less absence, and improved morale.

In a net shell, the purpose of training and development is to equip employees with relevant knowledge and skills to enable them to do their current job, or to prepare them for a higher position with increased responsibilities. This has many benefits for both employees and the organization. It increases the confidence, motivation and commitments of staff; helps ensure an adequate supply of career advancement; provides recognition, enhanced responsibility, and the possibility of increased pay and promotion; gives a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; helps reconcile the gap between what should happen and what is happening; and enable employees to remain up-to-date to keep pace with change (Mullins, 1996; Monappa and Saiyadain, 1996). Training and development is, therefore, a key elements of improved organizational performance through increasing the level of individual and organizational competence and, thus it must be seen as an integral and vital part of the whole work system. It should be linked and related to business planning, and to the overall business objectives of the organization. It should not be seen as an extraneous activity for which training staff is largely responsible and hence, all staff members in the organization should be involved in the training and development task (Tyson and York, 1996; Peppit, 2004).

2.2. Training and Development Process

Training and development should be planned, designed and delivered properly to achieve its goals and to make an organization effective and competent. It should follow logical sequence so as to attain what it is intended to attain. Appropriate training and development will benefit employees as well as the organization. Graham and Bennett (1998) note that training and development can be very wasteful if it is not carefully planed and supervised. Mathis and Jackson (1997) support the view by pointing out that unplanned, uncoordinated and haphazard training efforts significantly reduce the learning that could have occurred. Without a well-designed, systematic approach to training and development what is learned may not be what is best for the organization.

Since the primary goal of training and development is to contribute to an organization's overall goals, its programs should be developed with an eye to organizational goals and strategies. However, many organizations have not related their strategic objectives with their training and development programs, which in turn result in misdirection, poor design and inadequate evaluation of the programs (Sherman et al, 1998 Cushway, 2001). Consequently, resources are wasted and organizational performance is affected. In short, training for its own sake achieves little. It must, therefore, be real, operational and rewarding (Mullins, 1996).

Training is an investment in people. To make certain that investments in training and development have maximum impact on individual and organizational performance, and to secure the full benefits of successful training and development there must, therefore, be planned and systematic approach to the effective management of training (Sherman et al, 1998, Mullins, 1996). Sherman et al add that the systems approach to training involves four phases: needs assessment, program design, implementation, and evaluation. Though some authorities explain the basic training process as it has three major phases, the others as four phases, and the rest as five, the basic concepts and contents are the same.

2.2.1. Training and Development Needs Assessment

Barbazette (2006) defines needs assessment as the process of collecting information about an expressed or implied organizational need to improve current performance or to correct a performance that does not meet the current standard through training. It is a process of identifying organizational constraints and establishing areas where employees lack skill, knowledge and ability (Saiyadain, 1994). Moreover, Harris and DeSimone (1994) write that needs assessment is a process by which an organization's human resource development needs are identified and articulated. It is, thus, a systematic analysis of the specific training activities the organization requires to achieve its objectives (Byar and Rue, 2006). Needs assessment is bedrock on which the other training and development activities rest. Tyson and York (1996) discuss that needs assessment is an essential prerequisite to the design and provision of effective training. Correspondingly, Rao and Rao (1990) express that training programs, training methods, course content, and training evaluation are to be planned on the basis of training needs. Sah (1991) has also the opinion that identification of training needs is the stepping-stone on which the

entire training and development program is built. Therefore, needs analysis forms the foundation for an effective training and development (Harris and DeSimone, 1994).

It is imperative to carryout needs assessment to develop appropriate training and development program. Sah (1991) indicates that the gap between the standard of knowledge, skills and attitudes required in a job and the existing competence of the jobholder reveals training needs which provide the information from which an appropriate training program is developed. As per the opinion of this writer, appropriate assessment of training and development needs results in specialized, effective and result-oriented training and development program. Similarly, Mullins (1996) points out that there should be an objective assessment of training needs related to: a vision of where the organization is going; the need to be responsive to changes in external environmental influences; a comprehensive system of human resource planning; and a process of job analysis leading to the preparation of job descriptions and person specifications. Therefore, defining the current position and identifying what is needed in the future through needs assessment help the organization to conduct proper training and development.

According to Barbazette (2006), needs assessment helps identify why conduct a training, who needs to be included in the training; how can performance deficiency be fixed; what is the best way to perform; and when will the training take place. Specifically, needs assessment is important to know whether training would be appropriate to alleviate performance deficiency. It is crucial to tie the performance deficiency to a business need and to ensure the benefits of conducting training are greater than the problems being caused by the performance deficiency. In addition, it serves to involve appropriate parties or target population to solve the deficiency. It is also used to sort out a better way to do a task to get the best results and the best timing to deliver training.

Focus on the benefits of training needs assessment, Harris and DeSimone (1994) also explaining that needs assessments is used to: define specific training and development objectives; establish priorities for using up training and development efforts; identify discrepancies between employees skills and the skills required for effective job performance; establish evaluation criteria; identify discrepancies between current skills and the skills need to perform the job successfully in the future; and identify any roadblock to training and development effectiveness.

Resources are scarce and organizations that spend these resources on training and development programs that do not solve their problems waste the resources and fail to achieve their objectives. Organizations should identify for what purposes they use their limited resources through needs assessment. Mathis and Jackson (1997) put that because training is a limited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. In case of limited resources needs assessment help determine training priorities (Harris and DeSimone, 1994). Furthermore, conducting a needs assessment protects the assets of an organization and assures that resources set aside to address training issues are used only for that purpose (Barbazette, 2006). Similarly, Byar and Rue (2006) say that needs assessment helps organizations commit their resources only to those training activities that can best help in achieving their objectives such as more efficient production methods, improved quality of products or services, or reduced operating costs. Thus, conducting needs assessment enables organizations prioritize their training and development needs in order to utilize the limited resources available properly.

Broadly speaking, the purpose of training needs assessment is to identify a gap between what is required for effective performance and present levels of performance and to decide whether training is the appropriate remedy or not to performance deficiency. This means since training and development is not a panacea for every deficiency of organizations, it is important to identify those deficiencies better addressed through training and development. What is more, conducting training and development without needs assessment is a waste of resources and ignorant of training and development priorities. In the words of Mathis and Jackson (1997), just as a patient must be examined before a physician prescribes medication, needs assessment must be carried out before a course of action is planned to conduct training and development. Kenney and Reid in Palmer (2005: 139) conclude, 'training can be no better than the quality of the analysis permits.' Training and development needs arise at three levels considering the organization, the job and the individual. Accordingly, training and development needs assessment is conducted on the basis of organizational analysis, task analysis and person analysis so as to make training and development timely, need based, and priority issues focused (Milkovich and Boudreau, 1991; Monappa and Saiyadain 1996, Mathis and Jackson, 1997; Palmer, 2005; Tyson and York, 1996).

I. Organizational Analysis

It is important to undertake organizational analysis to investigate weaknesses of the organization that are addressed through training and development, ensuring the contribution of the program to the effectiveness of the organization and its persistence. This means whether deficiencies of the organization are addressable by training and development or not is determined by needs assessment of one of which is organizational analysis. Organizational analysis is a process of broadly viewing the organization and its activities to identify its performance and, training and development needs. Organizational analysis, thus, helps managers and trainers to decide where training and development intervention is needed.

Organizational analysis is a process employed to examine the environment, strategies, and resources of the organization to determine where training and development emphasis should be placed and the conditions within which they will be conducted (Harris and DeSimone, 1994; Sherman et al, 1998). To Sah (1991), organizational analysis is a process of studying and collecting information on various aspects related to organization's functioning to find its training and development needs. On top of this, needs analysis at the organization level incorporates examining the organization's broad directions and needs to determine how training and development can fit in (Milkovich and Boudreau, 1991). It involves a comprehensive analysis of organizational structure, goals and objectives, culture, reward systems, human resources and future plans, process of decision making, delegation and control system, communication systems, techniques and tools being used, leadership, roles and tasks within the organization and the like (Simmond, 1995; Monappa and Saiyadain, 1996; Harris and DeSimone, 1994). Organizational analysis is, therefore, used to get ample information about, and better understand the organization and its problems, suggesting remedial action to be taken,

According to Sherman et al (1998), the first step in needs assessment is identifying the broad forces that can influence training and development needs. Organizational analysis must take into account both internal and external forces that will influence the training and development of employees (Mathis and Jackson, 1997). These forces include technological change, globalization, reengineering, total quality management, organizational restructuring, downsizing, empowerment, performance variations, teamwork, environmental constraints, and trends in the workforce- self development and personal growth which all influence the way work is done and

indicate a need for training and development (Cushway ,2001; Sherman et al, 1998; DeCenzo and Robbins, 1999). New implementations generally have a training and development implication (Palmer, 2005). They frequently require employees take on new roles and responsibilities, and adjust to new culture and ways of conducting business. Therefore, managers and trainers should keep an eye open for these factors to get a valuable input to ensure the training and development needs at the organizational level is considered at the right time.

Furthermore, organizational analysis can be done using productivity measures and organization's strategic human resource planning (Mathis and Jackson, 1997; Tyson and York, 1996; DeCenzo and Robbins, 1999; Palmer, 2005). Training and development needs of the organization can also be identified by pinpointing areas with high turnover, high absenteeism, excessive scrap and frequent breakage of machinery (Rao and Rao, 1990; Saiyadain, 1994; Sherman et al, 1998). On top of this, Mathis and Jackson (1997) put the following elements as specific sources of information and operational measures for the organization level needs analysis. These include: grievances, accident records, observations, and exit interviews, complaints from customers, equipment utilization figure, and strategic quality control data.

As a whole, organizational analysis reveals a variety of training and development needs at organizational level, at the job level or at the individual level from the point of view of its objectives and the factors that affect the training and development effort (Sah, 1991; Harris and DeSimone, 1994). This helps ensure that training and development programs are tied to the organization's strategy and mission that are crucial to its success.

II. Task Analysis

Analyzing tasks performed in the organization is the second way to identify training and development needs. Task analysis is a process of studying the tasks and duties within the job to determine what the content of a training program should be (Sherman et al, 1998; Harris and DeSimone, 1994). Likewise, Dessler (2005) perceives task analysis as a thorough study of a job to determine what specific skills the job requires. In task analysis a various components of jobs and how they are performed are examined thoroughly. This helps testify whether employees have adequate skills, knowledge and abilities to carryout tasks that have changed over period of time (Saiyadain, 1994).

In light to this, Milkovich and Boudreau (1991) and Palmer (2005) indicate that task analysis offers valuable information on the knowledge, skills and abilities that are needed to carryout specific duties within a job. It encompasses reviewing the job description and job specification to identify the activities performed in a particular job and the knowledge, skills and attitudes need to perform them (Sherman et al, 1998). In short, basic knowledge about job description and job specification serves the purpose of analyzing tasks for training (Sah, 1991; Dessler, 2005; Mathis and Jackson, 1997). Task analysis, thus, helps setout performance criteria and standards, and compares it with the knowledge, skills and abilities of employees required to meet these standards to identify training needs (Cushway, 2001; Harris and DeSimone, 1994; Mathis and Jackson, 1997). What is more, Dessler (2005) and Monappa and Saiyadain (1996) and Harris and DeSimone (1994) state that sources of data for task needs analysis could be job descriptions, job specifications, perform job, job observation, performance standards, interviews and the like. These are the important techniques for selecting information on tasks so as to identify training and development needs.

In general, task analysis focuses on the task itself, rather than on the individual doing the task. It entails a thorough examination of a job, its components, its various operations and the conditions under which it has to be performed. It helps understand what human qualities employees should have, achieving the performance expected (Monappa and Saiyadain, 1996).

III. Person Analysis

Person analysis is the third means in identifying training and development needs. Once the organization and the task analyses have been made, it is necessary to perform a person analysis to get integrated information for training and development needs identification. However, in the explanation of Saiyadain (1994), needs assessment at this level is more difficult owing to complexity of human nature.

Person analysis is a process of identifying training needs of individuals (Sherman et al, 1998). It focuses on individuals and on how well they perform their job to find those who require training and development in specific areas (Cowling and Mailer, 1998; Mathis and Jackson, 1997; Harris and DeSimone, 1994). Monappa and Saiyadain (1996) and Saiyadain (1994) substantiate this fact by saying that person analysis emphasizes on knowledge, skills and attitudes of individuals to identify performance gap and where training and development is necessary to enable them to

undertake a current job and a more demanding role. On top of this, the employee and the employee's immediate supervisor who are in an ideal position to observe employee performance regularly (Harris and DeSimone, 1994) best perform person analysis.

Concerning the benefits of person analysis, Sherman et al (1998), Harris and DeSimone (1994) and Monappa and Sayadain (1996) point out that it helps identify who should be trained and what kind of training they need. Sherman et al add that it helps avoid the mistake of sending employees into training who do not need it. It also helps managers determine what prospective trainees are able to do when they are offered the opportunity of training and development.

According to Simmond (1995), one starting point for analyzing the training needs of individuals occurs when an immediate manager confirm that some one has failed to meet agreed upon target. Besides, since recording the actual level of knowledge, skills and attitudes in the individual performing the jobs is a difficult exercise, person analysis starts with examining person's educational qualification, professional competence, experience, training, certification, performance reviews, etc, followed by other techniques (Sah, 1991). Performance appraisal is the most common approach used to execute person analysis (Cowling and Mailer, 1998; Sherman et al, 1998, Mathis and Jackson, 1997). Furthermore, skills inventory, production data, meeting deadline, quality performance, work behavior, late coming, absenteeism, equipment utilization and so on are the specific indicators of person analysis (Saiyadain, 1994; Harris and DeSimone, 1994). These indicators are collected through records, observations, interviews, skill tests, attitude surveys, meeting with employee and others work with him/her, and the like.

To sum up, whereas organization analysis focuses on overall aspects of the organization and task analysis focuses on the task, person analysis focuses on the individual. It helps identify current performance deficiencies and future developmental needs of individuals to suggest the content of training and development program.

2.2.2. Designing Training and Development Program

Designing training and development programs is the step that comes next to needs identification. It hinges on the training and development needs analysis data. Hence, using information obtained from needs analysis in designing training and development program is very important for the success of the program. As Saiyadain (1994) describes, this stage comprises converting training needs into contents and types of training programs. It is the stage that requires generating and

analyzing a range of options in the light of objectives to be achieved and the economic use of available resources to decide what action is most likely to meet the identified needs (Tyson and York, 1996). To Sah (1991) designing training and development program is a process of identifying, selecting and arranging subject matters, appropriate training methods, materials and equipments, and allocating time. Moreover, it involves the consideration of training principles, choosing the content of the training and development program and identifies who will deliver the program (Milkovich and Boudreau, 1991)

In conformity to this, Darling (1993) mentions that designing training and development program serves the purpose of recognizing the need for staff to work together, allocating responsibilities, and determining objectives and methods of achievement. This helps blend the task and process activities, and serves as a vehicle for managers to play more active and supportive role in the day-to-day operational management of activities. What is more, the design efforts help the training designer visualize in advance the requirements of adult learning; make the content of training and development need-based and skill-oriented; help a trainer to manage time effectively; and keeps the trainer always in a state of preparedness (Sah, 1991).

For training and development to hit its targets, a great efforts and commitments should be put in designing a program before its implementation (Peppit, 2004). Likewise, in deciding the most appropriate training and development design, it is important to give due attention to the purpose of training and development (Cowling and Mailer, 1998). Without appropriate and relevant design, training and development efforts are fruitless. The actual design of the program is, therefore, the foundation to effective training and development (DeNisi and Griffin, 2005).

Generally, the major activities incorporated in designing training and development program are: setting objectives, selecting training and development methods, selecting and developing the content of the program, choosing the trainer and trainees, preparing training materials, and scheduling the program (Harris and DeSimone, 1994; Sah, 1991; Dessler, 1997). Some of the program design will be treated hereunder.

2.2.2.1. Setting Training and Development Objectives

Objectives are derived from needs. Once training and development needs have been identified, it is reasonable to address training and development objectives. In line with, Mathis and Jackson (1997) note that objectives of training should be prepared in relation to the training needs

identified in the needs analysis. By the same view, Harris and DeSimone (1994) say that since needs assessment data identify the deficiency or challenge to be addressed, they are useful for defining training and development objectives. Indeed, after training and development needs have been determined, objectives must be established for meeting those needs (Byar and Rue, 2006). Similarly, Dessler (2005) on his part contributes that after ensuring that training is the solution for performance gap and problems identified, it is important to set objectives. Hence, the desired outcomes of training and development are formulated on the basis of needs assessment which provides a complete picture of training and development needs (Sherman et al, 1998).

Objectives are a blue print and a road map for training and development activities. Just as travelers should know where he/she is going before starting a journey, trainees and trainers should be clear about the objectives of training and development before embarking on the program. Cushway (2001) describes that before formulating any training program, it is necessary to be clear about the performance expectations. Mager in Sherman et al (1998) strengthens this view by articulating that before you prepare for instruction, select instructional procedures or subject matter or material, it is important to be able to state clearly just what you intend the results of the instruction to be.

At far as the criteria training and development objectives should meet are concerned, Milkovich and Boudreau (1991) and Cushway (2001) point out that objectives must be measurable and specific enough to serve as measures of success. Tyson and York (1996) summarize the criteria training and development objective should fulfill as follows. Objectives should be: expressed in learner-oriented terms; as specific as possible about terminal performance, standards required and capable of achievement in the time allowed for training; expressed in language that clearly states what the trainees have to do. One more thing is that training and development objectives can be set from the dimensions of quantity of work resulting for training, quality of work after training, timeliness of work after training, and cost savings because of training (Mathis and Jackson, 1997).

Explicit objectives serve a number of purposes. Concerning the importance of clearly stated objectives, Tyson and York (1996) note that sound objective are crucially important to the design and provision of cost-effective training and development. They help assess whether the required learning has been achieved or not by specifying, what trainees should be able to demonstrate by

the end of training. Moreover, they assist in developing the criteria to be used in evaluating the training outcome (DeNisi and Griffin, 2005; Cowling and Mailer, 1998). They will provide sound basis for choosing the program contents, methods and materials to achieve the specified outcome, and help participants focus their own attention and efforts during the program (Mager in Harris and DeSimone, 1994). Put differently, when clearly defined objectives are lacking it is impossible to evaluate the strengths and weaknesses of training and development program efficiently; and there is no basis for selecting appropriate materials, contents or instructional methods (Byar and Rue, 2006).

In summary, an objective is a specific outcome that the training program is intended to achieve. Objectives are set for the trainee rather than the organization, though the outcome of training should ultimately lead to the achievement of organization goals. Explicitly stated objectives describe the performance the trainees should be able to do, the conditions under which they must do it, and the criteria used in judging its success. Clearly stated objectives, therefore, lend itself to an unbiased evaluation of results (Cowling and Mailer, 1998).

2.2.2.2. Selecting Training and Development Methods

Training and development methods are a means of attaining the desired objective in a learning situation (Monappa and Saiyadain, 1991). They are communication devices by which trainees are stimulated and directed toward learning objectives. Thus, they determine the quality of the interface between a trainer and trainees (Sah, 1991).

There are a number of training and development methods. In general, these methods can be grouped into two categories: on-the-job methods and off-the-job methods, although some methods have multiple uses (Harris and DeSimore, 1994: Cushway, 2001). The choice of a method or a mix of methods is a function of a number of considerations. The factors that should be considered is selecting the appropriate approach(es) for a particular program are: the objectives of the program, availability of resources, trainee characteristics and preferences, the nature of contents of the program and, the background and competence of the trainer (Saiyadain, 1994; Harris and DeSimone, 1994; Sah, 1991). The number of employees to be trained and the nature of the task to be performed are the other importance factors that should be taken into account (Dessler, 1991).

I. On-the-Job Training Methods

On-the-job training (OJT) takes place on the actual work situation. It is learning by doing. OJT to Sutherland and Canwell (2004) is a training undertaken at the business's premises. Trainees will receive the training under the supervision of an experienced and qualified trainer in order to acquire the skills needed for the job. The trainee's performance is continually monitored and recorded in a training logbook. Similarly, Graham and Bennett (1998) describe OJT as a training given in the normal work situation where the trainee can use the actual tools, equipment, documents or materials that he or she will use when fully trained. The trainer is regarded as a partly productive worker from the time training begins. In OJT, thus, the employees work in the actual job situation and are shown how to perform the task more effectively by the supervisor or a current experienced employee (DeNisi and Griffin, 2005).

On-the-job training has many advantages over off-the-job training. First, it is less costly than off-the-job training to operate because no training facilities are needed. Second, transfer of learning is enhanced because the learning environment is the same as the performance environment. Third, since the trainee is in the production environment from the outset, he/she does not have to adjust to it. Fourth, employees are in actual work situation and as they gain confidence, they become increasingly productive. Finally, it is easy to assess improvement and progress, allowing interaction to resolve problems (Sutherland and Canwell, 2004; Graham and Bennett, 1998).

However, OJT has its own drawbacks as well. These are: the job site may have physical constraints, noise, and other distractions that could inhibit learning; using expensive equipment for training can result in costly damage and disruption of the production schedule; there may be low quality output which may lead to customers inconvenience; and a large amount of spoiled work and scrap material may be produced (Milkovich and Boudreau, 1991; Harris and DeSimone, 1994; Graham and Bennett, 1998). Mathis and Jackson (1997) add that OJT can disrupt regular work; and trainers may have no experience in training, no time to do it, and no desire to participate.

The major OJT techniques are job instruction training (JIT), job rotation, coaching and mentoring. To discuss two of them, job instruction training (JIT) is the training through step by step (Dessler 2005; Rao and Rao, 1990). Moreover, "it refers to a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job" (Harris

and DeSimone, 1994). It consists of four basic steps: prepare the learners, present the information, having the trainees try out the job task, and follow-up (DeCenzo and Robbins, 1999: Sherman et al, 1998; Mathis and Jackson, 1997; Rao and Rao, 1990). On the other hand, job rotation is the process of systematically shifting employees from one job to another (DeNisi and Griffin, 2005). It has advantages of widening the skills base of the employees as well as ensuring that they are familiar both with tasks and for covering when there is sickness and absence (Cowling and Mailer, 1998).

II. Off-the-Job Training Methods

Off-the-job training is conducted outside of the work setting. As it is stated by Rao and Rao (1990), off-the-job training involves the separation of trainees from the actual work place and their entire concentration upon learning the material related to their future job performance. It may take place on the employer's premises, at training colleges or other training agencies (Sutherland and Canwell, 2004). In a related vein, Gomez-Mejia et al (1995) describe that off-the-job training is usually offered in a classroom setting by individuals, associations, institutions, etc. that are specialized in training. Therefore, any training space set away from the real work site can be a training classroom.

Off-the-job method has its own advantages and limitations. The major advantages of the methods are: as the training is given by a special instructor, it should be of higher quality: the trainee does not damage valuable equipment or produced spoiled work; the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particularly difficult aspects; and the trainee will learn correct methods form the onset (Graham and Bennett, 1998). In addition, classroom settings can accommodate large numbers of trainees, allowing for more efficient delivery of training (Harris and DeSimone, 1994); and trainees can learn in uninterrupted way usually employing specially simplified tools and equipment (Gomez-Mejia et al, 1995; Rao and Rao, 1990).

However, the three potential disadvantages of off-the-job training are: dissimilarity to the job setting, making transfer of training more difficult (Gomez-Mejia et al, 1995; Harris and DeSimone, 1994); there is a risk that some employees may consider it as an opportunity to enjoy as a result of which much learning may not take place (Gomez-Mejia et al, 1995); and there are

increased costs for travel, instructors, equipment, separate premises, etc. (Graham and Bennett, 1998; Harris and DeSimone, 1994).

Lecture, simulation, case study, programmed instruction, role playing, computer-based training and audiovisual training are some of off-the-job approaches.

In general, there is no perfect way to train in any specific case where training is required. No single training technique is best. No one way is without its drawbacks. There are several factors that should be considered to select training and development techniques. Supervisors should examine the advantages and disadvantages of each of the methods available and see what best suits their needs, problems, and situations (Broadwell, 1989).

2.2.2.3. Selecting and Developing the Content of the Program

Selecting and developing the content of the program specifies all the parameters of the program. Contents specify the material that is intended to be taught and focus on what is to be learned (DeNisi and Griffin, 2005). They are influenced by objectives of the program and by prospective trainees. It should be formulated to meet the needs for training and development (Saiyadain, 1994: Cushway, 2001). According to Saiyadain (1994), contents vary as per the level of participants in a training program. Conceptual abilities are more important at higher levels and one should focus on theories, frameworks, concepts, etc. whereas, at lower levels the training content should be more to technical skills and application. In addition, sequencing of contents is very important. Topic of discussion should follow logical sequence to enable participants to relate one session to the other. Contents should follow from simple to complex or from general to specific logic to avoid its complication and to make it interesting. Furthermore, the pace of training should neither be too fast or too slow to avoid a loss of interest. Thus, both sequencing and pace are very important for sustaining the interest and motivation of trainees.

2.2.2.4. Selecting Trainers

Selecting trainers is another important aspect of designing training and development program. When designing training and development program, organizations should make sure that whether they have effective trainers or not. Giving due attention to the importance of effective trainers, DeNisi and Griffin (2005) discuss effective trainers as an important component in the success of any training and development program. They are those individuals who delve the content of the training and development program so that learning is facilitated. Ineffective trainers, in contrast,

serve as barriers and impediments to learning. Effective trainers must have the ability to design and implement training and development program. They must be able to communicate their knowledge clearly, use various instructional techniques, have good interpersonal skills, and have the ability to motivate others to learn. What is more, they must have the mastery of the subject matter and must be able to explain important concepts and how these are applied to the job (Harris and DeSimone, 1994). Therefore, since trainers play a great role in the success and failure of training and development program, organizations should give a great emphasis to the selection of trainers. Apart from this, designing the training program requires the consideration of other resources (money, time, materials and equipment) too.

2.2.3. Implementing Training and Development Program

This is the phase where training and development program is put into practice. Once training and development has been thoroughly designed, the next stage is to implement it. According to Harris and DeSimone (1994), the primary responsibility for implementing the program lies with the trainer. Implementation phase involves choice of participant and where training and development is offered. Site of the program is determined by availability of relevant programs, number of people to be trained, duration for which trainees could be taken off the job, timings of training programs, and cost (Saiyadain, 1994).

As Harris and DeSimone (1994) point out, because the nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness, decisions must be made on the arrangement of physical environment to make it conductive. Carefully arranged facilities concerning classroom, accommodation, arrangements for travel and commuting, food and medical care, lighting arrangements, materials and equipment, ventilation, etc. contribute much for effective implementation of the program (Saiyadain, 1994).

Seating arrangement, comfort, and physical distractions are the major factors that should be considered when arranging the physical environment in a classroom setting. Seating arrangement plays an important role in the phase of implementation. It should be arranged in way that establishes a spatial relationship between the trainer and the trainees. There must be conformable situation and location for training to be effective. Any physical distractions like noise, poor lighting and physical barriers which interrupt training activities should be avoided. Having all elements needed to implement the program, the final step is to do it. A trainer should establish

clear expectations by preparing a course outline that explains the purpose, objectives, and topics, requirement, and establish class norms for relevant issues like punctuality, participation, participants' interaction and the like. Finally, the trainer should make every effort to build a climate characterized by mutual respect and openness to put trainees at ease enabling them seek help when they need it (Harris and DeSimone, 1994).

2.2.4. Evaluating Training and Development Programs

This is the stage of examining training and development program to identify whether the program achieve its goals or not. Sherman et al (1998) and Milkovich and Boudreau (1991) view evaluation as a vital and integral part of training and development program to measure the effectiveness of the program. It is incorrect to view evaluation as the final stage of training and development process. It must be planned when objectives are set, and it must become a part of subsequent needs analysis to plan future programs.

Evaluation of training and development effectiveness is the difficult task and the most critical phase. It involves the assessment of the impact of training and development carries out and the visualization of what future change in training and development plan should be made to make it more effective. It also consists of an evaluation of various aspects of training at the end of the program like reactions of participates etc. and judging its utility like the desired modification in behavior, a demonstrable effect on the performance of the task, the appropriateness of the present training method and the cost effectiveness of the program to achieve the goals of the organization (Saiyadain, 1994).

Sah (1991) defines evaluation as an attempt to obtain information on the planning of training, the conduct of the training, and feedback on the application of learning after the training so as to assess the value of the training. It covers the measurement of value of a training and development program and the collection and analysis of information facility the assessment. Moreover, to Goldstein in Harris and DeSimone (1994), evaluation is the systematic collection of description and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities. From these definitions one can understand that evaluation is a systematic and information-based activity to make reasonable decisions about the effectiveness of a particular training and development program. Hence, appropriate and useful information pertaining to predetermined plan or method

is the important input for evaluation of training and development effectiveness, making appropriate decisions.

2.2.4.1. Purposes of Training and Development Evaluation

Evaluation can serve a variety of purposes within the organization. According to Harris and DeSimone (1994), evaluation helps: determine whether training and development program is accomplishing its objectives; identify the strengths and weaknesses of the program; determine the cost-effectiveness of the program; decide who should participate in the future training and development programs; identify which participants benefited the most or least from the program; reinforce major points to be made to the participant; gather data to assist in marketing future programs; determine if the program was appropriate; establish a data base to assist management in making decisions; make the program functional and relevant; identify and make clear training and development contribution to the organization; and build creditability.

Similarly, Sah (1991) states the purpose of training and development evaluation as it helps: trainers improve their performance and make their lessons more realistic and workable in the light of the evaluative feedback; make training designers highly responsive to their tasks of maintaining the quality and standard of the training; maintain and improve the existing training and development program quality suiting to the requirements of clients; a training institution discriminate between poor and popular programs; a sponsoring organization know the benefits of the program; and learners improve themselves and their views help other partners of training to take up measures to improve their performance to utilize the benefits of the program. Thus, the ultimate purpose of evaluation is to judge the worth of training and development.

There are two basic issues to address when evaluating training and development program: what should be evaluated or the criteria of evaluation, and the design of evaluation (Dessler, 2005).

2.2.4.2. Levels of Evaluation

This outlines the criteria or focus of the evaluation effort. According to Harris and DeSimone (1994), there are different models of training and development evaluation among which the most and influential mode was articulated by Kirkpatrick. Kirkpatrick identifies four levels at which training and development efforts can be evaluated. These are reaction, learning, behavior, and results.

Reaction: Evaluate trainees' reaction to the program. At this level, the focus is on the trainees' feeling about the usefulness and effectiveness of the program- coverage of the matter, depth of the course content, methods of presentation, etc. (Dessler, 2005; Rao and Rao, 1990). However, the reaction cannot indicate whether the program met its objectives beyond ensuring how much participants liked the program (Harris and DeSimone, 1994; Mathis and Jackson, 1997).

Learning: Test the trainees to determine how well they have learned principles, skills, theories, concepts, facts and ideas they were supposed to learn (Dessler, 2005; Mathis and Jackson, 1997). It involves testing trainees before and after training to compare scores, determining improvement. However, learning enough to pass a test does not guarantee that the trainees can do anything with what was learned.

Job behavior: The emphasis is on the trainees' ability to use what was learned in training back on the job (Harris and DeSimone, 1994; Rao and Rao, 1990). It is the evaluation of transfer of training to the job. It involves measuring the effects of training and development on job performance through interviews of trainees and their coworkers and observation of job performance (Mathis and Jackson, 1997).

Results: It is the level of measuring the effect of training and development on the achievement of organizational objectives (Mathis and Jackson, 1997). Besides, the criteria used in evaluating training and development at this level includes: increased productivity, decreased costs and waste, decreased turnover, fewer employee complaints, profitability, etc. (Rao and Rao, 1990; Sherman et al, 1998). However, evaluation at this level is the most difficult by virtue of other factors that cause the change in results other than training and development (Harris and DeSimone, 1994). Therefore, manager should be aware of all issues involved in determining the exact effect of training in evaluating results.

In general, a single criterion cannot provide full information about the effectiveness of training and development program. Each of these criteria gives different information about the program. Therefore, it is important to use the combination of the four criteria to obtain the overall feedback about the success of the program.

2.2.4.3. Evaluation Designs

There are many approaches to design the evaluation of training and development program to determine their effects. However, the three most widely recognized are: post-training performance method, pre-post- training performance method, and pre-post-training performance with control group method (DeCenzo and Robbins, 1999; Mathis and Jackson, 1997).

Post-training performance method- participants' performance is measured after attending a training program to determine if behavioral changes have been made. However, this method may over state the benefits of training.

Pre-post-training performance method - Each trainee is evaluated prior to training and rated on actual job performance. After instruction is completed, the trainee is reevaluated. However, in contrast to the former approach, this approach deals directly with job behavior.

Pre-post-training performance with control group method- This is the most sophisticated evaluative approach. Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction. At the end of training, the two groups are reevaluated. After training if the experimental group performs better than the control group, the evaluator can be reasonably sure that the training was effective (DeCenzo and Robbins, 1999; Mathis and Jackson, 1997). Finally, according to Harris and DeSimone (1994), some common methods employed to collect evaluation data include: interviews, questionnaires, direct observation, tests and simulations, and archival performance data such as files or reports.

2.3. Training and Development Constraints

Training and development has been carried out under multi-dimensional problems and constraints. According to Sah (1991), the effectiveness of training and development depends on the competence of trainers. Since trainers have to act as change agents, their credibility and professional competence assume great significance. However, many trainers lack proper qualifications and professional competence to carryout training and development.

Trainers or managers lack of support and commitment is another hindering factor of the success of training and development. Many managers and trainers often lack sense of dedication and commitment to their jobs and conduct training in a perfunctory manner (Sah, 1991). In support of this, Dwivedi (1984) states that the basic problems of training and development are caused by un

trainable top, a confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to training and development. Likewise, Pigors and Myers (1981) demonstrate that training and development activities need the support of managers at all levels particularly top level management. Therefore, in order to make training and development successful, managers and trainers should commit and devote their time and energy to the operation of the program.

The training and development program itself is also the important factors with this regard. This is another input of training which is supposed to be a well planned learning situation in line with trainees' job requirements. However, most of the time, training and development program is largely unorganized, unscientific and conducted in a haphazard manner. Besides, it is general in nature and does not take into account trainees' specific problems and work situation, and difference in individual understanding. Furthermore, many training program is not make use of appropriate and variety of training and development techniques which reduce the effectiveness of the programs (Sah, 1991).

Low priority to training, inadequate organizational resources like time, money, facilities and human, arbitrary selection of officers for training, and lack of organizational collaboration with training institutions are factors related to organizations that impede training and development. Since learning depends on the nature and psychology of trainees this also plays a paramount role for success of the program (Sah 1991).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter treats about the approaches, methods, procedures and instruments used to undertake the study and achieve its purpose.

3.1. Research Method

To carry out the study both quantitative and qualitative methods were employed. A descriptive research design was used owing to its appropriateness to examine, reveal and explain the current state of the practices and problems of human resource training and development in a broader magnitude. It was employed to obtain information about the existing situation of training.

3.2. Data Sources

Primary data was collected from Oromia Education Bureau, zone education department and woreda education office heads, process owners and performers for the reason that they are concerned in designing, implementing, and evaluating human resource training and development program in the education offices. Moreover, it is believed that they have valuable information and know how about the issue. Apart from this, various documents related to training and development program such as books, reports, minutes of meetings related to training, performance review and the like were used as primary and secondary data sources.

3.3. Sample and Sampling Techniques

There are seventeen (17) zones in Oromia. Stratified random sampling technique was used to group these zones into four stratums based on their geographical difference, i.e. Western, Eastern, Northern and Southern zones which helps include zones from different locations in the sample. This also helps avoid the possibility of selecting samples from similar areas and increases the representativeness of the sample so as to obtain a range of responses as possible that fulfill the purpose of the study and provide answers to the basic questions. Western stratum contains seven zones, eastern stratum three zones, northern stratum two zones, and southern stratum five zones. By assuming the factors affecting the zones in each category as similar, one zone education department was selected from each stratum by using lottery method of simple random sampling technique to give equal chance to the departments to be involved in the sample. Hence, four zone education departments namely: East Hararge Zone Education Department, North Showa Zone

Education Department, Arsi Zone Education Department and East Wallagga Zone Education Department were included in the sample.

While North Showa zone and East Wallagga zone had equal woredas in number that is seventeen, East Hararge zone had eighteen woredas and Arsi zone twenty-five woredas. To select sample woreda education offices from each zone, simple random sampling technique specifically lottery method was employed so as to give them equal chance to be involved in the sample. Thus, three woreda education offices were chosen from each sample zone. Totally, twelve woreda education offices were incorporated in the sample of the study. Finally, Oromia Education Bureau was purposively included in the sample since it is responsible for overall activities of education offices in the region.

Oromia Education Bureau had eight (8) process owners and 115 performers. Each zone education department and each woreda education office had equal number of process owners that is four (4). While the four sample zone education departments had a total of thirty (30) performers, the twelve sample woreda education offices had a total of eighty-four performers. Purposive sampling technique was used to include region education bureau, zone education department, and woreda education office heads and process owners in the sample because they were small in number, believing that their day to day activities are related to human resource training and development, and they can provide reliable and genuine information about the issue under study. However, since performers were many in number, simple random sampling technique was employed to select sample from them because it gives them equal chance to be included in the sample.

Thus, one head, seven process owners and twenty four performers from Oromia Education Bureau, one head, four process owners and four performers from each sample zone education department, and one head, four process owners and four performers from each sample woreda education office were involved in the sample of the study. Put differently, four heads, sixteen process owners and sixteen performers from sample zone education departments, and twelve heads, forty eight process owners and forty eight performers from woreda education offices were involved in the study. As a whole, 17 heads, 71 process owners and 88 performers were included in the study.

3.4. Data Collection Instruments

Questionnaire was used in the study for its convenience to collect large amount of data from many respondents within a short time in an arranged form. It also permits respondents time to consider their responses carefully without interference. Two categories of items were included in the questionnaire, i.e., close-ended and open-ended items. Besides, interview was used because it is adaptable, it helps get detail information, and it put flesh on the bones of the questionnaire. Moreover, document analysis was carried out to supplement information obtained by the aforementioned instruments. Both document analysis and interview were also used to triangulate the data obtained through questionnaire.

Questionnaires were first prepared in English and translated into Afan Oromo before distributed to respondents to avoid language barriers. Interview guide was also formulated in English and translated into Afan Oromo to conduct interviews.

3.5. Data Collection Procedures

Questionnaires were prepared and distributed to Guto Gidda Woreda Education Office employees to be piloted. The questionnaires were administered to ten (10) employees. After the questionnaires were filled out and collected its items' internal consistency was calculated using Cronbach or Coefficient alpha method to test the reliability of the instrument. The reliability of the instrument was 0.89. Thus, the instrument was found to be reliable to collect data and undertake the study.

Face validity was also carried out. After the pilot respondents were told about what the study is trying to find out they were asked whether the items devised are likely to do the job. Based on the information obtained, the clarity of the items and instructions was modified, items which did not yield usable data were removed and the important items left out were included before the questionnaires were administered to the subjects to the study.

Since the sample zones and woredas are in the distance from one another, it is difficult for the researcher to manage and collect data within available time alone. Hence, four assistant data collectors were hired and oriented to administer and collect data through questionnaires. Thereafter, heads of the sample offices were contacted to get permission to administer

questionnaires, to conduct interviews and use any document relevant to the study. Then, respondents were identified. Next, the questionnaires were distributed to process owners and performers to be filled in. Finally, the filled in questionnaires were collected by the assistant data collectors and the researcher. However, interviews with two process owners of Oromia Education Bureau (deputy head and teachers' development process owner and human resource management process owner) and zone education department and woreda education office heads, and document analysis were conducted by the researcher himself.

3.6. Methods of Data Analysis

The data collected through questionnaires were coded and fed into computer to be analyzed by Statistical Packages for Social Sciences (SPSS). The data were categorized and presented in a table form as per their similarities and analyzed using descriptive statistics- frequency counts, percentages and mean values. Inferential statistics- independent t-test and chi-square also used to test statistical difference between the mean values of process owners and performers. The analysis and interpretation of rating scales were made based on: 1-1.8 strongly disagree, 1.81-2.6 disagree, 2.61-3.4 neutral, 3.41-4.2 agree and 4.21-5 strongly agree. On top of this, the data obtained from open-ended items, interviews and documents were qualitatively analyzed to substantiate the quantitatively analyzed data following each table. The analyzed data were interpreted and discussed. Lastly, the major findings of the study were identified, conclusions were drawn, and realistic and feasible recommendations were forwarded.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire, interview and document observation from Oromia Education Bureau, sample zone education departments and sample woreda education offices. The chapter consists of two parts. The first part deals with characteristics of respondents. Analysis and interpretation of data about the practices and problems of training and development are treated in the second part of the chapter.

The data gathered using questionnaire were organized in table form and analyzed using percentages, mean, independent t-test and chi-square. In addition, the data collected through interview and document investigation are analyzed in line with the data collected through questionnaire. The subjects of the study were heads, process owners and performers of Oromia Education Bureau, zone education departments and Woreda education offices.

Questionnaires were distributed to 70 process owners and 88 performers to collect relevant data related to the purpose of the study. Apart from this, Oromia Education Bureau deputy head and teacher development process owner, Oromia Education Bureau human resource management process owner, sample zone education department heads and sample woreda education office heads were interviewed to cross-check the data collected through questionnaire. Totally, 158 questionnaires were distributed to respondents. Out of 70 questionnaires administered to process owners, 63(90%) of them and from 88 questionnaires distributed to performers 78 (88.6%) of them were filled in properly and returned. Lastly, the data collected are classified under 18 tables, and analyzed and interpreted hereunder.

4.1. Characteristics of Respondents

Sex, age, educational level and work experience profile of respondents are presented in table 1 as follows.

Table 1: Characteristics of the Respondents

Items	Respondents					
	Process Owners		Performers		Total	
	N	%	N	%	N	%
1. Sex:						
Male	63	100	60	76.9	123	87.2
Female	-	-	18	23.1	18	12.8
Total	**63**	**100**	**78**	**100**	**141**	**100**
2. Age in year:						
Below 25	-	-	3	3.9	3	2.1
25-30	2	3.2	9	11.5	11	7.8
31-35	9	14.3	12	15.4	21	14.9
36-40	16	25.4	22	28.2	38	27
Above 40	36	57.1	32	41.0	68	48.2
Total	**63**	**100**	**78**	**100**	**141**	**100**
3. Educational level:						
Certificate	-	-	8	10.3	8	5.7
Diploma	32	50.8	42	53.8	74	52.5
First degree	26	41.3	27	34.6	53	37.6
Second degree	5	7.9	1	1.3	6	4.2
Total	**63**	**100**	**78**	**100**	**141**	**100**
4. Work experience:						
Below 6 years	2	3.2	4	5.1	6	4.3
6-10 years	5	7.9	12	15.4	17	12.1
11-15 years	10	15.9	13	16.7	23	16.3
16-20 years	15	23.8	21	26.9	36	25.5
Above 20 years	31	49.2	28	35.9	59	41.8
Total	**63**	**100**	**78**	**100**	**141**	**100**

As can be seen from item 1 of table1, out of 141 total respondents, 123 (87.2%) of them were males while the remaining 18(12.8%) were females. Among 63 process owners of the total respondents, all of them 63(100%) were males. From 78 performers of the total respondents, 60(76.9%) and 18(23.1%) were males and females respectively. This reveals that women involvement in management positions was very rare. The number of women even as employees in the sector was very small. This very small number of women employees and their absence in management positions in the sector when compared to their male counterpart may witness that

what was prevailing in the past did not encourage females' education. It may not initiate them to take a leadership positions.

Regarding the respondents' age, 3.9% of performers were below 25 while 3.2% of process owners and 11.5% of performers were in the age group of 25-30. Besides, 39.7% of process owners and 43.6 % performers were in the age range of 31-40, whereas the rest 57.1% process owners and 48.2% performers were above 40. In general, the majority of the total respondents (75.2%) were above 35 years old.

As far as educational level of respondents concerned, 50.8%, 41.3 % and 7.9% of process owners were diploma, first degree and second degree holders respectively while 10.3%, 53.8%, 34.6% and 1.3% of performers were certificate, diploma, first degree and second degree holders respectively. Put differently, the majority (52.5%) of the total respondents had diploma and the least proportion (4.2 %) of them had second degree.

The last item of table 1 deals with work experience of respondents. Related to this, 23% and 37.2% of process owners and performers respectively served for less than 16 years, whereas 73% and 66.8% of process owners and performers served for 16 and above years respectively. This shows that majority of the respondents were experienced.

4.2. The Practices of Training and Development and the Process Followed

In this part issues related to the practices of training and development in the education offices and the process followed are addressed based on the responses of respondents and recorded documents. Specifically, data collected regarding needs assessment, training and development plan, prioritizing needs, methods, contents, resources and facilities, and evaluation are analyzed and interpreted as follows.

4.2.1. Training and Development Needs Assessment

In the review of the related literature of this study it has been discussed that identification of training and development needs is the stepping stone on which the entire training and development program is built. Assessment of training and development needs is a pre-requisite to training and development programs. To get good results from the programs, organizations have to conduct needs assessment before designing the programs. Related to this, the respondents (process owners and performers) were asked whether their organization has conducted needs

assessment since 1998 E.C. For that reason, out of total (141) respondents 70.2% of them (61.9% of process owners and 79.1% of performers) indicated that needs assessment had not been conducted in their organization. However, the rest 29.8% respondents (24 % of process owners and 23.1 % of performers) confirmed the presence of needs assessment. As the whole, the majority of respondents revealed the absence of the practice of needs assessment in their organization. The calculated chi-square result which is less than the table value (5.0239) shows no statistically significant difference between the responses of the two independent groups (x^2= 3.759, $\propto$ = 0.05, df= 1). Table 2 addresses the responses of 42 respondents (24 process owners and 18 performers) who confirmed the presence of the practice of needs assessment of training and development.

Table 2: Frequency and Mean Distribution on Levels Considered in Needs Assessment

Items Training and development needs assessment:	Rating Scales					$\bar{x}$
	5	4	3	2	1	
1. conducted continuously	1	2	4	8	9	2.08
	1	2	3	7	5	2.27
2. There is clear procedure for training and development needs assessment	-	6	3	6	9	2.25
	1	2	4	5	6	2.27
3. conducted by assessing overall situation	7	11	1	3	2	3.75
	1	2	2	6	7	2.11
4. conducted by analyzing tasks performed in the organization	1	3	2	7	11	2.0
	4	8	2	1	3	3.5
5. carried out by analyzing the knowledge, skills and attitudes of each individual	2	3	2	6	11	2.13
	1	3	1	5	8	2.11
6. documents are well organized and used	6	11	3	3	1	3.75
	1	3	2	4	8	2.16

Process owners= 24 Performers= 18

$\bar{x}$ is calculated mean across cells t = t-test for mean values

N.B: in all rating scale tables the first row of each item shows the responses of process owners while the second row shows the responses of performers.

Training and development needs assessment is not a one shot activity. It is a continuous activity of organizations to cope with dynamic environment which is a source of various training needs.

Respecting this, both process owners and performers with mean values 2.08 and 2.27 respectively pointed out that needs assessment was not continuously carried out.

Regarding the clarity of training and development needs assessment procedure, both process owners and performers with mean values 2.25 and 2.27 disagreed that there was clear procedure for needs assessment. This implies the absence of clear way of carrying out needs assessment in the offices which creates confusion resulting in hindrance of desired results expected from training.

Systematic identification of training and development needs involves three levels: organizational analysis, task analysis and person analysis. With respect to this, respondents were asked to rate the extent to which their organization conducted needs assessment on the basis of these three levels. As indicated in item 3 of table 2, process owners with mean value 3.75 agreed, whereas performers with mean value 2.11 disagreed that needs assessment was conducted by analyzing the overall aspects such as plan, structure, goals, environment and so forth of the organization. This implies opinion difference of the two independent groups on the consideration of overall situations of the organization in conducting needs assessment. Likewise, as depicted in item 4 of the same table, process owners with mean value 2.0 disagreed; however, performers with mean value 3.5 agreed that tasks were analyzed in identifying training and development needs. This indicates the two groups' opinion contradiction on task analysis.

In item 5, performers and process owners with mean values 2.11 and 2.13 respectively portrayed their disagreement that needs assessment was conducted on the basis of person analysis. With reference to items 3, 4 and 5, interviews were conducted and documents of needs assessment of training and development of the organizations were referred. As it can be understood from the interviews, the offices did not undertake needs assessment in general and organizational analysis, task analysis and person analysis in particular. There was also no document that show needs assessment conducted by the offices. Therefore, needs assessment was not executed based on organizational analysis, task analysis and person analysis in the offices.

Training and development needs assessment data has to be well organized and documented for future use. Concerning whether needs assessment documents are well organized and used, while process owners with mean value 3.75 agreed, performers with mean value 2.16 disagreed that the documents were well organized and used. The training document investigation revealed that there

was no organized document that shows training and development needs analysis conducted. Hence, it is safe to conclude that there was no well organized training needs assessment document which serves as a base for the later training programs. This implies that documenting needs assessment data and managing the record is a trivial work for the education offices in the region.

In general, from the analysis of table 2 it can be inferred that there was no trend of conducting training and development needs assessment systematically which is the most pertinent and crucial training function before designing and implementing the program. Put precisely, the systematic identification of training and development needs which is the prime task of any organization was the neglected area in the offices. This is in line with the statement of Harries and DeSimone (1994) that despite its importance, many organizations do not perform needs analysis as thoroughly as they should be. Moreover, the offices in the sector did not give emphasis to organizational analysis, task analysis and person analysis which is contrary to the idea that training needs arise at organization, task and individual levels (Tyson and York, 1996). In such case, it is difficult to think that training and development is effective and result-oriented.

Table 3: Respondents Response on Responsible Body for Training Needs Identification

Items	Rating Scales					$\bar{x}$
	5	4	3	2	1	
1. Individuals given opportunity to identify training and development needs	1	2	1	8	12	1.83
	-	2	1	5	10	1.72
2. Immediate supervisor identifying training and development needs	2	2	2	11	7	2.21
	2	3	1	4	8	2.27
3. Training coordinator/officers identifying training needs	2	4	1	9	8	2.29
	2	2	3	5	6	2.38
4. Top level managers determining training and development needs	7	10	2	4	1	3.75
	4	9	1	2	2	3.61

Process owners= 24 Performers= 18

Table 3 deals with the responses of 24 process owners and 18 performers who replied as needs assessment was practiced in their organization.

All members of organizations should take part in the needs assessment. With regard to this, respondents were asked to rate their opinion as indicated in table 3. Accordingly, in the first three

items, process owners with mean values 1.83, 2.21 and 2.29 and performers with mean values 1.72, 2.27 and 2.38 respectively indicated that training needs had not been identified by employees, immediate supervisors and training officers. However, in the last item of the same table, both process owners and performers with mean values 3.75 and 3.61 respectively agreed that top level managers had determined training and development needs. The interviewees also substantiate the data by saying that training have been designed and its needs determined mainly by top level management at the bureau level and lower level offices have contextualized and provided training designed by the bureau. From this it is possible to deduce that training needs identification was not participatory and inclusive. The next table treats the responses of 39 process owners and 60 performers who said that needs assessment was not practiced in their organization.

Table 4: Reasons for the Absence of Needs Assessment

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Lack of experts for conducting needs assessment	3	5	1	13	17	2.08	-0.569	0.571
	6	8	3	20	23	2.23		
2. Shortage of budget	22	11	1	3	2	4.23	0.780	0.437
	30	17	2	7	4	4.03		
3. Lack of management's support for needs assessment	9	18	2	6	4	3.56	-0.698	0.487
	19	25	5	4	7	3.75		
4. Lack of awareness about the importance of needs assessment	11	14	7	4	3	3.67	0.505	0.614
	15	25	3	11	6	3.53		
5. Considering needs assessment as unnecessary	1	3	6	7	22	1.82	-0.486	0.628
	2	7	3	21	27	1.98		
6. Organization assumes needs assessment as time consuming and costly	12	17	2	5	3	3.77	0.872	0.385
	17	21	6	9	7	3.53		

Process owners= 39 Performers= 60

There are a number of factors that preclude organizations from conducting needs assessment. With respect to this, respondents who confirmed the absence of needs assessment were asked to rate why their respective organization failed to conduct needs assessment. In items 2 and 3 of table 4, the mean values 4.23 and 3.56 found for the responses of process owners and the mean values 4.03 and 3.75 found for performers respectively indicating that shortage of budget and lack of management's support were the reasons for not conducting needs assessment. By the same token, process owners with mean values 3.67 and 3.77 and performers with mean value

3.53 respectively agreed that lack of awareness about the importance of needs assessment and organizations assumption about needs assessment as time-consuming and costly were also the reasons for the absence of needs assessment in the sector. There is no statistically significant difference between the mean values of the two independent groups. This indicates that there are several interlocking factors that hamper training needs assessment straying training and development program from its target.

On the other hand, in items 1 and 5, process owners with mean values 2.08 and 1.82 and performers with mean values 2.23 and 1.98 respectively with no statistically significant difference between the two mean values revealed that lack of experts and considering needs assessment as unnecessary were not the reasons for the absence of needs assessment in the offices.

4.2.2. Training and Development Plan

Organizations need to have training and development plan derived from their human resources planning and training requirements so as to design a reasonable and purposeful training and development with far-sightedness. This helps them minimize duplication of efforts and problem of coordination of efforts and resources. In the absence of prospective training and development plan, it is difficult to plan, design and organize training programs systematically suited to the training requirements of trainees (Sah, 1991). In the absence of plan, organizations are forced to follow trial and error approach in designing and organizing the programs. Concerning the plan, respondents were asked several questions to react as per the reality present in their respective organization.

Table 5: Ratings on Training and Development Plan

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. The organization has human resource training and development plan	26	30	2	3	2	4.19	1.729	0.086
	25	34	8	7	4	3.88		
2. The organization's training and development plan was developed in accordance with the strategic plan	25	29	5	2	2	4.15	1.467	0.145
	27	31	9	7	4	3.89		
3. Training and development plan preparation was participatory	2	10	6	25	20	2.19	0.525	0.600
	3	10	4	35	26	2.08		

$\bar{x}$ is calculated mean across cells Process Owners= 63 Performers= 78

t = t-test for mean scores

First, respondents were asked to rate whether their respective organization has training and developments plan or not. Both process owners and performers agreed with mean values 4.19 and 3.88 respectively that their organization had training and development plan. The t-test result does not show statistically significant difference (p- value= 0.086) between the mean values of the two independent groups. The data collected through interview and observation of the plan documents of the offices also shown the same result. However, as it was seen from the documents, the training and development plans of most of the education offices of the region were not specific. This implies the existence of training and development plan in the organizations which helps them optimize the use of resources in a well-organized manner and design training programs systematically.

Training and development plan need to be included in and developed in accordance with strategic plan of organizations to achieve their goals. Concerning whether or not training and development plans were developed in line with strategic plan, both process owners and performers with mean values 4.15 and 3.98 respectively without statistically significant difference ((p-value= 0.145) between the two mean values agreed that training and development plans of the organizations had been developed in relation to their strategic plans. The interviews held with Oromia Education Bureau deputy head and teachers' development process owner and Oromia Education Bureau human resource management process owner, and sample woredas education office and sample

zones education department heads, and the plan documents analysis of the organizations also in support of this agreement. The interviewees said that the operational plans including training and development plans of the organizations are derived from their strategic plans implying the integration of training and development plans with long-term plans of the organizations. This is in support of the idea that training program should be carefully planned and integrated with other activities of the organization (Mathis and Jackson, 1997).

It is important to make training and development plan preparation participatory to get various alternatives and increase the acceptance of the plan. If all members of the organization take part in the preparation of the plan, they will consider it as their own and release their maximum potential in its implementation. In this regard, respondents were asked to rate the participation level of members of the organization in the preparation of the plan. Hence, process owners with mean value 2.19 and performers with mean value 2.08 with no statistically significant difference (p-value= 0.6) between the two mean values indicated that training and development plan preparation was not participatory. This might be also the reason for not implementing the plan as per the plan of the organization.

Respondents were further asked to show their level of agreement regarding the implementation of training and development according to the plan of the organization. Accordingly, process owners and performers disagreed with mean values 2.86 and 2.35 respectively without statistically significant difference (p- value = 0.978) that training and development was implemented according to the plan of their respective office. The responses of the interviewees also revealed that training and development programs were not undertaken as per the plan of the organizations mainly because of shortage of budget and reluctance on the part of top level management to release budget at the right time. Because of unable to get budget at the right time, the interviews said, most of the offices in the sector give quick calls on the eve of the closing of the financial year to organize training program overnight for their employees so that the budget earmarked for training could be utilized. Zone education department heads added that another reason for not implementing training and development programs as per the plan of the organization was that zone education departments are merely facilitators of Oromia Education Bureau and do not have their own budget and are not autonomous to decide upon it to implement the programs as they were planned.

4.2.3. Prioritizing Training and Development Needs

There are a number of training and development needs in organizations. It is difficult to address these needs at once owning to scarcity of resources and other factors enforcing organizations to prioritize their needs. With respect to this, respondents were asked several questions. At the outset, they were asked whether their organization has prioritized its training and development needs. Hence, majority of the respondents 52 (82.5%) of process owners and 61 (78.2%) of performers responded that their organization had prioritized its training and development needs. The chi-square result (x^2=0.412) does not indicate significant difference between the responses of process owners and performers. Table 6 deals with the responses of these respondents.

Table 6: Factors Considered in Prioritizing Needs

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. The availability of training institutions	5	8	3	19	17	2.33	-2.372	0.019
	6	15	17	13	10	2.9		
2. The availability of facilities	11	15	5	12	9	3.13	3.188	0.002
	4	10	6	23	18	2.32		
3. Urgency of training and development needs	24	16	2	7	3	3.98	0.345	0.731
	22	25	3	8	3	3.9		
4. The availability of budget	26	18	2	4	2	4.19	0.94 8	0.345
	26	23	1	7	4	3.98		
5. The availability of trainers	3	10	4	20	15	2.35	-0.665	0.507
	6	11	7	21	16	2.5		
6. Policy direction	15	22	6	4	5	3.73	0.507	0.613
	17	25	5	6	8	3.6		

Process owners= 52 Performers= 61

In item 1 of table 6, while process owners with mean value 2.33 disagreed, performers with mean value 2.9 took the neutral position that their organization considered the availability of training institutions in prioritizing needs. Performers were not sure whether training institutions were considered or not. The difference between the two mean values at 95 % confidence level and 111

degrees of freedom with p-value 0.019 is statistically significant indicating opinion difference of process owners and performers.

Concerning the consideration of availability of facilities in prioritizing training needs, while process owners with mean value 3.13 took the neutral position, performers with mean value 2.32 disagreed that the availability of facilities was considered in prioritizing needs. The calculated t-test 3.188 with p-value 0.0025 shows statistically significant difference between the two mean values.

Regarding item 3, 4 and 6 in prioritizing training needs, process owners with mean value 3.98 and performers with mean value 3.9, process owners with mean value 4.19 and performers with mean value 3.98 and process owners with mean value 3.73 and performers with mean value 3.6 respectively agreed that urgency of training and development needs, availability of budget and policy direction were factors give attention in prioritizing needs. There is no statistically significant difference between the two mean scores of the three items. Some respondents on the open-ended questions also replied that plan of their organization and the resources the organization have were the other two factors considered in the prioritization of needs. The interviewees also held the view in support of this.

In item 5 of the same table, respondents were asked to rate the level of consideration of the availability of trainers as criterion in prioritizing training needs. In this regard, both process owners with mean value 2.35 and performers with mean value 2.5 with no statistically significant difference responded that the availability of trainers was not emphasized in prioritizing needs.

4.2.4. Setting Training and Development Objectives

Training and development program is designed to achieve a certain objectives. Setting training and development objectives is the major activity incorporated in designing the program. The statement of objective serves as a desired outcome towards which the entire training activities are directed (Sherman et al, 1998). In connection to this, respondents were asked whether training and development objectives were set in their respective organization. Among 63 process owners 90.5 % and from 78 performers 82.1% replied that there was a practice of setting objectives. The difference between the responses of the two independent groups is not statistically significant (x^2= 2.029 which is less than table value= 5.0239). Table 7 deals with the responses of respondents who bore out the presence of the formulation of objectives.

Table 7: Training and Development Objectives

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Training and development objectives are formulated on the basis of need assessment	4	9	3	24	17	2.28	0.765	0.446
	5	6	2	29	22	2.1		
2. Trainees participate in determining objectives	5	7	1	24	20	2.18	0.841	0.402
	-	9	5	27	23	2.0		
3. The objectives set are achievable	19	22	2	9	5	3.72	0.697	0.487
	19	23	4	10	8	3.54		
4. They are measurable	17	23	5	8	4	3.72	0.907	0.366
	18	23	5	9	9	3.5		
5. They are time bound	20	25	3	5	4	3.91	0.529	0.598
	20	27	6	6	5	3.79		

Process owners= 57 Performers= 64

Item 1 of table 7 presents formulation of objectives on the basis of needs assessment. Both process owners and performers with mean values 2.28 and 2.1 respectively responded that training and development objectives were not formulated on the basis of needs assessment. The t-test result at alpha 0.05 and 119 degrees of freedom is 0.765 implying the absence of statistically significant difference between the two mean values. This implies that training activities were directed towards the performance expectations which were not based on needs assessment. Hence, desirable result cannot be expected from objectives which are not based on needs assessment. This finding is contrary to the statement of Mathis and Jackson (1997) that training and development objectives should be formulated on the basis of needs assessment.

Item 2 of the table is concerned with participation level of trainees in determining training and development objectives. Respondents indicated their disagreement with mean values 2.18 for process owners and 2.0 for performers that trainees participated in determining objectives. The t-test result does not show statistically significant difference (p-value=0.402) between the responses of the two groups. This is inconsistent with the idea of Sah (1991) that training objectives should be determined through the collaborative efforts of organization, trainees and trainers. From this it can be concluded that since trainees were not encouraged to set objectives to their own, their level of interest, understanding and effort directed toward training program is diminished affecting the success of the program.

Regarding items 3, 4 and 5 of the same table, process owners with mean values 3.72, 3.72 and 3.91 and performers with mean values 3.54, 3.5 and 3.79 respectively depicted their agreement that training objectives were achievable, measurable and time bound. The difference between the two mean values is not statistically significant for the items. This implies that even though objectives were not set on the basis of needs analysis, they were defined in behavioral (measurable, achievable and time bound) terms which results in easy measurement of success.

4.2.5. Selection Criteria of Trainees

Selecting the right employees based on certain standards and send to training is beneficial to organizations. Table 8 deals with the selection criteria so far employed in the education offices to select employees for training and development.

Table 8: Selection Criteria of Trainees

Items	Rating Scales					$\bar{x}$	t	p-value
	5	**4**	**3**	**2**	**1**			
1. Clear and transparent	19	21	3	15	5	3.54	5.167	0.000
	4	17	10	21	26	2.38		
2. Properly communicated to all employees	18	23	10	14	6	2.38	4.706	0.000
	7	16	6	24	25	2.43		
3. Favor personal relationship managers	3	12	4	20	24	2.21	-2.078	0.40
	10	21	5	19	23	2.69		
4. Based on goodwill of immediate supervisor	2	14	3	23	21	2.25	-1.829	0.07
	8	18	9	25	18	2.65		
5. Pre-determined to serve targeted individuals	7	14	2	18	22	2.46	0.15	0.881
	11	13	3	22	29	2.39		

Process owners= 63 Performers= 78

As shown in item 1 of table 8, while process owners with mean value 3.54 agreed, performers with mean value 2.38 disagreed on the presence of clear and transparent criteria for giving training and development opportunity for individuals. The t-test result 5.167 with p-value 0.000 depicts statistically significant difference between the two mean values. In connection to this, the document investigation and interview result revealed the absence of criteria for providing the opportunities. From this data, it can be concluded that there was no clear and transparent criteria

for providing training and development opportunity for individuals. In the absence of selection criteria, it is difficult to select the right trainees for the right training and this has a negative effect on the effectiveness of training in the sector.

The selection criteria that are properly communicated to all employees help minimize complaint against the selection of trainees. Respondents were asked whether the selection criteria were properly communicated to all employees or not. Accordingly, while process owners with mean value 3.52 agreed, performers with mean value 2.43 disagreed with statistically significant difference (t=4.706 and p-value= 0.000) that the selection criteria were properly communicated to all employees. Even though the two groups had different opinions on the issue, in absence of any selection criteria, it is not expected that all employees know the criteria. Make known trainees' selection criteria to individuals through out the organization increase the trust they have in their organization. But this practice was not happen in the education offices of the region.

Attempt was also made to assess whether selection criteria of trainees favored personal relationship with managers and were based on goodwill of immediate supervisors. Hence, while process owners with mean values 2.21 and 2.25 disagreed, performers with mean values 2.69 and 2.65 hold the middle position respectively that selection criteria of trainees favored personal relationship with managers and were based on the goodwill of immediate supervisors. The difference between the two mean values is not statistically significant. With this regard, the interviewees validated that training opportunity had not been offered based on personal relationship with managers and goodwill of immediate supervisors. They said that training program itself invites who should be trained. From the data it can be inferred that training opportunity had not been offered based on personal relationship with managers and goodwill of immediate supervisors.

Since achieving organizational goals is the collaborative effort of employees of the organization, training and development opportunity has to be equally given to them to enhance their knowledge, skills and attitudes. Having this in mind, respondents were requested to air their opinion whether selection criteria of trainees are pre-determined to serve targeted individuals. Both process owners and performers with mean values 2.46 and 2.38 with no statistically significant difference responded that selection criteria of trainees were not pre-determined to

serve targeted individuals. Therefore, training and development opportunity had not been offered only to the selected few.

4.2.6. Training and Development Methods

Using appropriate techniques or methods for a particular training and development program helps achieve intended output of the program. As it was discussed in the review of the related literature, effectiveness of training program relies on the suitable selection of training and development techniques based on a number of considerations. Table 9 deals with this issue hereunder.

Table 9: Factors Considered in the Selection of Training and Development Methods

Items	Rating Scales					$\bar{x}$	t	p-value
Training and development methods:	5	4	3	2	1			
1. Based on availability of resources	29	23	3	8	-	4.16	1.16	0.296
	32	27	8	6	5	3.96		
2. Chosen in accordance with trainees preference	7	12	4	17	23	2.41	1.306	0.194
	3	11	6	31	27	2.12		
3. Chosen in line with the number of trainees	23	31	-	6	3	4.03	1.443	0.151
	20	38	6	9	5	3.75		
4. Matched with duration of training	17	31	2	9	4	3.76	0.523	0.602
	22	30	9	11	6	3.65		

Process owners= 63 Performers= 78

As it can be seen from item 1 of table 9, both process owners and performers with mean values 4.16 and 3.9 respectively pointed out that the availability of resources was given emphasis in selecting training and development methods. The t-test with p-value 0.296 does not indicate statistically significant difference between the two mean values.

In item 2 of the same table, respondents were asked whether or not training techniques have been chosen in relation to trainees' preferences. Both groups with mean values 2.41 for process owners and 2.12 for performers with no statistically significant difference depicted that training and development techniques had not been chosen in relation to trainees' preferences. This implies that trainees were not involved in making the choice of training techniques. As far as item 3 of the same table concerned, the mean values 4.03 found for process owners and 3.75 found for performers with no statistically significant difference confirmed that the number of trainees had been taken into account in the selection of techniques.

The last item of the same table treats about the fitness between the duration of training and development program, and the selection of techniques. Process owners with mean value 3.76 and performers with mean value 3.65 with no significant difference (t= 0.523 and p-value = 0.602) shown that training and development methods chosen were matched with duration of the program.

With respect to factors considered in the selection of training techniques, interviewees had similar report. They said that training objectives and contents, class size, the length of training, and resources were the factors considered in selecting techniques. Thus, the choice of training technique(s) is a function of several considerations in the offices.

Table 10: Methods Used for On-the-Job Training and Development

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Job rotation	4	13	6	19	21	2.36	0.630	0.530
	3	14	8	26	27	2.23		
2. Coaching	7	13	3	18	22	2.44	1.138	0.257
	3	14	4	31	26	2.19		
3. Mentoring	19	24	4	13	3	3.68	5.674	0.000
	9	12	5	29	23	2.42		
4. Job instruction training	4	12	1	24	22	2.24	0.769	0.444
	2	14	4	26	32	2.07		

Process owners= 63 Performers= 78

Table 10 presents some of the types of on-the-job training methods used to administer training and development. Respondents were asked to rate to what extent these types of methods used. Process owners with mean values 2.36, 2.44 and 2.24 and performers with mean values 2.23, 2.19 and 2.07 respectively with no statistically significant difference depicted that job rotation, coaching and job instruction training were not used in the offices to provide training and development. Concerning item 3, while process owners with mean value 3.68 indicated that mentoring was used in delivering the program, performers with mean value 2.42 revealed as it was not used. The difference between the two mean values with t-test 5.674 (p-vale= 0.000) is statistically significant. The interview conducted showed that on-the-job method was not employed in administering training and development. The interviewees said that most of the time delivering the program through on-the-job training methods was not considered as training and less attention was given to it. This implies that on-the-job training which is crucial and important

to improve the knowledge and skills of employees at the actual work situation was not used in the offices.

Table 11: Methods Used for Off-the-Job Training and Development

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Lecture method	28	24	1	7	3	4.06	0.685	0.494
	30	32	3	6	7	3.92		
2. Discussion method	25	22	2	8	6	3.83	0.625	0.533
	28	26	6	7	11	3.68		
3. Computer based training	3	15	3	23	19	2.37	0.146	0.884
	5	14	10	22	27	2.33		
4. Role playing	19	22	4	15	3	3.62	5.016	0.000
	8	16	7	21	26	2.47		
5. Case study	5	16	1	22	19	2.46	0.005	0.996
	8	16	5	24	25	2.46		

Process owners= 63 performers= 78

Organizations have to use various off-the-job training methods in implementing training and development program so as to be benefited from its advantages. As indicated in table 11, questions were raised to investigate the types of off-the-job methods the offices used to implement the program. Process owners with mean values 4.06 and 3.83 and performers with mean values 3.92 and 3.68 respectively replied that lecture and discussion methods were used to deliver training. The independent t-test result does not show statistically significant difference between the two mean values. On the other hand, the two independent groups with no statistically significant difference rated computer based training and case study as not employed in their organization.

Respondents were further asked to rate the applicability level of role playing in delivering the program. Accordingly, while process owners with mean value 3.62 agreed, performers with mean value 2.47 disagreed that role playing were used in implementing training. The difference between the two mean values with t-test 5.016 and degrees of freedom 139 is statistically significant. This implies opinion difference between the two groups. In the interview session the interviewees said that because of large class size, shortage of budget and short length of training, only lecture and discussion methods were used in their offices. Even though the interviewees mentioned the reason why lecture and discussion methods were widely used in the offices, there

are other techniques that can be used in such situations. Using only lecture and discussion methods might be because of trainers' lack of competence to use various techniques.

4.2.7. Developing Contents of Training and Development

As it was stated in chapter two, contents that are capable of satisfying the objectives set should be identified and selected, and logically sequenced to make training effective. Appropriately selected and logically prepared contents through collaborative effort make clear what is to be learned. Some aspects of contents are dealt with in table 12 as follows and analyzed.

Table 12: Training and Development Content

Items	Rating Scales					$\bar{x}$	t	p-value
Contents:	5	4	3	2	1			
1. matched with the level of trainees	21	32	2	5	3	4.0	1.235	0.219
	23	36	2	11	6	3.75		
2. have logical sequence to relate one part to the other	27	28	1	4	3	4.14	0.839	0.403
	28	37	1	8	4	3.98		
3. have relation to objectives	29	30	-	2	2	4.3	1.158	0.249
	31	35	4	6	2	4.11		

Process owners= 63 Performers= 78

As it can be understood from item 1 of table 12, process owners with mean value 4.0 and performers with mean value 3.75 with no statistically significant difference (p-value=0219) agreed that the contents developed were matched with the level of trainees. The information from interviews was also in agreement with this. Regarding the sequence of contents, process owners with mean value 4.14 and performers with mean value 3.98 agreed that training contents had logical sequences to relate one part to the other. The independent t-test result with p-value 0.403 does not indicate a significant difference between the two mean values. As far as item 3 of the table concerned, respondents verified that the contents had relation to objectives with mean value 4.3 for process owners and 4.11 for performers with no difference that is statistically significant.

On the other hand, attempts were made to assess to what extent trainees had been involved in the selection of contents. Both process owners and performers with mean values 2.16 and 2.09 respectively with no statistically significant difference (t= 0.315 and p-value= 0.753) between the two mean values pointed out that trainees had not been involved in the selection of contents. Similarly, the interviewees held the view that there was no trend of involving trainees in the

selection of contents. This implies that trainees were not autonomous to select what they want to learn which in turn hinders their active participation in training. This finding is contradicted with the idea that training contents are influenced by prospective trainees (Cushway, 2001).

4.2.8. Issues Related to Trainers

Trainer is the most important component of training system who acts as a catalyst in modifying the behavior of trainees contributing to the success of training program (Sah, 1991). Thus, it is very crucial to select effective trainers who have the ability to facilitate learning. On this basis, issues related to trainers are treated in table 13 hereunder.

Table 13: Issue Related to the Ability of Trainers

Items	Rating Scales					$\bar{x}$	t	p-value
Trainers had:	5	4	3	2	1			
1. the ability to use various training techniques	19	25	2	14	3	3.68	5.3	0.000
	9	14	5	29	21	2.5		
2. the ability to motivate trainees to learn	11	24	12	8	7	3.36	5.284	0.000
	5	18	8	17	30	2.37		
3. mastery of subject matter	20	26	3	6	8	3.7	0.142	0.887
	24	29	6	13	6	3.66		
4. good relationship with trainees	22	34	1	4	2	4.11	1.405	0.162
	26	35	2	9	6	3.84		
5. ability to relate training to trainees job situation	3	17	4	21	18	2.46	0.529	0.597
	4	16	7	27	24	2.34		
6. ability to communicate knowledge clearly	25	28	2	3	5	4.03	1.642	0.103
	25	30	5	9	9	3.67		

Process owners= 63 Performers= 78

As can be observed in item 1 of table 13, process owners with mean value 3.68 replied that trainers had the ability to use various training techniques, however, performers with mean value 2.5 indicated as they did not have such quality. In item 2 of the same table performers with mean value 2.37 disagreed that trainers had the ability to motivate trainees to learn. But process owners with mean value 3.36 neither agreed nor disagreed- took the neutral position. The t-test results of the two items indicate statistically significant difference between the mean values of the two groups. With reference to this, the researcher tried to seek information through interview. The interviewees said that it is difficult to say that trainers had the ability to use various training techniques because there were two methods (lecture and discussion) regularly used in implementing training. They were in doubt about the ability of trainers to use a variety of

techniques. Hence, it is safe to infer that trainers were not capable to use a variety of training techniques. In case of lack of various training techniques, trainees lose interest in training and their motivation to learn is negatively affected.

Concerning items 3, 4 and 6 of the same table, both process owners and performers with no statistically significant difference agreed that trainers had mastery of subject matter, good relationship with trainees, and had the ability to communicate knowledge clearly. Relating to item 5, however, process owners with mean value 2.46 and performers with mean value 2.34 with no significant difference (p-value=0.597 and t=0.529) between the responses of the two groups agreed that trainers did not have the ability of relating training with the trainees' job situation. This implies that trainers were not capable to integrate the theoretical aspect with real life of trainees which in turn impede transferability of training to job. In general, it can be deduced from the data that trainers had deficiencies in using various training techniques and promoting job oriented learning in trainees affecting negatively trainees' motivation to learn and behavioral change expected on the job.

4.2.9. Training and Development Resources and Facilities

Creating pleasant climate for learning through providing adequate resources and facilities is of critical importance in any training program. To make the program successful organizations have to allocate adequate resources and facilities creating congenial environment. Table 4.14 deals with some of the important training and development resources and facilities.

Table 14: Training and Development Resources and Facilities

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Budget allocation	-	5	4	24	30	1.8	-1.348	0.18
	2	11	7	22	36	1.98		
2. Financial support for trainees	2	9	4	26	22	2.1	0.447	0.655
	-	13	4	32	29	2.01		
3. Physical set up	5	13	3	20	22	2.35	-0.317	0.752
	7	16	8	19	28	2.42		
4. Duration of training	1	11	5	27	17	2.3	0.417	0.677
	3	12	10	27	26	2.2		

Process owners= 63 Performers= 78

Taking into account the importance of resources and facilities, attempt was made to assess the opinion of process owners and performers regarding the allocation of resources and facilities for training and development program as indicated in the items of table 14. Both process owners and performers indicated that adequate budget was not earmarked for the program and financial support (allowance and for buying stationery) was not provided to trainees as per the requirements of training. They also replied that physical set up such as lighting, classroom seating, and training compound were not convenient and adequate time was not provided for the delivery of the program. Hence, both process owners and performers depicted that adequate resources and facilities had not been allocated to the program. The independent t-test does not show statistically significant difference between the mean values of the two independent groups for all items. The interviewees also had the same report. From the data it can be deduced that training and development program suffered from allocation of inadequate resources and facilities which adversely affect the implementation of the program and the intake of learning. This finding is in contrast to the idea that carefully arranged resources and facilities contribute much for effective implementation of training and development program (Saiyadain, 1994).

4.2.10. Training and Development Program Evaluation

As it was expressed in chapter two, evaluation is a vital and integral part of training and development program. It must be planned when objectives are set and become a part of subsequent needs analysis to plan future programs. Carrying out evaluation through out training and development process is very important to substantiate effectiveness of the program. Since the entire training process affects the organization, it is imperative to obtain accurate and meaningful information available throughout the process via evaluation to make rational and reasonable decision and enhance the overall effectiveness of training and development effort. Put precisely, 'evaluation is like brushing our teeth after every meal' (Milkovich and Boudreau, 1991: 407). On this basis, attempt was made to assess the practices of training and development evaluation in the offices.

Respondents were asked whether their organization has carried out evaluation or not. For that reason, out of 63 process owners 68.3% and out of 78 performers 26.9% responded that there was a practice of training and development evaluation in their organization. While the majority of process owners (43) revealed the presence of the practice of evaluation in their organization, the

majority of performers (57) indicated its absence. The chi-square result 24.021 reveals statistically significant difference between the responses of the two independent groups. This is the indication of opinion difference of process owners and performers on the practices of evaluation. The responses of respondents who replied that training and development program evaluation was practiced in their organization are presented in table 15 as follows and analyzed.

Table 15: Levels and Other Issues of Training and Development Evaluation

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. There are formal training and development evaluation formats to collect feedbacks	1	12	2	15	13	2.37	-2.79	0.007
	1	4	14	2	-	3.19		
2. Training and development evaluation has well established criteria	7	11	7	10	8	2.97	2.215	0.03
	1	3	2	8	7	2.19		
3. The organization has the trend of keeping training records in a well organized manner	3	13	6	9	12	2.67	2.262	0.027
	-	3	2	6	10	1.9		
Training evaluation is made:								
4. at the beginning of training and development process	3	8	4	15	13	2.37	0.26	0.795
	1	3	2	10	5	2.28		
5. during the provision of training program	4	9	2	17	11	2.3	0.698	0.488
	2	3	1	7	8	2.23		
6. after the program is completed	14	22	-	3	4	3.91	3.269	0.002
	2	3	10	2	4	2.85		

Process owners= 43 Performers= 57

Formal evaluation formats are useful to collect information in respect of training and development program carried out. Respondent were requested to rate their opinion with reference to formal evaluation formats as indicated in item 1 of table 15. Accordingly, while process owners with mean value 2.37 disagreed, performers with mean value 3.19 took the middle position that there were formal evaluation formats to collect information. The performers may not have information about the formats. The t-test result with p-value 0.007 reveals statistically significant difference between the two mean values. This is the indication of opinion difference of process owners and performers.

All illustrated in item 2, while process owners with mean value 2.97 took the neutral position, performers with mean value 2.19 disagreed with statistically significant difference (p-value=0.03) that training and development evaluation had well establish criteria.

Concerning evaluation formats and criteria, documents of the offices were looked at. There was no any document that show the presence of formal evaluation formats and any established criteria of evaluation. Indeed, it is difficult to establish evaluation criteria properly in the absence of needs assessment. Therefore, from the data it can be concluded that there were no formal evaluation formats to collect information and no established evaluation criteria in the education offices of the region.

As far as item 3 concerned, while process owners with mean value 2.67 hold the neutral position, performers with mean value 1.90 disagreed that their office had the trend of keeping training and development records in well-organized manner. In addition, documents of training and development program were investigated to find out how these documents were kept and organized. There was no any organized and documented record of the program in the offices. Therefore, there were no well-mounted and documented records of the program, which serve for future use in the offices.

Pre-training evaluation is carried out to develop awareness about the learner's profile and his work situation and to modify the objectives and inputs of training program (Sah, 1991). Respondents were asked to rate their opinion about the practice of pre-training evaluation in their organization. Both process owners and performers with mean values 2.37 and 2.28 respectively with no statistically significant difference (t=0.26and p-value=0.795) revealed that training and development evaluation was not made before the commencement of actual training. Similarly, respondents indicated their disagreement with the presence of the practice of during training evaluation in their organization with mean values 2.3 for process owners and 2.23 for performers with no statistically significant difference (t=0.698 and p-value=0.488) between the responses of the two independent groups.

In item 6 of table 15 respondents were asked to rate their opinion concerning the practice of post-training evaluation in their organization. Accordingly, process owners with mean value 3.91 agreed that evaluation was made after the program is completed. But performers with mean value

2.85 said nothing. The difference between the mean values of the two independent groups is statistically significant. This shows that there is a significant difference in the opinions of process owners and performers regarding the practice of post-training evaluation in their organization.

Moreover, woreda education office and zone education department heads on the interview session explained as there was no training and development evaluation in their organization. However, Oromia Education Bureau deputy head and Oromia Education Bureau human resource management process owner confirmed that post-training evaluation which was focused only on participants' reaction was sometimes carried out in their organization. They further stated as participants reaction focused evaluation was loosely applied and lacked continuity. The interviewees attributed the absence of evaluation to lack of attention, inability to go with what is planned, lack of awareness about evaluation, overlapping of different jobs and inadequacy of budget and human resources. The performance review of training and development of the offices depicted the absence of the practice of evaluation. From the data, it can be concluded that training and development evaluation was rarely conducted in the education offices of Oromia.

In general, from the analysis of table 15, it can be concluded that there was no practice of training and development program evaluation in the education offices of Oromia. This finding is in support of the notion that despite its importance many organizations pay lip service to evaluation than actually do it (Harris and DeSimone, 1994).

4.3. Training Conducted Over the Past Three Years

Training and development programs incorporating different areas are offered to employees to enhance their knowledge, skills and attitudes helping successfully perform their job. In relation to this, respondents were asked whether they had attended any training and development program over the past three years. Accordingly, all of them (63 process owners and 78 performers) replied as they had attended training and development program. Issue related to trainings delivered over the past three years are presented in table 16 as follows.

Table 16: Training Delivered since 1998 E.C

Items	Respondents					
	Process Owners		Performers		Total	
	N	%	N	%	N	%
1. Training provided by:						
1.1 Woreda Education Office						
1.2 Zone Education Department	21	33.3	28	35.8	49	34.7
1.3 Oromia Education Bureau	15	23.8	25	32.0	40	28.4
1.4 Ministry of Education	45	71.4	57	73.1	102	72.3
1.5 NGOs	7	11.1	14	17.9	21	14.9
	18	28.6	21	26.9	39	27.6
2. Types of training:						
2.1 Information Communication Technology						
2.2 Business Process Reengineering	7	11.1	19	24.3	26	18.4
2.3 Finance and Property Management	42	66.6	69	88.5	111	78.7
2.4 Result Oriented Performance Appraisal	14	22.2	7	8.9	21	14.9
2.5 Human Resource Management	35	55.5	28	35.9	63	44.7
2.6 Good Governance	17	26.9	5	6.4	22	15.6
2.7 Preparation of Strategic Planning	27	42.8	30	38.4	57	40.4
	35	55.5	32	41.0	67	47.5

% is calculated from N

Total number of responses is greater than N due to multiple responses

Respondents were requested to depict the body which provided the program they had attended. From the total respondents, majority of them (72.3 %) replied that they had attended the program offered by Oromia Education Bureau. Next to that, woreda education office, zone education department, NGOs and Ministry of Education were in a descending order indicated as the bodies administered the program over the past three years. The information obtained from interviews also substantiated this reality.

The interviewees reflected the opinion that training programs were administered mainly by Oromia Education Bureau and the other offices contextualized it to offer to the rest of their employees. In addition, Oromia Civil Service Commission and woreda capacity building were mentioned by a few respondents as the bodies provided training.

An endeavor was also made to identify the areas of the program attended by trainees. From the total respondents, 78.7%, 47.5%, 44.7% and 40.4% of them respectively responded that business process reengineering, preparation of strategic planning, result oriented performance appraisal, and good governance were the areas training program focused on. The interviewees and most of

the respondents on open-ended questions indicated school improvement program as also the emphasis of the program. From the data it can be inferred that there were five priority areas training programs focused on in the education offices.

4.3.1. Benefits of Training and Development Programs

Training and development program is not conducted merely for reporting. Organizations and employees should be benefited from the program offered. Table 17 deals with the benefits of training and development provided in the offices hereunder.

Table 17: Benefits of Training

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. It improved job performance of the organization	15	27	8	7	6	3.6	0.425	0.671
	19	28	12	12	7	3.51		
2. It improved service delivery	20	25	7	7	4	3.79	1.128	0.261
	20	31	9	8	10	3.55		
3. It minimized employees turnover	5	8	3	28	19	2.24	0.704	0.483
	9	13	5	24	27	2.4		
4. It provided job satisfaction for employees	11	18	9	16	9	3.09	2.968	0.004
	8	11	10	26	23	2.42		
5. It enabled employees to handle new and more demanding job	14	16	6	15	12	3.08	3.525	0.001
	6	10	8	29	25	2.26		
6. It enabled the organization to cope with change	18	22	6	10	7	3.54	2.195	0.03
	14	16	20	15	13	3.03		
7. It improved effectiveness of employees in their present job	16	26	7	8	6	3.6	0.463	0.644
	21	28	7	13	9	3.5		

Process owners= 63 Performers= 78

As illustrated in table 17 items 1, 2 and 7 both process owners and performers with no statistically significant difference between the two mean values at 95% confidence level and 139 degrees of freedom showed their agreement that training and development programs offered improved job performance, service delivery and effectiveness of employees in their present job. Concerning item 3, both process owners and performers with mean values 2.24 and 2.4 respectively with no statistically significant difference between the two mean values indicated that the programs provided did not minimize employees' turnover.

On the other hand, while process owners with mean values 3.09 and 3.08 hold the middle position, performers with mean values 2.42 and 2.26 disagreed respectively that the programs

offered provided job satisfaction for employees and enabled them to handle new and more demanding job. Furthermore, while process owners with mean value 3.54 agreed, performers with mean value 3.03 hold the neutral position that the programs administered enabled their organization to cope with change. The t-test result with 95% confidence level and 139 degrees of freedom shows statistically significant difference between the mean values of the two independent groups as indicated in items 4, 5 and 6 implying differences in views of process owners and performers about the benefits of the programs. The interviewees held the view that the benefits gained from the programs were not that much significant. In fact, as Harris and DeSimone (1994) say, the improvements brought by training and development programs offered in the sector were not guaranteed because the programs were designed and implemented without needs assessment information.

4.4. Training and Development Constraints

As it was discussed in chapter two, there are various factors that affect training and development programs. Some training and development constraints are presented in table 4.19 as follows.

Table 18: Constraints of Training and Development

Items	Rating Scales					$\bar{x}$	t	p-value
	5	4	3	2	1			
1. Shortage of budget	33	23	2	4	1	4.32	0.615	0.54
	37	29	6	4	2	4.22		
2. Trainers lack of competence	6	8	3	26	20	2.27	-0.851	0.396
	9	12	7	28	22	2.46		
3. Management's lack of support for training	19	22	3	11	8	3.52	-0.23	0.819
	22	30	4	15	7	3.57		
4. Allocation of insufficient time for training	18	25	4	10	6	3.62	-0.875	0.383
	24	37	2	8	7	3.8		
5. Low priority given to training and development	2	12	5	27	17	2.29	-2.216	0.028
	11	18	7	26	16	2.77		
6. Inadequate facilities for training and development	24	22	4	5	8	3.78	0.328	0.743
	22	34	6	9	7	3.7		
7. Absence of training and development policy	21	24	2	9	7	3.68	1.11	0.269
	20	27	8	12	11	3.42		

Process owners= 63 Performers= 78

As can be seen from the table, both process owners and performers with no statistically significant difference between the two mean values showed their agreement that shortage of budget, management lack of support, inadequate facilities, allocation of insufficient time for

training and absence of training and development policy were the constraints of training and development programs. The interviewees had similar opinion. In addition, shortage of reference materials, employees' turnover, lack of resourceful persons, inadequate manpower, lack of awareness about training and development program, management inability to release budget at the right time were mentioned as the constraints by some of the respondents on the open-ended question. This implies that training and development programs operate under a number of factors that are a bottleneck for its successfulness. On the other hand, trainers' lack of competence and low priority given to training and development were not indicated as the constraints.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Nowadays environment is in a rapid change. Because of swift change of environment, organizations face constant and puzzling challenges. Organizations, therefore, need to develop new methods, skills and structures to meet the challenges they face and cope with competitive and dynamic environment. To continue their operation and achieve their objectives in this ever-changing environment, they need to get skilled manpower as well as develop the knowledge and skills of the existing ones through training and development programs. The quality of employees and their development through training and development is the major factor in determining the success of the organizations.

For training and development program to be effective, it is a must to practice the appropriate process of the program. Conducting training and development in a systematic way helps organizations ensure the performance deficiency is owing to lack of training, and make informed decisions about a particular program. Even though training and development is prominent to organizations, many of them fail to conduct in a systematic way because of multifaceted constraints.

The main purpose of this study is, thus, to assess the practice of training and development programs in the education offices of Oromia and the problems encountered the offices in designing and implementing the programs since 1998 E.C. To achieve the purpose of the study, an attempt was made to find out answers to the following basic questions.

1. What is the existing practice of human resource training and development in the education offices of Oromia?
2. To what extent the offices consider needs assessment when conducting training and development?
3. How do the offices design and implement training and development?
4. How training and development program evaluation is conducted in the offices?
5. What are the priority areas of training and development in the offices?
6. What are the major problems the offices face in conducting training and development?

The objectives towards the study directed were stated. Literatures related to the study were briefly reviewed to support the study with proper grounds and evidences. Besides, quantitative and qualitative research methods and descriptive research design were employed to carryout the study. Furthermore, the data used to find answers for basic questions were gathered from Oromia Education Bureau, zone education departments and woreda education offices through questionnaire, interview and recorded document investigation. The subjects of study were office heads, process owners and performers. 17 heads, 71 process owners and 88 performers were included in the study. The data collected were analyzed and interpreted using tables, percentages, mean value, chi-square and independent t-test and the following major findings are obtained.

1. Training and Development Needs Assessment

The finding of the study reveals that there was no training and development needs assessment (61.9% process owners and 79.1 % performers). Shortage of budget, lack of management's support, lack of awareness about the importance of needs assessment, and organizations assumption about needs assessment as time-consuming and costly were mentioned as the reasons for the absence of needs assessment in the offices. In addition, there were no well-organized training and development needs assessment document and clear procedure for needs analysis. It was also found that training and development needs were prioritized (82.5% of process owners and 78.2% of performers) by taking into account urgency of needs, availability of budget and policy direction. However, availability of training institutions, availability of facilities and availability of trainers were not considered in prioritizing training needs.

2. Training and Development Plan

It was found that education offices in the region had training and development plan (mean values 4.19 and 3.88 for process owners and performers respectively with t=1.729 and p-value 0.086) that was developed in accordance with their strategic plan. However, training and development was not implemented as per the plan of the offices and its preparation was not participatory.

3. Setting Training and Development Objectives

It was indicated by 90.5% of process owners and 82.1% of performers that their offices had set training and development objectives. Moreover, the objectives were achievable, measurable and time bound. Nevertheless, objectives were not formulated on the basis of needs assessment and trainees were not involved in determining objectives.

4. Training and Development Methods

With reference to considerations in the selection of training and development techniques, it was found out that training methods/techniques were selected by considering the resources available, the number of trainees and the duration of training and development. However, trainees' preferences were not taken into account to select the techniques (mean value 2.41 for process owners and 2.12 for performers with t=1.306 and p-value 0.194). From two types of training and development methods, on-the-job training methods were not used. On the other hand, among off-the-job training techniques, lecture (mean value 4.06 for process owners and 3.92 for performers) and discussion methods (mean value 3.83 for process owners and 3.68 for performers) were widely used, whereas computer based training, case study and role playing were not employed.

5. Developing Training and Development Contents

Contents had relation to objectives (mean value 4.3 for process owners and 4.11 for performers) and logical sequences (mean value 4.14 for process owners and 3.98 for performers), and were matched with the level of trainees (mean value 4.0 for process owners and 3.75 for performers). However, trainees had not been involved in the selection of contents (mean value 2.16 for process owners and 2.09 for performers).

6. Issues Related to Trainers and Selection Criteria of Trainees

The study indicates that trainers were not capable to use a variety of training techniques and relate training and development with the trainees' job situation. On the other hand, they had mastery of subject matter, good relationship with trainees, and the ability to communicate knowledge clearly.

It was also found out that selection criteria of trainees were not clear and transparent for giving training and development opportunity for individuals. On the other hand, selection criteria of trainees were not pre-determined to serve targeted individuals, not favored personal relationship with managers, and not based on goodwill of immediate supervisors.

7. Training and Development Resources and Facilities

The finding of the study shows that adequate resources and facilities had not been allocated to training and development program. To list down, adequate budget was not earmarked; financial support was not provided to participants as per the requirements of training; physical set up was not convenient; and adequate time was not provided for delivering the program.

8. Training and Development Evaluation

There was no practice of training and development evaluation. On top of this, there were no established evaluation criteria and formal evaluation formats to collect information. Likewise, education offices in the region had not the trend of keeping training and development records in well organized manner.

9. Priority Areas of Training and Development Delivered since 1998 E.C

It was found out that business process reengineering (78.7% respondents), preparation of strategic planning (47.5% respondents), result oriented performance appraisal (44.7% respondents), good governance (40.4% respondents) and school improvement program were the priority areas training and development focused on.

10. Training and Development Constraints

The study reveals that shortage of budget, management lack of support, inadequate facilities, allocation of insufficient time for training and absence of training and development policy were the major factors that constrained training and development programs of education offices in the region.

5.2 Conclusions

The following conclusions are drawn on the basis of the major findings:

6.2.1. Needs assessment is bedrock on which the other training and development activities rest. It is a vital activity to identify performance deficiency and to decide whether training and development is the appropriate remedy or not to the deficiency. To be beneficial from training and development programs organizations should carryout needs assessment. However, this was not the case in the education offices of the sector. Training and development programs offered in the sector were not designed and implemented based on accurate identification of gaps that exist resulting in wastage of resources. In the absence of needs assessment, the whole process is adversely affected and it is challenging to establish priorities, define specific objectives, select suitable techniques, establish selection criteria of trainees and trainers, establish evaluation criteria and relate training to trainees' job situation. It

can, therefore, be concluded that satisfactory results were not observed from training and development programs offered in the offices over the past three years.

6.2.2. Evaluation is an essential part of training and development program. Organizations need to evaluate training development program so as to improve the effectiveness of the program and identify their impacts on the job. However, it was found that the education offices in the region considered evaluation as trivial activity and paid lip service to it. In such case the offices cannot get appropriate information to make sound decisions about the programs. Therefore, decisions made with respect to training and development programs in the offices were not based on appropriate information which in turn affects the effectiveness of the programs. Besides, in the non-existent of evaluation one can say nothing about the impacts of the programs. Hence, the benefits of the programs mentioned by the respondents seem superficial.

6.2.3. The finding of the study depicts that adequate resources and facilities had not been allocated to training and development programs. What is more, shortage of budget, management's lack of support, absence of training and development policy were specifically indicated as the major constraints of training and development program. In the absence of policy the education offices in the region have been facing challenges in specifying goals, priorities, justifications, objectives, approaches, resources required and the like. This implies that training and development program ineffectiveness is not attributed to a single factor rather it is the result of the function of many factors. Thus, training and development has been operating under multi-dimensional problems and constraints. As a whole, training and development programs were not systematic in the education offices obscuring the success of the program.

5.3 Recommendations

Based on the findings and the conclusions the following recommendations are forwarded.

1. Training and development program needs assessment is the most pertinent and crucial training function before designing and implementing the program. It plays paramount role in organizations to identify where the program is needed, what kind of program is needed, who needs to be trained and benchmarks against which the effectiveness of the program can be evaluated. It is through needs assessment that organizations can develop

appropriate training program and establish clear selection criteria of trainees and trainers. Despite its importance, needs assessment was the ignored activity in the education offices of Oromia. Programs lack of such quality cannot demonstrate results of training on employees' competence and organizational effectiveness. Indeed, when resources of the offices are spent on programs that do not alleviate their problems, it is pointless effort and wastage of resources. To reverse the problem, Oromia Education Bureau, zone education departments and woreda education offices should conduct needs assessment thoroughly by emphasizing on the performance deficiencies and existing competence of employees, tasks performed and their organization's objectives, plan, structure, environment, communication systems, climate and so forth on participatory basis to get comprehensive information and identify where training intervention is needed.

2. It was found that the absence of training and development policy is one of the training constraints in the offices. This causes problem in specifying directions and guiding actions. Therefore, it is recommended that within the framework of Ministry of Education training and development policy, Oromia Education Bureau should formulate its own training and development policy and communicate it to all education offices in the region in a written form, and provide them technical assistance in its implementation through follow-up and monitoring.

3. Training and development program is a collaborative effort of trainees, trainers and sponsoring organization. Trainees should have inputs in the program. With this input, there is a greater likelihood that employees will perceive the program as being relevant to the organization and to themselves. There is also greater likelihood that employees will support and use their maximum effort in the implementation of the program. However, it was found that trainees were not involved in the preparation of training plan, determination of objectives, and selection of contents and techniques. For learning to be effective, therefore, it is suggested that the education offices in the region should put into effect a participatory approach. Specifically, the offices should solicit ideas from employees by involving them in the preparation of plan, determination of objectives, selection of contents and other segments of training and development activities.

4. The study indicates that there were no clear and transparent selection criteria of trainees. In such case, it is not likely that the right trainees are selected for the right training and development program. This also the source for grievance among employees. Selecting the right trainees is important to the success of the program. Thus, education offices of Oromia (Oromia Education Bureau, zone education departments and woreda education offices) should establish clear and transparent selection criteria focusing on age, academic qualifications, experience, background and so forth of trainees on the basis of needs identified through needs analysis.

5. Training and development is an investment in terms of money, human, time and physical resources. It requires creating an environment that enhances learning by allocating adequate resources and facilities. However, it was found that adequate resources and facilities were not allocated to the program and lack of budget is one of the major constraints identified. Therefore, it is recommended firstly that since resources are limited, the education offices in the region should wisely use the resources they have by proper plan and doing first things first. Second, the training department or the training designers in the offices should justify and sell the program to the managements to get from them financial support so as to furnish the program with necessary equipment and facilities. Third, the offices should have a clearly earmarked budget for training program. Fourth, the offices should design feasible and justifiable training and development proposals and submit it to NGOs to get funds. Finally, they should document training and development process and its benefits in a well organized manner for future use to sell it to sponsoring organization.

6. Training and development is functional and relevant only when it is evaluated. Evaluation has paramount importance in identifying the strengths and weaknesses of training and development program, in building credibility, and identifying the impact of the program and organizational constraints. However training and development evaluation is the neglected area in the offices. Thus, to refine the programs, to substantiate their contributions to sponsoring organization and to justify the budget over the program, the education offices at different levels should develop clearly defined evaluation criteria and formal evaluation formats based on needs assessment result and objectives set and carryout training and development program evaluation by reviewing learner's profile and

work situation, reviewing training inputs by developing checklist covering all inputs, developing evaluation questionnaire on the basis of various training inputs and administer it to trainees at the end of each session/ certain intervals, use discussion, formal meeting and interviews to elicit trainee's reactions towards various aspects of training, administering the same learning test questionnaire pre- and post-training, collecting information on standard format in respect of work behavior of the trained person and the impact of training on the job.. They should also enhance the knowledge and skills of their employees who are in the charge of conducting evaluation through training.

7. By and large, training and development process was not systematic in the offices. When the training process is not systematic and rational it cannot hit its target and solve organizational problem. Therefore, Oromia Education Bureau in collaboration with zone education departments and woreda education offices should provide training to employees on how to design and implement the training program itself. On top of this, Oromia Education Bureau by using able experts should prepare needs assessment and evaluation manuals furnished with different examples and distribute them to the education offices.
8. Lastly, multi-faceted constraints of training and development programs prevailed in the education offices call for joint actions like experience sharing, technically supporting each other and conducting research of Oromia Education Bureau, zone education departments and woreda education offices.

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Appendix A

Addis Ababa University

College of Education

School of Graduate Studies

Department of Educational Planning and Management

Human Resource Management and Organizational Development Stream

Questionnaire to be filled in by process owners and performers

Dear respondents!

This questionnaire is formulated to collect factual and relevant data that will help identify the practices and problems of human resource training and development in the education sector of Oromia. This study is purely academic and the information you offer will be kept confidential. Hence, you would not be affected in any case. Moreover, since the findings of the study that rely on the response you provide are believed to be invaluable input to improve the practices of training and development in the sector, your genuine, frank and timely response has paramount importance for the study without which it cannot be successful. Therefore, you are kindly requested to answer the questions below carefully and responsibly. Lastly, the researcher would appreciate in advance your honesty and devotion for filling in the questionnaire properly.

General Direction

- No need of writing your name
- Please give your answer for close-ended questions by using "✓" mark in the boxes provided, and write your response in the space provided for open-ended questions.
- Write your response in the space provided for open-ended questions in Afan Oromo, Amharic or English of which convenient for you.
- Attempt to give response for all questions.

Part II: Personal Data

Name of your office_____

1. Sex: ☐ Female ☐ Male
2. Age: ☐ below 25 years ☐ 36-40 years
   ☐ 25-30 years ☐ above 40 years
3. Your educational level: ☐ Certificate/TTI ☐ First degree
   ☐ College diploma ☐ MA/MSC

   If any other, specify_____

5. Your years of service: ☐ below 6 ☐ 16-20
   ☐ 6-10 ☐ above 20
   ☐ 11-15

Part Two: Specific Information on Main Areas of the Study

A. Training and Development Needs Assessment

1. Has your organization conducted training and development needs assessment since 1998E.C?

   ☐ Yes ☐ No

2. If your answer for question No. 1 is "Yes" reflects your degree of agreement for the following statements by using the scales:1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree.

No	Question Item	Rating Scales				
		5	4	3	2	1
1	Needs assessment is conducted continuously					
2	There is clear procedure for training and development needs assessment					
3	Training and development needs assessment have been conducted based on the examination of the overall aspects (plan, structure, goals, environment, etc) of the organization					
4	Training and development needs have been identified by analyzing tasks performed in the organization					
5	Training and development needs have been identified by analyzing training and development needs (the knowledge, skills and attitudes) of each individual					
6	Individuals in the organization have been given the opportunity to identify their training and development needs					
7	Immediate supervisor has identified training and development needs					
8	Training coordinator/officer has identified training and development needs					
9	Top level managers have been determining training and development needs					
1o	Training and development needs assessment documents are well organized and used					

3. If your answer for question No. 1 is "No" show your degree of agreement for the following reasons why your organization is unable to conduct needs assessment by using the scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Lack of experts for conducting needs assessment					
2	Shortage of budget					
3	Lack of management's support for needs assessment					
4	Lack of awareness about the importance of needs assessment					
5	Considering needs assessment as unnecessary					
6	Organization assumes needs assessment as time consuming and costly					
If any other, specify_____						

B. Training and Development Plan of the Organization

Indicate your agreement with the following statements by using scales: (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree) in each box corresponding to each item.

No	Question Item	Rating Scales				
		5	4	3	2	1
1	The organization has human resource training and development plan					
2	The organization's training and development plan has been developed in accordance with strategic plan					
3	Training and development plan preparation was participatory					
4	Training and development was implemented as per the plan of the organization					

C. Prioritizing Training and Development Needs

1. Has your organization prioritized its training and development needs?

☐ Yes ☐ No

2. If your answer for question No. 1 is "yes" , show your opinion about the consideration of your organization in prioritizing training and development needs using the scales: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, and 5= Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	The availability of training institutions					
2	The availability of facilities					
3	Urgency of training and development needs					
4	The availability of budget					
6	The availability of trainers					
7	Policy direction					
If any other specify_____						

D. Setting Training and Development Objectives

1. Has your organization set objectives for training and development?

☐ Yes ☐ No

2. If your answer for question No. 1 is "yes", reveal your agreement with the following statements using the scales: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training and development objectives are formulated based on needs assessment					
2	Trainees participate in determining objectives					
3	The objectives set are achievable					
4	The objectives formulated are measurable					
5	The objectives set are time bound					
If any other, specify_____ _____						

E. Selection Criteria of Trainees

Indicate your agreement on the following aspects of the provision of training and development opportunities to trainees using the scale: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	There are clear and transparent criteria for giving training and development opportunity for individuals					
2	The selection criteria are properly communicated to all employees					
3	Selection criteria of trainees favored personal relationship with managers					
4	Training and development opportunity is provided to employees based on goodwill of immediate supervisors					
5	Selection criteria of trainees are pre-determined to serve targeted individuals					
If any other, specify_____						

F. Training and Development Methods

Indicate your agreement on the following statements in selecting training and development delivery methods in your organization. Use the scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Selection of training and development methods is based on availability of resources					
2	Training and development methods have been chosen in accordance with trainees' preferences					
3	Training and development methods have been chosen in accordance with the number of trainees					
4	Training and development methods employed were matched with duration of training					

Indicate your opinion on the following training and development methods used in your organization using rating scales 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

I. On-the Job-Training and Development Methods

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Job rotation is used					
2	Coaching is used					
3	Mentoring is used					
4	Job instruction training is used					
If any other specify_____						

II. Off-the-Job Training and Development Methods

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Lecture method is used					
2	Discussion method is used					
3	Computer based training is used					
4	Role playing is used					
5	Case study is used					
If any other, specify_____ _____						

G. Developing Training and Development Contents

Show your opinion regarding the selection and preparation of training and development contents in your organization using rating scales 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree.

No	Question Item	Rating Scales				
		5	4	3	2	1
1	The contents matched with the level of trainees					
2	The contents prepared have logical sequences to relate one part to the other					
3	The contents developed have relation to objectives					
4	Trainees have been involved in the selection of contents					
If any other, specify_____ _____						

H. Trainers

Give your response concerning trainers using the rating scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Trainers had the ability to use various training techniques					
2	They had the ability to motivate trainees to learn					
3	They had mastery of subject matter					
4	They had good relationship with trainees					
5	They had the ability to relate training to trainees' job situation					
6	They had the ability to communicate knowledge clearly					
If any other_____						

I. Other Resources and Facilities

Reveal your answer regarding other resources and facilities of training and development in your organization using the scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

No	Question Item	Rating Scales				
		5	4	3	2	1
1	Adequate budget is earmarked for training and development program					
2	Provision of financial support (allowance, stationeries, etc.) to trainees as per the requirements of training					
3	Physical set up for training (lighting, classroom, seating, compound) is convenient					
4	Adequate time is provided for the delivery of training and development					
If any other, specify_____						

J. Evaluation of Training and Development

1. Does your organization conduct evaluation of training and development?

   ☐ Yes ☐ No

2. If your answer for question No. 1 is "yes", indicate your response on the practice of training and development evaluation in your organization using the rating scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	There are formal training and development evaluation formats in the organization to collect feedbacks					
2	Training and development evaluation has well established criteria					
3	My organization has the trend of keeping training records in a well organized manner					
4	Training and development evaluation in my organization is made at the beginning of training and development process					
5	Training and development evaluation is made during the provision of training and development program					
6	Training and development evaluation is made after the program is completed					

K. Training and Development Conducted since 1998 E.C

1. Have you attended any training and development program since 1998 E.C?

☐ Yes ☐ No

2. If your answer for question No.1 is "Yes", who prepared the program?

☐ Woreda Education Office ☐ Ministry of Education

☐ Zone Education Department ☐ NGOs

☐ Oromia Education Bureau

If any other, specify _____

3. What were the areas of the program you have attended?

☐ Information Communication Technology

☐ Business Process Reengineering

☐ Finance and Property Management

☐ Result Oriented Performance Appraisal

☐ Human Resource Management

☐ Good Governance

☐ Preparation of Strategic Planning

If any other, specify _____

_____

4. How do rate the benefits of training that has been offered since 1998 E.C? Use the scales 1= Strongly Disagree, 2=Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	It improved job performance of organization					
2	It improved service delivery					
3	It minimized employees turnover					
4	It provided job satisfaction for employees					
5	It enabled employees to handle new and more demanding job					
6	It enabled the organization to cope with change					
7	It improved effectiveness of employees in their present job					
If any other, specify_____						

L. Training and Development Constraints

1. Reveal your answer regarding major constraints in conducting training and development in your organization using the scales: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Shortage of budget					
2	Trainers' lack of competence					
3	Management's lack of support for training					
4	Allocation of insufficient time for training					
5	Low priority given to training in the organization					
6	Lack of adequate facilities for training and development					
7	Absence of training and development policy					
If any other, specify_____						

2. What individual or joint actions do you think that your organization and different levels of Oromia education sector should take to solve these problems?

Appendix B

Interview Guide

This interview guide is prepared to direct the interviews to be carried out to elicit information from regional education bureau, zone education department and woreda education office heads. Besides, it helps focus on questions that cover the main areas of the study to cross-check the collected data.

The Interview Questions

1. What is the existing practice of human resource training and development in your organization?
2. To what extent does your organization consider the major training and development components (needs assessment, methods, evaluation, etc) when conducting training and development?
3. Is there any evaluation program in human resource training and development in your organization?
4. What factors are considered in prioritizing the identified training and development needs in your organization?
5. What are the major problems the organization face in conducting training and development?
6. What individual and joint actions do you think that your organization and different levels of Oromia education sector should take to solve these problems?

Appendix C

Yunveristii Addis Ababaa

Koollejjii Barnootaa

Sagantaa Barnoota Digirii Lamaffaa

Muummee Karooraafi Bulchiinsa Barnootaa

Damee Misooma Bulchiinsa Humna Namaafi Dhaabbataa (Human Resource Management and Organizational Development)

Bar-gaaffii abbaa adeemsa hojiifi hojjettootaa guutamu

Kabajamaa/tuu deebii kennaa/ituu

Bar-gaaffiin kun kan qophaa'e damee barnoota Oromiyaa keessatti leenjiifi misoomni humna namaa akkaataa itti gaggeefamaa jiruufi rakkoolee mul'atan addaan baasuuf jecha odeeffannoo dhugaafi faayida-qabeessa ta'e sassaabuudhaafi. Bar-gaaffiin kun barnoota qofaaf waan ooluuf deebiin isin kennitan iccitiin isaa eegamaadha. Argannoon ykn firiin qo'annoo kanaa deebii isin kennitan irratti kan hundaa'u waan ta'eef, deebiin isin amanamummaa, iftoominaafi yeroodhaan kennitan fiixaan ba'insa qorannichaatiif akkasumas akkaataa leenjifi misoomni human namaa dame kana keessatti itti gaggeefamaa jiru fooyyessuuf guddaa gumaacha. Kanaafuu, gaaffilee armaan gadii

of-eeggannoofi itti gaafatamummaadhaan akka deebistan kabajaanan isin gaafadha. Yeroo keessan aarsaa gootanii deebii dhugaa isin amanamummaadhaan naaf kennitaniif dursee guddaan isin galateeffadha.

Hubachiisa

- Maqaa keessan barreessuu hin barbaachisu
- Gaaffilee filannoo qabaniif (close-ended questions) sanduuqa keessatti mallattoo "✓" gargaramuun deebii kennaa. Gaaffilee filannoo hin qabneef (open-ended) immoo iddoo duwwaa irratti deebii keessan barreeffaman ibsaa
- Gaaffilee filannoo hin qabneef iddoo duwwaa isinii kenname irratti deebii keessan Afaan Oromoo, Amaariffaa ykn Ingiliffaan kennuu dandeessu
- Gaaffilee hundumaaf deebii kennaa

Kutaa Tokko: Odeeffannoo Dhuunfaa

Maqaa waajjirakee_____

1. Saala: ☐ Dhalaa ☐ Dhiira

2. Umrii: ☐ Waggaa 25 gadi ☐ 36-40
☐ 25- 30 ☐ Waggaa 40 ol

3. Sadarkaa barnootaa: ☐ Sertifikeetii ☐ Digirii jalqabaa
☐ Dippiloomaa koollejjii ☐ Digirii lammaffaa

Kan biraan yoo jiraate barreessi_____

5. Bara tajaajilaa waggaadhaan: ☐ 6 ol ☐ 16-20
☐ 6-10 ☐ 20 ol
☐ 11-15

Kutaa Lama: Qabxiilee Ijoo Qo'annichaarratti Odeeffannoo Gadi-fageenyaan

Hub: 1, 2, 3, 4fi 5 kennissa sadarkaa (iskeelii) waliigaltee armaan gadii bakka bu'u.

1=gonkumaa walii-hingalu (Strongly Disagree)

2=walii-hingalu (Disagree)

3=homaa Jechuu Hindanda'u (Neutral)

4=waliin gala (Agree)

5=baay'iseen waliigala (Strongly Agree)

A. Qorannoo Fedhii Leenjiifi Misoomaa (Training and Development Needs Assessment)

1. Waajjirrikee bara 1998 A.L.H jalqabee qarannoo fedhii leenjiifi misooma humna namaa gaggeesseeraa? ☐ Eeyyee ☐ Lakki

2. Deebiinkee gaaffii 1ffaaf 'eeyyee' yoo ta'e, iskeelii: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigalaatti gargaaramuun yaadakee sanduuqota himoota fuuldura jiran keessatti mallattoo "✓" kaa'uun mul'isi.

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Qarannoon fedhii leenjiifi misooma humna namaa waajjirichaa walitti fufinsa qaba					
2	Adeemsi qorannoo leenjiifi misooma humna namaa waajjirichaa ifaadha					
Sakatta'insi fedhii leenjiifi misooma human nama kan gaggeeffamu:						
3	Fedhii waliigala (karoora, caasaa, galma, haala naannoofi kkf) waajjirichaa qaaccessuudhaani (analyzing organization)					
4	Hojiiwwan waajjiricha keessatti hojjetaman qaaccessuudhaani (analyzing task)					
5	Beekumsa, dandeettiifi ilaalcha tokkoon tokkoo hojjetaa qaaccessuudhaani ykn qorachuudhaani (person analysis)					
6	Tokkoon tokkoo hojjetaa/tuu waajjirichaaf fedhii leenjiifi misooma mataasaanii akka addaan baasan carraan ni kennamaaf					
7	Hogganaa dhiyootu fedhii leenjiifi misoomaa addaan baasa					
8	Qindeessaa leenjiitu fedhii leenjiifi misooma humna namaa addaan baasa					
9	Hoggantoota olaanaatu fedhii leenjiifi misooma humna namaa addaan baasa					

3. Deebiinkee gaaffii 1ffaaf 'eeyyee' yoo ta'e, iskeelii: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigalaatti gargaaramuun yaadakee sanduuqota himoota fuuldura jiran keessatti mallattoo "✓" kaa'uun mul'isi.

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Ogeessoonni (specialists) fedhii leenjiifi misooma hojjettootaa qoratanii addaan baasan dhabamuu					
2	Baajenni ga'aa ta'e dhabamuu					
3	Hogganoonni sakatta'insa fedhii leenjiifi misooma hojjettootaaf deeggarsa gochuu dhabuu					
4	Barbaachisummaa sakatta'insa fedhii leenjiifi misooma hojjettootaa irratti hanqinni hubannoo jiraachuusaa					
5	Qorannoo fedhii leenjiifi misooma hojjettootaa gaggeessuun bu'aa akka hinqabneetti yaaduu					
6	Sakatta'insi fedhii leenjiifi misooma hojjettootaa yeroo dheeraafi baasii guddaa kan gaafatudha jedhanii yaaduu					
Kan biraan yoo jiraate barreessi_____						

B. Karoora Leenjiifi Misooma Humna Namaa Waajjirichaa

Himoota armaan gadii irratti hammam akka waliigaltu kennissa sadarkaa (rating scale): 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigalaatti gargaaramuun waliigalteekee sanduuqota himoota fuuldura jiran keessatti mallattoo "✓" kaa'uun mul'isi.

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Waajjirrikee karoora leenjiifi misooma humna namaa ni qaba					
2	Karoorri leenjiifi misooma humna namaa waajjirrichaa karoora tarsiimoosaa (its strategic plan) irratti kan hundaaée qophaa'a					
3	Qophiin karoora leenjiifi misoomaa hirmaachisaadha					
4	Leenjiifi misoomni akka karoora waajjirichaatti raawwatameera					

C. Fedhiiwwan Leenjiifi Misooma Humna Namaaf Walduraa-duuba Kennuu (Prioritizing Training and Development Needs)

1. Waajjirrikee fedhiiwwan leenjiifi misooma humna namaa addaan baaseef walduraa-duubummaa ni kennaa? ☐ Eeyyee ☐ Lakki
2. Gaaffii 1ffaaf deebiinkee 'Eeyyee' yoo ta'e, waajjirrikee fedhii leenjiifi misooma tokkoof dursa kennuudhaaf ulaagaalee armaan gadii keessaa kamitti akka fayyadamu hamma waliigalteekee agarsiisi.

Lak	Gosa Gaaffilee	Iskeelii				
		5	4	3	2	1
	Waajjirrikee fedhii leenjiifi misooma humna namaa tokkoof dursa kennuudhaaf kan inni irratti xiyyeeffatu:					
1	Jiraachuu dhaabbilee leenjii					
2	Faasiliitiin jiraachuu isaa					
3	Hatattamaan barbaachisummaa fedhii leenjiifi misooma humna namaa					
4	Baajenni jiraachuu isaa					
5	Leenjiftoonni jiraachuu isaanii					
6	Kallattii imaammataa					
Kan biraan yoo jiraate_____						

D. Kaayyoolee Leenjiifi Misooma Humna Namaa Qopheessuu

1. Waajjirrichi kaayyoolee leenjiifi misooma humnaa ni qopheessaa?

   ☐ Eeyyee ☐ Lakki

2. Gaaffii 1ffaaf deebiinkee 'Eeyyee' yoo ta'e, kaayyoolee leenjiifi misooma humna namaa waajjirrikee qopheessu ilaalchisee himoota kanaa gadi jiran irratti kennissa sadarkaa (1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigalaa) fayyadamii deebiikee kenni.

Lak	Gosa Gaaffilee	Iskeelii				
		5	4	3	2	1
	Kaayyolee leenjiifi misooma humna namaa waajjirichaa:					
1	Kan qohaa'u sakatta'insa fedhii leenjiifi misooma humna namaa irratti hundaa'ee ti					
2	Qophiin isaa leenjifamtoota hirmaachisaadha					
3	Kan raawwatamuu danda'amanidha (achievable)					
4	Kan safaramanidha (measurable)					
5	Yeroon keessatti raawwataman beekamaadha (time bound)					
Kan biraan yoo jiraate barreessi_____						

E. Ulaagaalee Filannoo Leenjifamtootaa

Waajjirrikee carraa leenjiifi misoomaa hojjettoota isaatiif kennu ilaalchisee kennissa sadarkaa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigala jedhutti fayyadamuun hamma waliigalteekee agarsiisi.

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Waajjirichi ulaagaalee ifaa carraa leenjiifi misoomaa hojjetootaaf itti kennu qaba					
2	Ulaagaalee kennissa carraa leenjiifi misooma hojjettootaa hojjettoonni hundumtuu akka beekan ta'eera					
3	Carraan leenjiifi misoomaa hojjettoota hoggantoota wajjin walitti dhiyeenya qabaniif kennama					
4	Carraan leenjiifi misoomaa fedhii hoggantoota dhiyootiin (immediate supervisors) hojjettootaaf kennama					
5	Carraan leenjiifi misoomaa yeroo mara namoota murtaa'an qofaaf irra deddeebi'ee kennama					
Kan biraan yoo jiraate barreessi_____						

F. Maloota ykn Tooftaalee Leenjiifi Misooma Humna Namaa

1. Akkaataa maloonni kennaa leenjiifi misooma humna namaa waajjirakee keessatti itti filataman ilaalchisee himoota armaan gadii irratti hammam akka wliigaltu agarsiisi. (Habachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hin danda'u, 4=waliin galafi 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Iskeelii				
		5	4	3	2	1
	Maloonni kennaa leenjiifi misooma humna namaa kan filataman:					
1	Leecalloowwan (resources) jiran hubannaa keessa galchuudhaan					
2	Fedhii leenjifamtootaa xiyyeeffannaa keessa galchuudhaan					
3	Lakkoofsa leenjifamtootaa hubannaa keessa galchuudhaan					
4	Yeroo leenjiif kenname hubannoo keessa galchuudhaan					

2. Tooftaalee kennaa leeenjiifi misooma humna namaa armaan gadiitti itti fayyadama waajjirichaa ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma hinfayyadamu, 2=darbee barbee, 3=homaa jechuu hindanda'u, 4=yeroo hedduu, 5=yeroo hunda kan jedhu bakka bu'a).

I. Maloota Leenjiifi Misoomaa Hojiirraa (On-the-Job Methods)

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Hojjetaa/ttuu hojii adda addaa irratti yeroo adda addaatti ramaduun akka hojjetu/ttu gochuun leenjisuu(Job Rotation)					
2	Gorsaafi hordoffii itti gaafatamaa dhihoo/supparvizaratiin qarqaarmuun hojjetichi haala hojichi itti hojjetamu dandeettiifi beekumsa ga'aa ta'e akka horatu gochuu (Coaching)					
3	Hojjettoonni gorsaafi hordoffii ogeessotaa/hojjettoota cimoo ykn muuxannoofi amala gaarii qaban irraa hojii isaan hojjetan akka daawwataniifi baratan taasisuun beekumsaafi dandeettii ga'aa ta'e akka horatan gochuu (Mentoring)					
4	Qajeelfamoota hojii adda addaatiin gargaaramuun leenjifamtoonni hojicha hojjechaa dandeettiifi beekumsa isaanii akka cimsatan leenjisuu (Job Instruction Training)					
Kan biraan yoo jiraate barreessi_____						

II. Maloota Leenjiifi Misooma Hojiin Alaa (Off-the-Job Training Methods)

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Daree keessatti ibsa kennuun(Classroom lecture)					
2	Hirmaattoonni waliin mariiyatanii yaada isaanii akka ibsan gochuun leenjisuu (the discussion methods)					
4	Kompuuteratti gargaaramuun leenjisuu (computer based training)					
5	Leenjifamtoonni gahee akka taphatan gochuun leenjisuu (Role playing)					
6	Dhimoota adda addaa hojii isaanii wajjin walfakkaatan leenjifamtootaaf dhiyeessuun akka qaaccesaniifi yaada itti kennan gochuun leenjisuu (Case study)					
If any other, specify_____						

G. Qabiyyeewwan Leenjiifi Misooma Hojjettootaa

Qabiyyeewwan (contents) leenjiifi misooma hojjettootaa kennaman ilaalchisee hamma waliigalteekee agarsiisi (Hubachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Qabiyyeewwan leenjiifi misooma humna namaa sadarkaa dandeettii leenjifamttootaa waliin kan walgitanidha					
2	Qabiyyeewwan qophaa'an tartiiba sirrii kan qabanidha					
3	Qabiyyeen qophaa'an kaayyoolee leenjiifi misoomaa waliin walitti dhufeenya qabu					
4	Leenjifamtoonni qabiyyeewwan filachuufi qopheessuu irratti ni hirmatu					
Kan biraan yoo jiraate barreessi_____						

H. Leenjiftoota

Leenjiftoota ilaalchisee himoota armaan gadii irratti hamma waliigalteekee mul'isi (Hubachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Leenjiftoonni dandeettii maloota leenjiifi misooma adda addaatti fayyadamuu ni qabu					
2	Dandeettii leenjifamtoota sissi'eessuu (motivate) ni qabu					
3	Qabiyyyeewwan leenjii irratti kennan sirriitti beeku					
4	Leenjifamtoota wajjin walitti dhufeenya gaarii ni qabu					
5	Dandeettiii leenjiiwwan kennanii haala hojii leenjifamtootaa wajjin walsimsiisuu ni qabu					
6	Dandeettii beekumsa haala ifaa ta'een leenjifamtootaaf qooduu qabu					
Ka biraan yoo jiraate barreessi_____						

I. Leecalloowwaniifi Faasiliitii Biroo (Other Resources and Facilities)

Leecalloowwaniifi faasiliitii biroo leenjiifi misooma hojjettootaa ilaalchisee hamma waliigalteekee agarsiisi ((Hubachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Baajeta gahaatu sagantaa leenjiifi misooma hojjettootaaf ramadama					
2	Mallaqni durgoof, meeshaalee barreessaa adda addaa bittaaf barbaachisan leenjifamtootaaf ni kennamu					
3	Qindoominni waantota leenjiif barbaachisan kan akka ibsaa, kutaa barnootaa, teessumaafi mooraa leenjii mijaa'aadha					
4	Yeroo ga'aan leenjiiwwan kennamaniif ni ramadama					
Kan biraan yoo jiraate barreessi _____						

J. Madaalli Leenjiifi Misooma Hojjettootaa

1. Waajjirrikee madaallii leenjiifi misooma hojjettootaa ni taasisaa?

☐ Eeyyee ☐ Lakki

2. Gaaffii 1ffaaf deebiinkee 'eeyyee' yoo ta'e, himoota armaan gadii irratti hammam akka waliigaltu agarsiisi (Hubachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliin gala, akkasumas 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
1	Waajjirichi erga leenjiin xumuramee booda guca duub-deebii(feedback) hirmaattoota irraa itti sassaabu ni qaba					
2	Madaalliin leenjiifi misoomaa ulaagaalee sirriitti qophaa'an ni qaba					
3	Waajjirichi galmee leenjiifi misooma hojjettootaa gaggeeffaman qindeessee ni qabata					
	Waajjiricha keessatti madaalliin leenjiifi misooma hojjettootaa:					
4	Jalqaba adeemsa leenjiifi misoomaa irratti gaggeeffama					
5	Yeroo leenjiin kennamu gaggeeffama					
6	Leenjiin erge xumuramee booda godhama					
Kan biraan yoo jiraate_____						

K. Leenjiiwwaniifi Misooma Hojjettootaa bara 1998 A.L.H Jalqabee Gaggeeffaman

1. Bar-sadii as leenjiiwwaniifi misooma hojjettootaa gaggeeffaman irratti hirmaattee beektaa? ☐ Eeyyee ☐ Lakki

2. Gaaffii 1ffaaf deebiinkee 'Eeyyee' yoo ta'e, leenjichi eenyuun qophaa'e? (Deebii tokkoo ol ni danda'ama)

☐ Waajjira Barnoota Aanaa ☐ Ministeera Barnootaa

☐ Deeskii Barnoota Godinaa ☐ Dhaabbilee Miti-mootummaa

☐ Biiroo Barnoota Oromiyaa

Kan biraan yoo jiraate barreessi _____

3. Sagantaan leenjiifi misooma hojjettootaa ati irratti hirmaatte mata-duree/qabiyyee maal irratti kan xiyyeeffateedha? (deebii tokkoo ol ni danda'ama)

☐ Tekinoolojii Quunnamtii Odeeffannoo (ICT) ☐ Bulchiinsa Humna Namaa

☐ Jijjiirama Bu'uura Adeemsa Hojii (JBAH/BPR) ☐ Bulchiinsa Gaarii

☐ Bulchiinsa Maallaqaafi Qabeenyaa ☐ Qophii Karoora Tarsiimoo

☐ Madaallii Hojii Bu'aa irratti Xiyyeeffate

Kan biraa yoo jiraate_____

_____

4. Faayidaa leenjiifi misooma humna namaa waggaa sadii as kennamaa ture irratti hamma waliigalteekee agarsiisi (Hubachiisa: 1=gonkumaa walii-hingalu, 2=walii-hingalu, 3=homaa jechuu hindanda'u, 4=waliingala, akkasumas 5=baay'iseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
Leenjiifi misoomni hojjettootaa waggaa sadii as kennamaa ture:						
1	Hojii waajjirichaa fooyyesseera					
2	Kennaa tajaajilaa fooyyesseera					
3	Hojii gadi-lakkisuu hojjettootaa hir'iseera					
4	Hojjettoonni hojiisaaniitti akka gammadan godheera					
5	Hojjettoota gita hojii olaanaaf kan qopheessudha					
6	Waajjirichi haala naannoo waliin akka tarkaanfatu isa dandeesiseera					
Kan biraan yoo jiraate barreessi_____ _____						

L. Rakkoolee Leenjiifi Misooma Hojjettootaa Mudatan (Training and Development Constraints)

1. Leenjiiwwaniifi misooma hojjeettootaa waajjirrikee gaggeessu keessatti rakkoolee mudatan ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: tasuma waliihin galu, 2=walii-hingalu, 3=homaa jechuu hin danda'u, 4=waliingalaafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Gosa Gaaffilee	Kennissa Sadarkaa				
		5	4	3	2	1
	Rakkooleen leenjiifi misooma hojjettootaa mudatan:					
1	Hanqina baajetaati					
2	Leenjiftoonni ga'insa dhabuudha					
3	Hoggantoonni leenjiifi misooma hojjettootaaf deeggarsa kennuu dhabuu					
4	Leenjiifi misooma humna namaaf yeroo gahaa hintaane ramaduu					
5	Leenjiifi misoomaaf iddoo gadi-aanaa kennuu					
6	Faasiliitii gahaan dhabamuu					
7	Imaammanni leenjiifi misooma hojjeettootaa dhabamuusaa					
Kan biraan yoo jiraate barreessi_____						

2. Rakkoolee leenjiifi misooma humna namaa mudatan kana furuuf murtee dhuunfaafi gamtaa waajjirrikeefi dameen (sector) barnoota Oromiyaa sadarkaa adda addaa fudhachuu qabu jettee yaaddu maali?_____

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