AN ASSESSMENT OF CAPACITY BUILDING PROGRAMS FOR EDUCATIONAL MANAGERS IN JIMMA ZONE

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From the bottom of my heart dedicated to:

My Beloved Parents:

Ato Tadesse Tefera Wolde Ab.

and

W/ro Almaz AbaGidi Aldada.

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Abstract

The purpose of this study was to assess the capacity building programs for educational managers in Jimma Zone – Oromiya region during the past four years and also to investigate those factors that had been hindering the practices. In order to achieve this, descriptive survey research method was applied. Seven woredas were selected using non – probability sampling based on their geographical location taking the zonal capital as a center. Accordingly three town area woredas and four rural woredas were selected. In these woredas, all the woreda education bureau heads, woreda education bureau team leaders, directors, vice-directors and unit leaders of elementary, secondary and preparatory schools and TVET institutions found in the selected woreda capitals were included using availability sampling method. As a subject for the study, 7 woreda education bureau heads, 21 woreda education bureau team leaders, 52 directors and vice – directors and 81 unit leaders totally 161 respondents were included. Both questionnaire and structured interview questions were used as instrument to gather data for the study. The data gathered were analyzed using both descriptive statistics (mean scores and percentages) and inferential statistics (one – way ANOVA test). Accordingly, the following major findings were revealed.

The study showed that in spite of significant opinion difference among the respondents, there had been fairly clear selection criteria to offer training and development. In addition, though training and development objectives were fairly communicated and agreed by trainees, they were weak in preparation. However, two major types of training (on- and- off- the job) were applied some of them were impractical, political and non of educational management. Besides, most of the positions were held by managers who were graduated from other field of study than educational planning and management. Even though there is significant opinion difference among the respondents, there had been fair assessment of training needs and results. The major problems encountered were lack of budget, non-transparent and unaccountable selection method and inconsistent identification of training needs.

According to the findings the following conclusions were drawn. One, despite personal relationship and good will of the immediate boss had certain dominance, there had been fair selection criteria. Two, it was difficult to conclude that the training and development objectives were clearly prepared and attainable. Three, some of the received trainings were impractical, political and no education concerned. Besides, most positions were held by those who are graduated from other field of study than EdPM plus with less educational qualification. Four, there had been fair regular and periodical training need assessment and training result measurement. Five, lack of budget has been the major problem next to non – transparent and unaccountable selection method and inconsistent training need identification. Six, though it seem custom to report to the higher authority the problems to get solution, there were certain attempts such as encouraging employees to attend higher education privately.

Based on the findings the following recommendations were suggested. First, there has to be clear formulation and transparent application of selection criteria through increasing the participation of the trainees which can bring about consensus among them. Besides, the dominance of personal relationship and good will of the boss should be avoided through applying transparent and accountable selection process. Second, there has to be fair training opportunity for the middle and lower level educational managers based on the training need assessment. Third, the training and development objectives should be prepared in a clear way based on the available resources so as to be practical and attainable. Fourth, it has to get due attention to fill the gap of professional quality by providing educational management and planning courses for those managers who are in lack of it. Fifth, there should be consistent assessment of training needs and results which can help in provision of training opportunity. And finally, the concerned authority of both the region and federal government should allocate additional budget for the capacity building programs of educational managers in the zone.

CHAPTER ONE

1. The Study and Its Approach

1.1. Background of the Study

An effective and efficient accomplishment of an organization greatly depends up on its management capacity of putting into practice the appropriate skills and knowledge. The management body can get these capacities through training and development.

Educational manages, in order to make the right choice in most of the numerous decisions that determine the success of a firm, must keep up with the latest developments in their respective field and at the same time- manage an ever changing work force operating in a dynamic environment. For these reasons, organizations should emphasize training and development programmes for managers (Mondy and Noe 1990: 279).

Mathis and Jackson (1997: 314) ascertain that managers, particularly need a variety of experience to enhance their development, but a planned system of development experience for all employees can help expand the over all level of abilities in an organization and increase its productivity, quality and flexibility. In other words the over all out come of a given organization is a result of the trained capacity of both the employees and the manager.

Although training and development is necessary for all employees in a given firm, there are certain reasons why organizations should invest in management training and development. Some of the reasons are; it induces the need to recruit skilled manages from outside the organization and may induce loyalty to the organization and reduces turn over. In addition to this, it enables to attract the best recruits (Snape, Redman, and Bamber, 1997: 68). Different writers (Stredivick, 2000, Graham. 1986; Cole, 1997) give due emphasis for management training that managers have special training needs arising from their specific responsibilities in respect of, among others, controlling, motivating, appraising and disciplining their staff whilst planning, innovating and setting the boundaries of their departments.

Since the management development is one of the core activities, it should be a systematic process of development of effective managers at all levels to meet the requirements of an organization,

involving an analysis of the present and future management requirements assessing the existing and potential skills of managers and devising the best means for their development to meet these requirements (Graham, 1986:203). Since management development is one of the huge concerns of human resource development, it needs continuous plan which can improve employees' ability and widen the management of human resource development through training and development which include activities aimed at serving to improve the performance of the currently held job or one related to it (Mondy and Noe, 1990: 270; Gomez- Majia, Balkin and Cardy, 2003. Agrawal, 2002).

Among the capacity building programs training is often one of the key factors influencing the employee's decision to stay within the organization, or to seek advancement elsewhere (Heneman, et al 1996:316). If the training offered doesn't meet the development needs of the individual, then the exercise will be costly in both time and money and the employee becomes dissatisfied and leaves the job (Cole, 1997: 279, Davar, 1976: 126).

In the capacity building programs through training the needs fall in to three interdependent categories of analysis: organizational analysis, job analysis and person analysis (Bernardin, 2003: 167, Gomez, Balkin and Cardy, 2001: 264).

In terms of organizational need to training, it should be geared to the objectives of that particular organization. A given organization must diagnose thoroughly the present human resource position, its future plans and type of human resource requirements. It is essential, there fore, to know what the present skills are and, based on the agreed objectives, what training is required to meet the development of the necessary skills for the achievement of the objectives, (Gomez-Mejia, Balkin and Cardy, 2001: 265).

Another point, perhaps some of the major concerns in the training of employees of an organization is identification of deficiencies which can be identified by the existence or size of the organizational "training gap". The deficiencies may be difficult to measure or to quantify, but managers often receive indications that deficiencies may be present in the knowledge, skill or attitudes of individual employees (Bernardin, 2003: 169). Such indications of training deficiencies which are categorized interms of knowledge, skills and attitude may include: unsatisfactory production levels, spoilt work or wastage, absenteeism, Punctuality, customer complaints, employee grievance.

Moreover, training improves employment stability, reduces conflict, and it helps the management face the pressure of changing environment. Training makes a better economic use of materials and equipment, it increases productivity, and leads to job satisfaction and increases the moral of employees (Aguinas Kinishan: 2004: 142).

When we come to Ethiopians civil – servants' training and development, in order to alleviate the aforementioned deficiencies, the government has given due attention to improve the capacity of employees so as to achieve better performance and help them ready for higher responsibility through career development (Federal Negarit Gazeta, 2001, No, 8).

Accordingly, certain training and development efforts have been carried out by governmental and non governmental organizations. According to Ethiopia year book 1995 (E.C) some studies are conducted regarding human resource training needs for utilization of "Woreda" Capacity building programmes. The Ministry of Education has offered short- term trainings for "Woreda" staff personnel and elementary school directors.

Besides, AED/BESOII was engaged in capacity building of staff and line personnel management, development, planning and monitoring, evaluation and information systems (Ethiopia Year Book 1995: 338, 359, BESO II Project Annual Report, 2004- 2005: 1-2).

This study then, tried to assess how these and other training and development practices were carried out particularly for the capacity building of educational managers in Jumma zone-Oromiya region of Ethiopia.

1.2. Statement of the Problem

As it is stated in the background part of this study, the effectiveness of the managerial development program will be based on how well its design is considered. As it is cited in Ferringo and Muth (2004) Milstain, Bobroff, and Restine (1991) emphasize that aspiring principals will be provided opportunities to apply newly acquired knowledge to authentic administrative practice during carefully developed and monitored field- based experiences to reflect on and discuss with peers and mentors through well-designed training programs. To be selected to participate in such development programs is certainly important that it can build the capacity of leadership for a given principal (Ferringo and Muth, 2004: 480).

In the area of employee development, management development is considered as a great issue in its own way that it has developed its own technique, practice and literature. As it is mentioned in Cole (1997: 316), Drucke (1955) and MSC (1978) describe the scope of management development that it should include all the managers in the educational organization aiming at challenging them to growth and development. It should attempt to improve managerial effectiveness through a planned and deliberate learning process. Though building capacity of all employees through training and development is necessary, it is essential specially to provide such programmes for the managers particularly for new managers, middle managers and executives whose efforts certainly determine the future of a firm (Mondy and Noe, 1990: 285; Mathis and Jackson, 1997:323).

The managerial training programme can be anticipatory, reactive and motivational, i.e. meeting long term organizational objectives, to pre-empt difficulties and satisfying individual career aspirations (Snape, Redman and Bamber, 1997:68). In order to put into practice either of these three intentions or general objectives, there must be appropriate training and development method depending on the particular development need.

In the capacity building process of a given organization, one of the guide lines is the objectives of the training. The effectiveness of training system depends on the efficiency of the trainer in selecting meaningful objectives. Hills (1985:273), explains training objectives as a process which vary in wide range technique that enables to achieve effective performance (usually defined as experienced workers standard) in a particular task or set of tasks. It tends to be result oriented, although within this constraint much training emphasis is given to the development of individual abilities.

Generally, training will not work unless it is related to organizational goals, and thus, it is the manager's responsibility to ensure that training is linked with organizational goals. This idea leads us to the provision of capacity building programs for managers since the overall effective and efficient output of a given organization is highly influenced by an adequate training of the manager him/her self.

Though some researches (Melaku, 2004, Abebe & Tasew, 1994, Haileselassie, 2004) are conducted regarding civil-servants training and development, they lack depth in considering the capacity building of educational managers in particular. And despite some constraints, certain training and development programs have been undertaken. Thus, this study attempts to assess and investigate how well they have been carried out based on the standard literature of the field. This is necessary because the fruitful development as well as an efficient and effective output of the educational system is highly dependant on the ability of the educational managers. In the concerned zone, the researcher had a chance to see some of the educational managers face certain deficiencies and difficulties to carry out their tasks properly. Accordingly, this study intended mainly to investigate, assess and analyze some of the problems and practices of the capacity building programs for educational managers in Jimma zone. To achieve this purpose, the study attempted to give responses to the following basic questions.

1. What are the major selection criteria to offer training and development for educational managers including the participation of the trainees themselves?
2. Do the educational organizations have clear training objectives?
3. What methods and types of training are applied?
4. Is there any periodical assessment of needs of training and results of training to ascertain its contribution for the attainment of the organizational and individual goals?
5. What are the major problems faced by the organizations considering the training and development activities?
6. What solutions sought to alleviate the problems?

1.3 Significance of the Study

It is obvious that a well- built capacity of employees of a given organization is the basis for the effective outcome of all the applied efforts. According to the nature of the organization, it is the responsibility of the respective managers to build up the capacity of employees systematically. Therefore, the researcher believes that from the findings of this study those who are concerned will be beneficiaries to improve the capacity building programs for educational managers.

Based on this, the study will have the following contributions:

1. This study may provide valuable information regarding the problems of capacity building programs for educational managers.
2. It creates awareness for the employees and the management body about training need assessment and evaluation of human resource training.
3. It may show some of the ways how educational managers help employees to build their capacities before and after recruitment.
4. The research may widen the frontier of knowledge of both the educational managers and employees of the respective organizations regarding the capacity building concepts.
5. The findings of the study may help educational managers give more locally applicable recommendations to minimize the existing problems of capacity building programs.
6. The result of this research would serve as a spring board for those researchers who have the willing and ability to conduct further research in the same and/or similar areas.

1.4 Delimitation of the Study

As the title of the research indicates, the study was delimited to "Jimma zone" capacity building programs for educational managers. In addition to delimiting the study to Jimma zone, the study is delimited to the human resource training aspect of the "Woreda" education bureau managers: bureau heads and major team leaders, the directors, vice directors, and unit leaders of preparatory, secondary and elementary schools and TVET institutions.

This delimitation was decided because it is very much difficult to deal with all zones of the Oromia region in all aspects of capacity building programs at once due to time and financial constraints.

1.5 Limitation of the Study

There are two major limitations in this study. The first one is it was difficult and finally became impossible to collect filled out questionnaire from some of the respondents. This difficulty caused the return rate of questionnaire reduced to 85.7%. If it were possible to collect all the distributed questionnaire, the founded result of the study would have been enriched more. The second one is

in addition to the woreda education bureaus as a sample, the schools included from elementary to preparatory and TVET institutions were those found in the capitals of the selected woredas. It would have been much better study, if adequate number of schools were included from rural areas. The main constraint that hindered the researcher not to do was financial shortage.

1.6 Research Methodology and Procedure of the Study

1.6.1 Method of the Research

The research method used to conduct this research was the descriptive survey method. This method of research was chosen because it attempts to present the state of educational issues as they exist at the present. Using this type of research method, it is possible to collect detail description of existing educational phenomena with the aim of producing data that justify current conditions and practices. In addition to this, descriptive survey method of research helps describe the status of an educational phenomenon and compare it with a established standard.

Therefore, it is an appropriate research method to assess the capacity building programs for educational managers in Jimma zone 'woredas' of the Oromia region.

1.6.2 Population and Sampling Technique

"Jimma" zone is located in Oromiya regional state. In this zone there are fifteen "Woredas". The total population of the study was mainly the educational managers in the zone. Since it is difficult to include all the educational managers in the fifteen "Woredas" due to financial and time constraint, the researcher decided to include seven "Woredas" (46%) of the total population.

In order to select these seven sample woredas, the researcher used non- probability sampling, particularly purposive sampling based on the geographical location of the sample woredas. This sampling technique is used because it enables to make proportional the representation of distant woredas and near by woredas taking the zone capital town as a center. In addition to this, the researcher as a teacher, had experience to look at the differences of trained man-power and other resources between town and rural area woredas. Therefore, purposive sampling based on the geographical location was believed to be effective. Accordingly, three woredas from distant and four nearby woredas to the zone capital town were chosen (see their names and numbers from Appendix H).

The sample educational managers to be included were: The "Woreda" education bureau heads and the major department heads. According to the new civil service structure of Oromiya of 2005, they are four in number. One education bureau head and three major department heads (team leaders). All of them were included using the availability sampling method. Generally, they were 28 in number. Directors, vice directors and unit leaders of elementary, secondary and preparatory schools and TVET institutions in the selected "Woreda" capitals were included in the study using purposive and availability sampling technique, as their number was small and manageable. Accordingly, 52 directors and vice – directors, 81 unit leaders were included.

Totally, the number of respondents in this study was 161. (See the detail number of organizations and the number of respondents from appendix H)

1.6.3 Instruments for Data Collection

The data for this study was obtained from primary sources. The instruments used to collect the data were questionnaires and structured interview. The questionnaires and interview questions were prepared based on the basic questions. The questionnaires were distributed to the respective educational managers particularly for "Woreda" education bureau department heads and for directors, vice directors and unit leaders of primary, secondary, preparatory schools and TVET institutions. An interview was held between the researcher and the heads of the "Woreda" education bureaus.

The questionnaires and interview questions were prepared in English language with the assumption that the respective respondent educational managers can read and understand the language. Closed and open ended questions for the questionnaires and structured interview questions were chosen for the main reason that they are tools proved effective for gathering a variety of opinion from such a population with in a short period of time.

1.6.4 Procedure of the Study

It has been stated in the above section that the tools used for collecting data were questionnaire and interview. The questionnaires prepared for the respondent educational managers were piloted in two of the "Woredas" which are not selected as a sample to be studied. The pilot study was carried out in order to avoid errors related to language, ideas, etc and to enrich the framed items. The selection of the pilot "Woredas" was arbitrary as the purpose of this stage confirms the

application of the instruments. Then final copies were distributed for the respondent educational managers making sure that they had convenient time to fill it. An interview was held with the respective heads of education bureau ascertaining before hand that they had time to be interviewed.

1.6.5 Method of Data Analysis

The data gathered were tabulated after frequency count. Then they were analyzed and interpreted using both descriptive and inferential statistics such as percentage, frequency table and mean scores which are appropriate to be applied in this research. Among inferential statistics one-way ANOVA test was used because it is proved important to compare and differentiate scientifically three and more mean scores of different respondent groups. Accordingly, using SPSS (statistical packages for social studies) output it was tried to detect the differences between group means applying one – way ANOVA test. The obtained P- values for each of the variables were compared with a specified α – level (significance level) and it was tried to arrive at a tangible conclusion.

1.7 Operational Definitions of Key Terms and Concepts

1. **Capacity Building-** A systematic process of up-grading the ability, knowledge and skill of an employee so as to make him/her competent enough in his/her job. This can be achieved through participation in different on -the-job and off-the-job training. In addition to receiving professional training in appropriate educational institutions, an orientation program for newly recruited employee can also be taken as capacity building activity.
2. **Development-** Any learning activity which is directed towards future needs rather than present needs and which is concerned with career growth than immediate performance. Its focus is primarily on the organizations future manpower requirements, and secondly on the growth needs of individuals in the work place.
3. **Education-** Any long-term learning activity aimed at preparing individuals for a variety of roles in society. The focus of it is primarily on the individual needs, and secondly on society's needs.
4. **Educational Manager-** For the purpose of this study, the considered educational managers are new managers, middle managers and executives who are appointed to first

level of management responsibility so as to make decisions. Accordingly, woreda education bureau heads and team leaders, directors, vice-directors and unit leaders of elementary, secondary and preparatory schools and TVET institutions were taken as educational managers.

5. **Training-** any learning activity which is directed forwards the acquisition of specific knowledge and skills for the purpose of an occupation focusing on job or task.

1.8 Organization of the Study

This study consisted four major sections (chapters): chapter one – the study and its approach; chapter two - review of the related literature; chapter three – presentation and analysis of the data; chapter four - summary conclusion and recommendations. In the first chapter the rational of the study, the subjects to be studied and how they were selected is shown. An instrument used to collect the necessary data and the methods used to analyze and interpret the collected data are also described. In the second chapter necessary and related literatures are reviewed and criticized. The third chapter deals with mainly the presentation and analysis of the data. The final chapter presents the summary, conclusion and recommendations which are based on result of the study. Besides, important appendices are attached in the end.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Important Concepts Underlying Capacity Building Activities

There are certain concepts necessarily included in the discussion of capacity building activities under management development. Though different writers of human resource development define these concepts in their own way, there is a common thread that joins the ideas together and brings into similar understandings. Some of these concepts, perhaps the major ones will be discussed below in brief.

2.1.1 Development

Nearly all writers of human resource management describe similarly the concept "development", but in their own way. Though they describe it in different ways, their words have similar and common basis. To begin with, Gomez- Majia, Balkin and Cardy (2001: 259), describe development as an effort to provide employees with the abilities the organization needs in the future focusing on both the current and future jobs. Similarly, Bernardin (2003: 164) describe development as an opportunity help employees grow but should not be limited to current jobs, rather it should prepare them for future demand. Other writers too illustrate it as more of career related which improves employees potential that covers beyond the current job (Cole, 1997: 270, Cartwright, et.al,1993:85). From these descriptions we can understand that development considers mainly the learning activities of employees maximizing the future training activities of employees maximizing the future trained man-power requirements of the organization.

It is the challenge of today's professions that they face inadequate and unsatisfactory professional competence which is unable to provide up-to-date and competent service in their respective fields. One of the major factors that contribute to this problem is the limited access to and participation in formal and non-formal continuing professional development (CPD) (Yalew, 1994: 49). In other words, in different professions today including the educational administration, there is lack of competence, attention, lack of feeling to clients due to various challenges and draw backs. It is continuous capacity building program that can raise these levels so that the respective employees may up- date and up- grade their professional practices (Wana, 2000: 67).

Training and development nowadays is more valued than pay and perks. Thomson (1997: 125) confirms that people would stay with organization that invented time and energy in their development rather than move to more paying one. Therefore, it is clear that the most important resource in a given organization is its well trained employees. The success of the organization is greatly dependant on the competence and commitment of the employees and the management which can be achieved through training and development (Anderson, Barker and Critten, 1996: 101). From these descriptions we can induce that if people are not helped to develop, consequentially there will be in competence, frustration, over- dependency, exodus of one's best people and strong resistance to change (Honey, 1994: 10, Bradwell, 1986: 8, Ivancevich, 1989:251).

2.1.2 Education

Education is a learning activity whose prime intention is imparting knowledge and developing how mental facilities should be used. Its main concern is an employee's job performance (True Love, 2001: 291). As to some writers it is very personal that it concerns more of ensuring that a person has the skill to make his/her way in life and society (Cartwright, et al 1993: 84). Though the focus of education is primarily on the individual needs, it aims also the community as a whole or in other words the society needs (Cole, 1997: 270). These ideas then indicate us that the aggregate effective out put of organizations like educational ones is a result of individuals who received relevant and reliable education.

2.1.3 Training

Like the above mentioned concepts, training is also described in different ways having nearly the same idea. As to Bernerdin (2003: 164):

> *Any attempt to improve employee performance on currently held job or one related to it. Change in specific knowledge, skills and attitudes or behaviors. It should involve a learning experience, be planned organizational activity and be designed in response to identified needs. It should meet both organizational and individual needs.*

From this and other definitions of training we can understand that it is a process through which individuals are helped to learn a skill or technique using instructions as a very typical form of learning (Martin and Jeckson, 2000: 79). Therefore, we can say that it is a way in which

employees are helped do their jobs now and perhaps extended through out their entire career and may help develop them for future responsibilities (Werther and Davis, 1993: 306). Training is not a mere function of teaching people how to carry out their job. It rather provides confidence, help establish consensus between management and employees, and encourages the acceptance of responsibilities (Steinmetz and Todd, 1986: 250). It is for this reason that organizations who are considered first rate, pay more attention to training new employees and gradually upgrading the skills of current employees. Some writers (Kidd, Li, and Richter, 2001: 67) suggest that even though it can not offer miraculous solution to these problems, in-service training is one of the most effective ways of achieving a better match between training and employment and for making life-long education.

Training has some times negative connotation. Though it is difficult to change the perception of negative connotation of training, i.e. it may imply that a person has a skill deficit, an organization can focus on the potential improvement offered through training rather than correction of skill deficit since the fundamental objective of training is the elimination or improvement of performance problems (Gomez- Mejia, Balkin and Cardy, 2001: 261). This does not however mean that training won't be given for those who are moderate and high performers. The management development program should facilitate situation in which the management performance be improved by the manager him/ her self. The learner manager may seek guidance of his/her superior to build his/her strong points and make proved the weakness (Kenney, Donnelly and Reid, 1997: 296).

Generally we can conclude that training is a helpful process through which individuals are helped to learn a better skill or technique. Skills such as management of people, handling work relationships and leadership are typical broad ranges of skills that can be developed (Martin and Jackson, 2000: 79).

2.1.4 Similarities and Differences between Training and Development

They are similar that they aim at increasing organizational effectiveness by helping to raise employees' performance capabilities beyond merely acceptable levels (Stone and Meltz, 1983: 191). The main difference between them is their area of focus or emphacy. Gomez- Mejia, Balkin and Cardy (2001: 260) inllustrate the relation of the two concepts as:

In training the focus is solely on the current job; in development, the focus is on both the current job and jobs that employees will hold in the future . . Training tends to focus on immediate organizational needs and development tends to focus on long- term requirements. The goals of training is a fairly quick improvement in workers performance, where as the goal of development is the over all enrichment of the organizations human resource.

2.2 Why Management Development for Educational Managers?

Before reviewing the why of management development for educational managers, it is advisable to see what management development is. Management development is the most popular type of training for all size organizations which commonly includes new-employee's intention, performance appraisal, new equipment operation, leadership, time management, change, team building, research, action learning consultancy etc. (Mondy and Noe, 1990: 280). Different writers agree that management development includes leadership training which must be led by critical thinking which has an essential role in the education system that it enables to carry out democratic management to make a competing balance of interests and for a capacity of rapid renewal (Winch, 2004: 467, Marks and Printy, 2003: 370).

Many organizations emphasize training and development programs for managers because firms future lies primarily in the hands of its management. Mondy, and Noe (1990: 279) explain that in order a firm to grow, managers must get training so as to make the right choice in most of the numerous decisions they make. It is a must that managers should make side- by- side movement with the latest developments in their respective fields in which they are operating an environment (Heneman, et al 2000:385).

Educational researchers such as Ferringo and Muth (2004) recommend in their research findings that management development should be perceived critically that it is important for distributing responsibilities and hence help build leadership capacity. In addition, participation in the professional development expand the concept of leadership which involves people in decision making and performance improvement process. And as the same time the capacity of leadership for a given principal can be built being selected to participate in a given development program (Ferringo and Muth, 2004: 480).

It is clear that development is important for all employees but it is essential for managers (Mathis and Jackson, 1997: 323). This is because the main resources including the human ones can only be managed well if and only if the managers of that organization are well trained. This is because management development is the way of imparting knowledge and judgment needed by managers to meet the strategic objective of the given organization.

The combined pressures of increased competition, the need for flexibility and competent managers are the deriving forces for management training and development. Now a days great emphacy is given for quality and relevance of both the employer and the individual (Snape, Redman and Bamber, 1997: 94, Steinmetz and Todd, 1986: 250). In order to achieve this quality and relevance, managers should take responsibility for their own and their colleague's achievement. Accordingly then, management learning can be a social process (Thomson and Mabey, 1994: 59) that can be managed and achieved through regular meetings of managers to discuss their individual projects. Supporting this idea, (Stredivick, 2000: 328, Cartwright, et. al 1993: 6, 85) confirm that managers training needs arise from their specific responsibilities such as controlling, motivating, appraising and disciplining the whole staff. Besides, development for managers is important that it enables to meet the present and future requirements of an organization through systematic analysis (Graham, 1986: 203).

A given manager's and his staff's success depends each other, however the former one is more influential than the latter. She/he has more accountability for the performance of one's staff (Gomez- Majea, Balkin and Cardy, 2001: 250). This is because every individual employee whether competent for current job or not yet competent or better than competent should be offered training and development according to their level of competence (Thomson, 1997: 125, Kenny, Donnelly and Reid, 1979: 210, 211). More generally, the more the manager is trained the better she/he can reduce one's vulnerability, gets people to learn what is wanted to be learned and develops one's self and make one's life more interesting (Honey, 1994: 9, Harris and Desimone, 1994: 369) that the manger holds the key to success since she/he is most influencial over the other employees. Moreover, the management development is important not only for the successful leadership of the managers but also the effectiveness of the whole learning process will be achieved when managers themselves recognize a learning need and decide to engage in the process. As it is mentioned in Newell and Scarborough (2002: 158), the manager should

recognize in facilitating training the capabilities that already exist in the individual before learning begins.

To sum up, management training is necessary that it increases the retention of competent managers. As sited in Kidd, Li and Richter (2001: 206), Hooydonk (1999) confirms that management training is the best factor among other factors such as salary, career opportunities, reputation that could encourage retention of managers.

2.3 Needs Assessment for Training and Development

An organization's human resource (HR) plan is the beginning of the development of the firm. Mathis and Jackson (1997: 316) identify the role of the plans that they deal with analyzing, forecasting and identifying the organizational HR needs. In doing so, senior mangers meet on fairly regular basis to review skill requirements and to avoid current and future potential weakness among all categories of staff (Thomson and Mabey, 1994: 25). In some cases however, the concerns for human resource development (HRD) is sometimes left to chance and opportunism. In order not to leave HRD for chance and opportunism, needs assessment should be the first step in determining a need for training actually exist. Conducting training with out needs assessment is making errors or unnecessary money expenditure. If the training is expected to achieve some organizational goal, the available resources should be committed based on needs analysis (Bernardin, 2003: 187, Bramley, 1996: 100).

In the needs assessment discussion, we can raise one major question, i.e "what is the major cause of training need?" Martin and Jackson (2000: 81) have a brilliant answer for this question that "training needs arise because the world changes." We are leaving in a dynamic world in which knowledge is getting old within short period of time. Accordingly, people's jobs and careers change due to transfer and/or promotion within the organization (True Love, 2000: 91).

Basically training needs analysis (TNA) is a process of collecting data that allows an organization to identify and compare its actual level with its desired level of performance (Cole, 1997: 279, Bernardin, 2003: 168, Martin and Jackson, 2000: 95). The short fall in these comparisons reveals both immediate and long-term training needs. In order to make sure that the learning opportunities are not missed, senior managers should not be fed with only the positive

information which may confirm the views they already hold (Thomson and Mabey, 1994: 37-38). In other words there should be adequate bottom- up messages or two way communications.

In the assessment of training and development needs, one of the systematic approach is identifying the need of individual employee or a group of employees (Graham, 1986: 184, Bramley, 1996: 100). In doing so, the man power planning assess the demands for managers which attempts to forecast how many and what kind of employees will be required in the future and to what extent this demand is likely to be met .

Writers such as Cole (1997: 244) identify that training needs arise from four sources. These are the requirements of new comers, short falls in employee performance, organizational change and the individual's expressed needs. Justifiable training expenditure must make sure it is based on the organizational need. The training and development will usually set about to meet these needs should be in accordance with well-organized procedure which should be seen from different perspectives such as the organization, the department or function, the job, or occupational group and the individual employee (Cole, 1997: 279).

The training need of an individual can be assessed by analyzing the competency of the person (Anderson, Barker and Critten, 1996: 82, stone and Meltz, 1983: 194). Accordingly, personal characteristics such as motive trait, skill, aspect of one's self image or social role or body of knowledge and their applications are helpful aspects in needs assessment. As cited in Anderson, Barker and Critten (1996), Mangham (1986) explains failurity to do this brings about a little connection between performance and management training there by there may not be an evidence of linkage between the actual performance of the organization and the incidence of training.

Needs assessment is important also in determining managerial competencies (Harris and Desimone, 1994: 380) that it provides paramount information to determine who needs training, what kind of training is needed, where should be the training and the general condition for training. In order to do this the training need assessment should be done thoroughly before designing the management development program (True Love, 2001: 91). As cited by these writers, Saari, et. al (1988) give their testimony as "... many organizations fail to do needs assessment. Among 1000 organizations, only 27% of respondents reported conducting any needs assessment prior to designing management development programs." (True Love, 2000: 380).

This implies that many organizations are leaving much to chance and are likely wasting their most important resources, i.e. mainly the human one.

There are three ways of identifying training and development needs (stone and Meltz, 1983: 194, 195). These are monitoring personnel flows, policy and procedural changes, and organizational operations. In applying these ways asking supervisors and managers about the training and development needs of their subordinates, accepting and analyzing training requests from managers and other employees can be a possible approach. The above mentioned writers suggest that by monitoring policy and procedural changes which can greatly affect jobs, it is possible to identify and anticipate training needs that come from changes in jobs.

2.3.1 Approaches to Needs Assessment

Taking in to account the content of the particular organization or sub-unit, different elements of knowledge, understanding, skills and attitudes in the job are the main thrust of any training needs analysis (Cole, 1997: 281). In order to accomplish this, an appropriate approach should be chosen for the needs assessment. As it is cited in Cole (1997: 281), Turell (1980) identifies three sources that a given training need assessment should be based on. These are the problems those arise from changes in technology, those derived from work problems and those arising from manpower wastage.

Through a number of key stages a systematic survey or analysis of training needs will progress. These stages begin with preparatory phase and end with an action plan. In between these two ends there are activities such as data collection, interpretation of data and recommendations in all of which certain detail tasks to be carried out. In all these activities, the survey can be conducted using interviews, questionnaires, observation, aptitude tests and group discussion in all of which the staff and their managers should be involved actively (Cole, 1997: 281-283).

Needs assessment is a systematic, objective determination of training needs that involves conducting three primary types of analysis. As to Bernardin (2003: 167) they are organizational analysis, job analysis and person analysis. Supporting this idea, Gomez- Mejia, Balkin and Cardy (2001: 264), describe that organizational analysis examines the organizations culture, mission, goals and structure. It identifies the level of support for training and the overall organizational needs. Task analysis examines the job to be performed focusing which jobs require training.

Beside organizational and task analysis, person analysis determines which employees need training by examining how well employees are carrying out the tasks that make-up their job.

2.4 Designing Management Training and Development Programs

Designing an effective training program is both an art and a science though there is no single type of training is proved to be most effective (Gomez- Mejia, Balkin and Cardy, 2001: 262). In addition, a number of contextual issues can determine a training program's effectiveness such as an organizational culture that can be more important determinant than any aspect of the program it self. Management development and training programs should be designed in such a way that they can bring about new ways of thinking and new competencies amongst managers (cowling and James, 1994:22). It should aim at developing appropriate competence in managers in persuit of new performance targets. In order to do this, appraisal has significant role in training and development and career planning, being at the kernel of good management practice.

The training program can be designed or built based on practice of the organization giving the major roles for central office administrators (Honig, 2003: 330, Marks and printy, 2003: 370). Though the major role is for administrators, for instance to enlarge the leadership capacity of schools, the principals involve teachers in substantial dialongue and decision making about educational matters. Doing so, "... the principal is not the sole instructional leader but the 'leader of instructional leaders'." (Marks and printy, 2003: 370).

Ferringo and Muth (2004: 469) describe the designing of training program that during leadership development programs administrative field work can stimulate changes in aspiring principals' educational concepts and skills. In other words, to achieve the strategic long term goals of an organization, a proactive management development program which is informed by the strategic plan may provide a powerful tool. Such effective programs exhibit certain characteristics; they are: integrated with and informed by the organization's strategic plan, indorsed by senior management, take into account individual needs and they are evaluated and reviewed regularly (Snape, Redman and Bamber, 1997: 68-70).

From the above descriptions we can understand that the designing of training program is a joint activity which includes both the management and employees based on the practice and strategic plan of an organization. Thomson and Mabey (1994:42) assertain this idea that it is a two-way

responsibility shared between the individual and his/her line manager (Mondy and Noe, 1990: 279, Davor, 1976: 129) to decide who undertakes training, when and for what purpose (Thomson, 1997: 128, 128).

In addition to this, in designing the management development programs practice and experiential learning contexts are very much important and they should be based on the views of an individual's talent, ideas and views that would lead an organization to arrange its training program to help the learners discover their talents and realize their potential in order to achieve their own learning goals (Thomson and Mabey, 1994: 53). In order to achieve these goals, the designers might have certain principles (Thomson and Mabey, 1994: 64, Cole, 1997: 286) which enables them to be clear and sure about the expected outcomes, the contents informed by appropriate techniques, the methods and approaches suit the organizations norms and culture, and certain assumptions which show different ways to train different individuals (Davar, 1976: 126).

Moreover, in management training program designs the whole effort faces both on today's problems and the creation of a learning situation in which an employee can develop his/her other capacities for an uncertain future which is paramount in the entire organization (Cole, 1997: 325). In both these efforts, there are certain stages to be followed strictly (Davor, 1976: 127) some of which are organization planning, program targeting, ascertaining key positions' requirements, managerial appraisal, replacement skills inventories, planning individual development programs and appraising existing programs. In all these stages there are certain tasks to be accomplished in detail (Kenney, Donnelly and Reid 1979: 226-227).

Supporting the above mentioned ways of management development, Honey (1994: 10-11) advises, "use every day 'normal' events as developmental opportunities. Simply piggy back development on the shoulders of activities that in case have to be done. . . it is like killing two birds with one stone; tasks are accomplished whilst development is guaranteed. . ." From this advice we can induce that every managerial action if guided properly, it can serve as a part of the general training and development for the individual and the whole organization. This is because people spend ninety percent of their work time at their work place that work based learning has much more to offer than any course ever can (Honey, 1994: 11, Newell and Scarbrough, 2002: 155).

2.4.1 Formulation of Training and Development Objectives

In designing a given training and development program it is inevitable to think about the objectives of the intended training. By increasing the value of the organization's resources majoring its employees, the fundamental objective of training is to help the organization to meet its general goals (Stredivick, 2000: 315). In order to achieve these goals certain specific training objectives should be set which can forecast the development and the competencies of employees and improve their performance, help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization (Stredivick, 2000:317).

In training objectives formulation, the designer should think of the objectives thoroughly that under favourable circumstances, they should indicate utilization of resources and motivation of trainees. Accordingly, Graham (1986: 182) describes that training objectives need to be set in such a way that they could show employees feeling of mastery over their work and of recognition by the management. This is because whether the training is going to be successful or not is determined by the ability of the designer to state the objectives properly (Broadwell, 1986:77).

As it is discussed in the previous sections, the fundamental purpose of training is filling the gap between deficiencies and expected performance levels. We have seen that training should be given not only for the less competent but also for competent enough ones. Therefore, the training objectives should indicate some or all of the following performance. These are: imitation of new equipments or techniques, change in work methods and products, reduction of the amount of unplanned activities and improvements of quality promotion or transfer of employees (Graham, 1986: 183, Stone and Meltz, 1983: 196, Gomez- Mejia, Balkin and Cardy, 2001: 265).

The aforementioned concerns of objectives of training and development remind us in an operation of management training and development programs, the training objectives must also based on analysis of needs which are agreed by the respective managers before training is initiated (Kenney, Donnelolly and Reid, 1979: 224). Accoridng to these writers' illustration, factors such as training resources, the training requirements of managers and the degree of the organization's approach to training determine the objectives of training programs for managers. The other point to be discussed here is the wording of objectives. Gomez- Mejia, Balkin and Cardy (2001: 265) suggest that "when ever possible, objectives should be stated in behavioral

terms and the criteria for judging the training program's effectiveness should flow directly from the behavioral objectives."

2.5 Techniques or Methods of Management Development

To deliver an adequate training and development the concerned body should pay due attention in selecting an appropriate technique for management development. The techniques or methods can be categorized into two main parts; participation in on-the-job or off-the-job situations (Bernardin, 2003: 173-175, Cole, 1997: 293).

Training methods are the means by which the trainer intends to communicate ideas, skills, attitudes and feelings to learners. The degree of freedom the methods provide to the learners determines the selection of one or other method of training and development (Cole, 1997: 319). Some of the methods to be discussed in the coming pages, will be used for management up-grading that they include management education (qualification), management training (internal and external course) and experiential learning (learning by doing) (Harris and Desimone, 1994: 371). These writers suggest that the most successful attempts at management development are likely to be those relying on an appropriate mix of on-the-job experiences and off-the-job courses offered to meet different individual requirements and learning styles (Gomez –Mejia, Balkin and Cardy, 2001: 274). But other writers such as Davor (1976: 129) advise that organizations should rely on an internal training to their managers when they aim at a particular managerial development, i.e the company must not run away form its own responsibilities (Snape, Redman and Bamber, 1997: 73).

What ever training method is chosen, it should aim at providing the learner manager skill training, knowledge acquisition, attitudinal training in which he/she acquires specific skill, able to think critically and develop positive attitudes towards the job (Steinmetz and Todd, 1986: 252-253, Graham, 1986: 204-206). Accordingly, broad issues and approaches are comprised under management development method selection (Harris and Desimone, 1994: 372). Some of the core ones are efforts to describe the roles managers must perform and the competencies necessary for performing them effectively, and options available for management education, training and experiences.

2.5.1 Succession Planning

Succession planning (SP) is one of the useful management development methods in which effective senior managers can be developed (Bernardin, 2003: 203). It helps to determine several backups for each senior position because it involves senior executive's periodical review of their top executives and those in the next- lower level. Anderson, Barker and Critten (1996: 20) describe SP as one of the important facets of management development processes such as self-development, appraisal and assessment which can be considered as prerequisites of successful management development. Sharing this idea, Thomson and Mabey (1994: 123) say that if an organization is taking training and development of its staff seriously, SP and career development should be at the core of human resource development (Cole, 1997: 325). So that it will encourage employees to take part in the whole capacity building process. In choosing a type of approach organizations adopt to develop their human resources, their overriding interest in management development might be to secure senior management succession (Thomson and Mabey, 1994: 25).

In addition to these considerations, there are certain aspects of personal characteristics to be considered when managers prepare employees promotability and conducting succession planning. Such personal characteristics include creativity, sociability, self- reliance and self control (Gomez- Mejia, Balkin and Cardy, 2001: 304). Since succession planning focuses on preparing to fill executive positions, it has to examine development needs. Using succession planning high-level managers identify and develop their own replacements that the identified candidates may be given developmental experience that help prepare them for the executive ranks (Bernardin,. 2003: 202).

2.5.2 Career Development

In many organizations, there are fewer managerial layers because of the tendency towards greater flexibility (Snape, Redman and Bamber, 1997: 96). In order to cope up with such changes and achieve organizational goals, it is more important than ever for organizations to adopt a strategic approach to the management of managerial careers. Developing enriched and more capable workers is the focus of an organization which is on going and formalized effort of career development. This remind us what we have seen about training and development differences, i.e. the goal of training is improvement in performance and that of development is preparing enriched and more capable workers. Gomez- Mejia, Balkin and Cardy (2001: 295) illustrate the

importance of career development as "Career development can play a key role in helping managers recruit and retain the skilled, committed work force an organization needs to success. Career development today involves workers' active participation in thinking through the possible directions their careers can take."

In addition, Stone and Meltz (1983: 194-195) consolidates the above ideas that to achieve a balance between individual career needs and organizational work force requirements a career development system serves as a formal, organized and planned effort. In all these efforts executives and managers have responsibility to build career insight and career identity so as to support the professional development of functional specialties by providing problem focused training (Bernardin, 2003: 205).

2.5.3 On-the Job Training

On-the-job training (OJT) appears to be the most prevalent and effective form of learning (Newell and Scarebrough, 2002: 157, Harris and Desimone, 1994: 371) for managers since managers learning takes place in the workplace depending on their work and role activities. It ranges from 'sitting next to Nellie' where the trainee copies actions of more experienced operator to more sophisticated methods of coaching and mentoring. OJT is mostly carried out informally and the result is not expected in short period of time (Kidd, LI and Richter, 2001: 204, Kenney, Domely and Reid, 1979: 216). OJT will be much valuable training experience if it is planned properly and conducted with the help of the supervisor, i.e the trainee should not be left to 'sink or Swim' (Steinmetz and Todd, 1986: 262).

Some writers such as (Anderson, Barker and Critten 1996: 211, Gomez- Mejia, Balkin and Cardy, 2001: 266, Mondy and Noe, 1990: 291) confirm that experience is not simply what happens, but how one uses what happens. If it is expected to be effective the experience should be frequent, timely, relevant and this can be considered as foundations of effective management development.

OJT is an attractive HRD approach that it is cost-effective. In addition, some managerial competencies can only be learnt by imitating good role models (Thomson and Mabey, 1994: 56, Cole, 1997: 294, Davar, 1976: 129). Using OJT an individual can rapidly build up certain important skills, ideas and practices.

Some of the major OJT, specially those much appropriate for management development will be discussed in brief below.

2.5.3.1 Action Learning

Action learning is one of the numbers of training methods included in an OJT technique. One of its features is the learners learn by trial and error and examine everything with an "If . . ." situation (Newell and Scarbrough, 2002: 156). A combination of programmed knowledge and questioning insight is an assumption underlying action learning. A good action learning should emphasize; however, the first one than the second one (Snape, Redman and Bormber, 1997: 77).

Action learning is important for management development that it is a powerful means of capitalizing up on learning experience. Thomson and Mabey (1994: 58) summarize as it should mean learning to take effective action not recommending action or understanding analysis of some one else's problem.

2.5.3.2 Job- Rotation (Secondments)

Job- rotation (JR) is a well- known method in management development though it is difficult to implement it in the dynamic business environment (Kidd, Li and Ritcher, 2001: 204). A number of different jobs or different parts of the same job can be tried by the trainee so as to understand and get experience (Thomson, 1997: 138). This writer identifies secondments as a more formal type of JR (Snape, Redman and Bamber, 1997: 79) in which a member of staff is seconded to another job on a short –or long-term basis (Gomez- Mejia, Blkin and Cardy, 2001: 313, Mondy and Noe, 1990: 284) to get breadth of knowledge often needed for performing higher level tasks (Mathis and Jackson, 1997: 318). Generally, JR is a useful training method for both a management trainee as well as an existing manager.

2.5.3.3 Mentoring

Among different developmental programs gaining in popularity is mentoring. Most definitions of mentoring describe that it focuses on the career development or professional development of a person to be encouraged and helped by some one in a position of authority (Mentz, 2004: 541, Bernardin, 2003: 203); however, others say a mentor can be from the same level (Thomson 1997: 138).

Some writers consider mentoring as a remedy for numerous development deficiencies such as essential conditions of personal, professional and career developments (Mentz, 2004: 541, Gomez- Mejia, Balkin and Cardy, 2001: 309). This implies that almost every supportive relationship is mentoring that every one needs a mentor. Mentoring provided by qualified

professionals can enhance administrative clinical practice in both pre-service training and in-service professional development (Ferringo and Muth, 2004: 469).

Mentoring is therefore useful in succession planning (Snape, Redman and Bamber, 1997: 81, Thomson, and Mabey, 1994: 61 Cole, 1997: 322) but its success depends on the quality and relationship between the trainee and the senior's tutoring ability.

2.5.3.4 Coaching

For career and leadership development of managers, executive coaching has recently arisen as a popular method (Bernardin, 2003: 206) consisting meetings between managers and their employees continuously and some times spontaneously (Gomez- Mejia, Balkin and Cardy, 2001: 311). In all these meetings the coach manager should have a strong desire to share information and there must be mutual trust and confidence for the approach to be effective (Mondy and Noe, 1990: 281). Since coaching is daily training and feed back given to employees by immediate supervisors, (Mathis and Jackson, 1997: 318, Cole, 1997: 294); there must be common interest and work based friendship (Thomson, 1997: 138, Kenney, Donnelly and Reid, 1979: 230).

2.5.3.5 Deligation

Delegation is a powerful management tool if it is backed up by mentoring and supported by the senior manager. It provides a chance to practice or apply new skills in a planned way (Cole, 1997: 322). Using this OJT system an authority will be delegated so as to enable the subordinates achieve higher performance standard and develop in them the decision- making and leadership skills (Davar, 1976: 129).

2.5.3.6 Self Development

A Given (educational) manager, in order to be competent enough, he/she has to think of thoroughly about his/her own development since s/he is responsible for both him/her self and the employees s/he is managing (Honey, 1994: 2). This is because "continuous development is self directed and life long learning . . ." (Thomson, 1997: 126).

Self development is much necessary that managers' training often emphasizes individualistic and competitive behavior rather than group-oriented and cooperative one (Snape, Redman and Bamber, 1997: 77). Individualistic and competitive behaviour approach training reminds us that it is essential for employees work out their own development plan so as not to be under risk, stagnation and obsolescence (Gomez- Mejia, Balkin and Cardy, 2001: 313).

In the following sub-section off-the-job training which is an alternative training method to OJT will be discussed in short.

2.5.4 Off-the-job Training

Off-the-job training is considered as an effective alternative to OJT (Gomez- Mejia, Balkin and Cardy, 2001: 267). It comprises formal courses, simulations and role playing exercise in a classroom setting (Mathis and Jackson, 1997: 318, Thomson and Mabey, 1994: 56). Its great advantage is it provides employees extended and uninterrupted periods of study. However, what is learned may not be transferred back to the job (Newell and Scarborough, 2002: 157) that is the situations simulated in the training may not closely match those encountered during the job is the big disadvantage of off-the-job training (Gomez-Mejia, Balkin and Cardy, 2001: 268). From this description we can understand that an off- the-job training will be selected when certain managerial learning ought to be accomplished or accompanied by action, feedback and error correction (Thomson and Mabey, 1994: 56).

The emphasis in learning in an off-the-job training is general principles of understanding development, provision of background knowledge and an awareness of comparative ideas and practice (Cole, 1997: 294, Kenney, Donnelly and Reid, 1979: 230). Besides, because of its comparatively high degree of centralization undistributed participation in courses is impossible thereby the substantiality of work comes to seize when the responsible manager is not available (Kidd, Li and Richter, 2001: 205).

In the following short review we will see some of the major off-the-job training methods for management development.

2.5.4.1 Computer- Assisted Learning

Computer- assisted learning (CAL) can be a combination of pedagogy and andragogy, i.e. trainee driven and authority oriented respectively (Snape, Redman and Bamber, 1997: 74). The trainees can proceed at their own pace and location. CAL programs, however they offer pre-test and post-test and can involve the trainee in a high level of interaction, the manager does little more than press 'page down' key in between. Nevertheless, CAL enables the trainee to use the capabilities of the computer for greater flexibility (Mondy and NOE, 1990: 285). Moreover, it is cost effective than classroom training that it targets at crucial skills allowing employees to progress at their own pace even though it doesn't lend itself for managers to measure the employee's skill level, and

lacks providing feedback that show how much the trainee have learned (Gomez- Hejea, Balkin and Cardy, 2001: 269).

2.5.4.2 Role Playing

Responses to specific situations without the benefit of either a script or rehearsal can be acted out by the trainee in the role playing training method. An effective version of this method is the role rehearsal provides trainees with a different perspective of the problem (Mondy and Noe, 1990: 284, Mathis and Jackson, 1997: 322). In addition, this technique allows a high degree of involvement by the learner and possibly by the trainer. The manager assumes a specific role taking as an aim to create a realistic situation in which trainees are given certain degree of freedom to develop the characters and the events as they wish (Snape, Redman and Bamber, 1997: 75).

Besides, according to these writers description, this technique is specially appropriate for management training in people handling skills, such as selection and appraisal, interviewing and negotiating.

2.5.4.3 Case Study

The case study training method is conducted in the classroom with an instructor who serves as a facilitator. Some business problems are simulated so that the individual is expected to solve these problems by studying the informations provided and make decisions based on the situation (Mondy and Noe, 1990: 282, Cole, 1997: 294). In other words, this shows us trainees can study the application of management or behavioral concepts (Mathis and Jackson, 1997: 318, Snape, Redman and Bamber, 1997: 75).

2.5.4.4 Classroom Lectures

The classroom lecture method of training is useful when the learning groups are small to permit certain discussion. It can convey a great deal of information in relatively short time and helps capture the imagination of the class (Mondy and Noe, 1990: 285). The participants are concept learners that they should be imaginative, good at listening, share ideas and approach learning by seeking to understand why something happens (Davar, 1976: 156). One of the ways in which classroom lectures is used is during in-service training (Kidd, Li and Richter, 2001: 67).

2.5.4.5 Conference/ Discussion

The conference or discussion method is an effective management training method if arranged and utilized properly, i.e. the individuals who are brought together should be of common interest to

discuss and attempt to solve problems (Mondy and Noe, 1990; 282). The discussion will be led by a supervisor or manager whose role is keeping the discussion on course and avoid the tendency of some individuals to get off the subject.

Table -1: Different Training and Development Methods

No	Method	Utilized for			Conducted	
		Managers and entry level professionals	Operative employees	Both	On-the-job	Off- the-Job
1	Coaching			X	X	
2	Business programs	X				X
3	Case studies	X				X
4	Conference/ Discussion	X				X
5	Behavioral Modeling	X				X
6	In- basket training	X				X
7	Internship	X			X	
8	Role playing	X				X
9	Job- Rotation			X	X	
10	Programmed Instruction			X		X
11	Computer- based training			X		X
12	Classroom Lecture			X		X
13	On- the - Job training		X			
14	Apprenticeship training		X		X	
15	Simulators		X		X	X
16	Vestibule training		X			X

Source: Mondy and Noe (1990: 280)

2.6 Evaluation of Training and Development Programs

Evaluating the effectiveness of the training job is one of the difficult and unsatisfactory aspect of the activity (Torrington and Hall, 1995: 192). However it is difficult, it can't be prevented from being done. Evaluation of training provides useful informaitons which can help in making sound decisions about the training activities. The information can be a feed back on the effectiveness of the training activities, control over the provision of training and intervention into the organizational processes that affect training (Bramley, 1996:5). Though the most commonly used method of evaluating training is questionnaire, (Torrington and Hill, 1995: 92) to be filled by course member, interviews with relevant parties, observations, aptitude tests, material and record

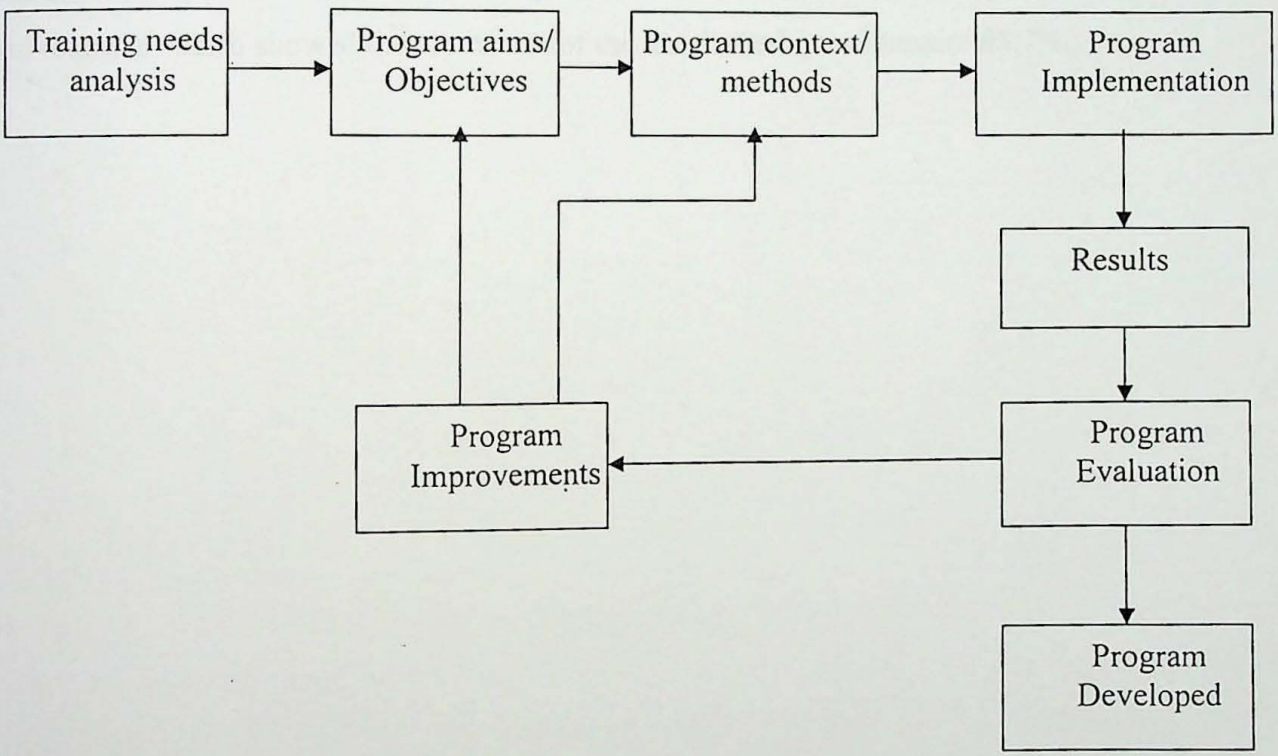
analysis (Cole, 1997: 312, Bramley 1996: 100) can also be applied in evaluating the training programs.

As to the saying "The great end in life is not knowledge but action," to participate in training and development activity is not an end by itself. The training activities have no value unless they resulted in positive changes in the performance of the organization (Martin and Jackson, 2000: 92, Gomez- Mejia, Balkin and Cardy, 2001: 282).

There are certain particular reasons why evaluation of training and development should be carried out. Some of which are it justifies the expense allotted, it provides feed back to the trainer and on the technique, (Cole, 1997: 307, Bramley, 1996: 5) and it establishes whether the needs and objectives of training have been met (Martin and Jackson, 2000: 92, Gomez- Mejia, Balkin and Cardy, 2001: 282).

Though training and development evaluation is important, it has certain draw-backs; (Martin and Jackson 2000: 92) it can be conservative, counter- productive and inaccuracies may arise.

Figure 1: The Process of Evaluation in Training Activities



Source: **Cole, (1997: 310)**

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA

This chapter consists two major sections. In the first section the characteristics of the total respondents is presented using a table. The characteristics of respondents is shown in terms of sex, age, educational qualification, major field of study, service years in current position and service years in the organization. All these characteristics are computed in percentage which later elaborated in brief below the table. In the second section the data gathered is presented and analyzed.

3.1 Characteristics of the Respondents

As it was indicated in chapter one, the respondents were woreda education bureau heads, woreda education bureau team leaders, directors and vice directors of elementary, secondary, preparatory schools and TVET institutions. The unit leaders of these schools were also respondents of the research questionnaire. A structured interview held between the woreda education bureau heads and the researcher. A total number 154 questionnaire distributed and 132 questionnaire filled out and returned which showed the return rate of the distributed questionnaire 85.7%.

Table 2: Characteristics of Respondents

No	Interms of	Woreda Bureau Heads (N=7)		Woreda Bureau Team Leaders (N=20)		Directors and Vice Directors (N = 52)		Unit leaders (N = 60)		Total (N = 139)	
		Nº	%	Nº	%	Nº	%	Nº	%	Nº	%
1	Sex										
	A. Male	7	100	19	95	48	92.3	49	81.7	123	88.5
	B. Female	-	-	1	5	4	7.7	11	18.3	16	11.5
2	Age (In years)										
	A. 25-30	2	28.6	3	15	7	13.5	5	8.3	17	12.2
	B. 31-35	1	14.3	3	15	5	9.6	12	20	21	15.1
	C. 36-40	1	14.3	8	40	18	34.6	14	23.3	41	29.5
	D. 41 and above	3	42.8	6	30	22	42.3	29	48.3	60	43.2
3	Educational level										
	A. TTI graduate	-	-	5	25	9	17.3	18	30	32	23
	B. College diploma	7	100	15	75	28	53.8	35	58.3	85	61.2
	C. First degree	-	-	-	-	15	28.8	7	11.7	22	15.8
4	Major field of study										
	A. Educational management	-	-	1	6.6	7	16.3	-	-	8	7.5
	B. Other	7	100	14	93.3	36	83.7	42	100	99	92.5
5	Service years in current position										
	A. 1-5	7	100	18	90	40	76.9	45	75	110	79.1
	B. 6-10	-	-	2	10	9	17.3	11	18.3	22	15.8
	C. 11-15	-	-	-	-	2	3.8	2	3.3	4	2.9
	D. 16 and above	-	-	-	-	1	1.9	2	3.3	3	2.2
6	Service years in the organization										
	A. 1-5	1	14.3	2	10	-	-	3	5	6	4.3
	B. 6-10	3	42.8	2	10	5	9.6	8	13.3	18	12.9
	C. 11-15	-	-	5	25	6	11.5	7	11.7	18	12.9
	D. 16-20	1	14.3	7	35	21	40.4	16	26.6	45	32.4
	E. E. 21 and above	2	28	4	20	20	38.5	26	43.3	52	37.4

Here under the respondents characteristics depicted in Table 2 is elaborated in short. Most of the characteristics had great impact either negatively or positively in the given responses. The first item shown in the table is gender difference along the positions. Accordingly, among the respondents females were only 11.5%. They were fewer in all positions that no female education bureau head, 5%, 7.7% and 19.3% of team leaders, directors and vice directors and unit leaders

respectively. Males are many in number that all the bureau heads, 95%, 92.3% and 81.7% of team leaders, directors and vice directors and unit leaders respectively covering 88.5% of the total positions.

The second difference shown in the table is age difference. They were grouped in four ranges of years. Those who were between 25-30, 31-35, 36-40 and 41 and above. Accordingly, their age distribution was 12.2%, 15%, 29.5% and 43.2% respectively. Majority of the respondents age was in the category of 41 years and above. When we look the total age difference, the number of respondents interms of age exceeds its previous one from the lowest range group up to the highest range group.

Educational attainment or qualification was the other difference of respondents depicted in Table 2. Among the respondents 23% were TTI graduates. College diploma holders cover 61.2% and those who were certified in first degree were15.8%. In detail, 5%, 9% and 18% were TTI graduates among team leaders, directors and vice directors and unit leaders respectively and no TTI graduate of woreda education bureau head. Most of the positions were covered by diploma holders, i.e. all of the woreda bureau heads, 75%, 53.8% and 58.3% of team leaders, directors and vice directors and unit leaders respectively. First degree holders were among directors and vice directors and unit leaders covering 15% and 7% respectively. According to the new educational policy of Ethiopia, the position of the woreda education bureau heads, directors and vice – directors of secondary and preparatory schools and TVET institutions require first degree holders. While, degree holders currently in these positions are significantly few. This had great meaning in their response which certainly showed the requirement of up grading the educational level of the concerned educational managers.

The next point of difference related to educational qualification was the respondents' major field of study. In Table 2 we can identify in item four that among diploma and first degree holders, only 7.5% attended educational management courses. All the rest, i.e. 92.5% were from different field of studies other than educational management. The Educational management graduates were bworking as woreda education bureau team leaders and as directors and vice directors covering 6.6% and 16.3% respectively of the positions. The other field of study graduates cover 93.3%, 83.7% and 100% of the team leaders, directors and vice directors and unit leaders respectively in addition to all the woreda education bureau heads. Managing educational activities with out being

qualified in educational management may cause different problems. Since nearly all the concerned educational managers were from other field of study other than educational management, this implied that the responses they had given were meaningful that they should get professional training related to educational management and planning.

The fifth item in Table 2 shows the respondents service years in the position currently they were working in. The service years were divided in four ranges of years: 1-5, 6-10, 11-15 and 16 years and above. Accordingly, the service years fall in to the above range of years were 79.1%, 15%, 2.9% and 2.2% respectively. The number of the respondents decreases form the first range to the last range. Most of the respondents service in current position fall in to the first range i.e. 1-5 years of service. This was true for all groups of respondents. All the woreda education bureau heads, 90% of woreda education bureau team leaders, 76.9% of directors and vice directors and 75% the unit leaders were within 1-5 range of service years in their current position. Staying long period of time in a given work area or position enables the employee more experienced and creative. Accordingly, significant number of the concerned educational managers served in the current position fall in to 1-5 years. This showed in their responses for the study questions, they may lack enough information so as to respond confidentially.

The last item shown in Table 2 is service years of the respondents in the organization. The service years were also ranged in to five groups: 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years and above. Opposite to the service years in current position, this one increases form the first range to the last one except the second and the third ones seem equal. According to item six the respondents service year in the organization is 4.3%, 12.9%, 12.9%, 32.% and 37.4% respectively from the first range to the fifth one. Though most of the respondents have served in the organization 21 years and above, the majority of woreda education bureau heads (42.8%) have served 6-10 years. But the majority of woreda education bureau team leaders and directors and vice directors have service years ranges form 16-20 years. Among all the others the unit leaders have stayed in the organization for long years (21 years and above) which covered 43.3% of the total 60 unit leaders. This indicated that the responses given by the unit leaders were more confidential and dependable.

3.2 Analysis of Variables Related to Capacity Building Programs for Educational Managers.

In this sub- section major points that have strong relation with the capacity building programs for educational managers in Jimma Zone will be analyzed. The variables to be analyzed and interpreted based on the gathered data were objectives of training and development, selection criteria to offer training, training methods employed, assessment of training needs and results, methods applied to assess training needs and results, problems encountered and solutions sought.

3.2.1 Selection Criteria for Training and Development

Every organization in its attempt to build the capacity of its employees it has to have clear selection criteria to offer training. Using clear selection criteria enables the organization to select the right person to the right place in the right time. Accordingly, it was tried to assess whether the concerned organizations use clear selection criteria or not. Each item was analyzed by calculating the mean scores and then the scores are interpreted in such a way that taking 3 as an average expected mean. The mean scores below 3 indicate that the impact of the programs or activities against the corresponding items was low. On the contrary, mean scores 3 and above were interpreted as the impact of the training programs or activities regarding the particular item was positive. These rating scales are applicable for Table 2, 4, 7, 8. In all these tables the responses given for the items are depicted and the major ones are analyzed based on the obtained mean scores and interpreted using the P- value of the mean scores gained from one – way ANOVA test at specified α level = 0.05.

Table 3. Selection Criteria for Training and Development

No	Item	Team leaders (N = 20)						Directors and vice directors (N = 52)						Unit Leaders (N = 60)						P - Value
		Response Rate *						Response rate						Response rate						
		5	4	3	2	1	X	5	4	3	2	1	X	5	4	3	2	1	X	
1	Clear selection criteria	10	4	5	-	1	4.1	11	25	15	1	-	3.8	7	20	20	12	1	3.6	0.001
2	Performance appraisal as a central criteria	9	3	8	-	-	4.0	14	24	14	-	-	4	7	22	21	9	1	3.4	0.001
3	Focus on political stand	4	2	6	5	3	2.9	6	9	13	18	6	2.8	17	13	14	13	3	3.5	0.022
4	Based on profession	5	8	6	-	1	4.0	20	19	10	2	1	4.0	18	20	9	13	-	3.7	0.220
5	Dominated by personal relationship and good will of the boss	5	3	6	4	2	3.2	5	16	8	16	7	2.9	13	16	9	14	8	3.2	0.466
6	Priority given for team leaders and heads	-	10	6	3	1	3.2	10	15	15	10	2	3.4	12	14	18	13	3	3.5	0.850
7	Equal treatment of all units	4	4	11	1	-	3.5	11	21	10	8	2	3.5	9	15	13	19	4	3.1	0.051
8	Focus on past performance	5	6	9			3.8	2	27	10	12	1	3.3	9	13	19	18	1	3.1	0.059
9	Selection made in view of promotion after training	1	9	8	1	1	3.4	2	21	18	10	1	3.2	10	10	23	15	2	3.1	0.695
10	Employees participate in the selection process	3	5	6	6	-	3.2	5	20	12	11	4	3.2	10	12	12	16	10	2.9	0.403
11	Training priority given to female managers	-	-	6	10	4	2.1	-	10	17	15	10	2.5	2	13	3	22	10	2.0	0.068

** Response Rate: 5 = Strongly Agree; 4 = Agree; 3 = Fairly Agree; 2= Disagree; 1 = Strongly disagree*

*** X (Mean value) is computed in each cell from the respondents' number.*

P- value – calculated P – value.

In Table 3 item 1, it was attempted to examine whether there were transparent and accountable selection criteria or not to offer training and development opportunity to the employees. As we can see from the Table, it is strongly agreed by the team leaders with the mean score of 4.1 and similarly by directors and vice - directors and the unit leaders with the mean score of 3.8 and 3.6

respectively. Though their mean scores are above the average mean, the test of them using one way ANOVA test showed that there is significant statistical difference at α level 0.05.

The same item was presented to woreda education bureau heads in the form of structured inter view using the mean calculations the same to the above mentioned method (see Appendix A). Their mean score was 4 which showed their strong agreement. The mean scores of all the four group of respondents was greater than 3, which enables us to infer that the organizations had fairly clear selection criteria to offer training opportunities though there is significant statistical difference between the means at α level = 0.05 which showed particularly the deviation of unit leaders agreement from the other group of respondents.

In many organizations including educational institutions performance appraisal (evaluation) is used as one of the criterias included for the selection of employees for training. The respondents were asked to show their agreement using the above mentioned five point scale of ratings. As it is revealed in Table 3 item 2, the respondents showed their agreement with the mean score of 4, 4 and 3.4 respectively of the team leaders, directors and vice directors and the unit leaders which is above the expected average mean score and indicated that performance appraisal or evaluation had been used as a central criteria to offer training opportunity. But one - way ANOVA test showed that there is significant statistical difference between the means at α level = 0.05. The difference indicated that the unit leaders agreement is less than that of team leaders and directors and vice directors. However, based on their mean scores, we may conclude that performance appraisal had been used as a central criteria to offer training opportunity.

In the third item shown in Table 3, the respondent educational managers were asked to reply if political approach was dominant during the selection process of trainees. As we can see from the Table, except the unit leaders, the team leaders and directors and vice directors disagreed with nearly the same mean score of 2.9 and 2.8 respectively. According to their reply, they did not agree that political approach was dominant in the selection process. Opposite to them the unit leaders agreed with the mean score of 3.5 that political approach was dominant factor. However there is difference in their reply, we may deduce that political approach had not been much dominant to selected educational managers to be trained since there is statistical significant difference among the means at α level = 0.05 which was mainly indicated the agreement deviation of the unit leaders from the other two groups of respondents.

The other point of investigation of this research was asking the respondents whether professional approach has been dominant in the selection process of trainees or not. This is shown in the fourth item of Table 3. As we can see from the table, all of the respondent groups nearly strongly agreed that professional approach was dominant in the selection process for training. Their mean scores, were 4. 4 and 3.4 respectively of the team leaders, directors and vice directors and the unit leaders showing no statistical significant difference at α level = 0.05. This implies that there is agreement among the three groups of respondents with respect to the practice of using professional approach as a dominant approach for the selection of educational managers for training.

The next item which had close relation to the previous items was the fifth item in Table 3. The item enquired the respondents to reply if personal relationship and good will of the boss has been dominant in the selection of employees. Some times in certain organizations, unfair and biased selection of employees occur. One of the causes of biased selection is due to personal relationship and good will of the boos. Since both personal relationship and good will of the boss are not tangible and work-based approaches, they can influence negatively the selection process. Regarding this item, team leaders and unit leaders agreed with the same mean score 3.2 that in their organizations personal relationship and good will of the boss had been moderately dominant. But apposite to these respondents, the other group respondents, i.e. directors and vice directors have shown their disagreement with the mean score of 2.9. The three means' one-way ANOVA test showed that there is no significant statistical difference between them indicating an agreement in the responses of the three groups of respondents. Therefore, we may conclude that personal relationship and good will of the boss had been certain dominance.

One of the major enquiries included in Table 3 was item 6 which inquired the respondents whether training priority had been given for team leaders and heads or not. Basically management development and training programs should be designed to create new ways of thinking and competences (Cowling and James, 1994: 22).

In order to achieve this, organizations may give major roles for central office administrators (Marks and Printy: 2003: 370). The administrators have responsibility to enlarge the leadership capacity of employees which doesn't mean however they should be always given priority for training compared to the other employees. When we look at the responses given for this item, the

respondents showed their agreement with the mean score of 3.2, 3.4 and 3.5 respectively of the team leaders, directors and vice directors and the unit leaders. The applied statistical test showed that there is no significant statistical difference among the mean scores at α level = 0.05 which leads us to the conclusion that in the respective organizations the team leaders and heads were given priority for training over the other employees frequently.

The next item to be discussed in detail was item 10 depicted in Table 3. It asked the agreement of respondents the participation of employees during selection for training. Capacity building programs are joint activities which include both the management and employees, it is of two - way responsibility shared between the individual and his/ her line manager to decide who undertakes training, when and for what purpose (Mondy and NOE, 1990: 279, Thomson, 1997: 128). Reminding this, when we look at the responses given for item 10, the unit leaders disagreed with the mean score of 2.9. Where as the team leaders and the directors and vice directors agreed with the same mean score of 3.2. When the mean scores tested statistically, using one way ANOVA test, it showed that there is no significant statistical difference among the mean scores at α level = 0.05. Therefore, we may come to the conclusion that in the respective organizations employees had fair participation in the selection process of training.

When we continue looking at the next item it considered gender issue. Now a days gender issue has become nearly a burning issue not only in our country but also it has got due consideration world wide. The second item from the bottom in Table 3 enquired whether training priority was given for female managers or not.

As we saw in Table 2, the characteristics of respondents, among 139 respondents females were only 16 which is 11.5% of the total respondents. Reminding this, when we look at the responses, the respondents showed their disagreement with the mean score of 2.1, 2.5 and 2.3 respectively of the team leaders directors and vice directors and the unit leaders showing no significant statistical difference at $\alpha = 0.05$. The non-significant value of the ANOVA indicates that the three groups of respondents had more or less similar perception regarding the training priority given to female managers.

3.2.2 Objectives of Training and Development

Objectives of training and development should be thought intensively that they should fulfill the purpose of training which is filling the gap between deficiencies and expected performance levels. The respondent educational managers were asked about various issues related to objectives of training and development. Their responses were arranged and computed using percentage which is one of popularly used method in descriptive statistics. The responses were analyzed and interpreted following the table in detail.

Table 4 Responses on Objectives of Training and Development

Item	Team Leaders (N = 20)		Directors and vice directors (N = 52)		Unit leaders (N = 60)		Total (N=132)	
	Nº	%	Nº	%	Nº	%	Nº	%
1. Major objective of training and development								
A. Current trained man power	11	55	19	36.5	34	56.6	64	48.5
B. Future requirement	3	15	7	13.4	3	5.0	13	9.8
C. Both A and B	6	30.36	26	50.0	23	38.3	55	41.7
2. proper design of objectives								
A. Yes	14	70	35	68.6	23	39.6	72	54.5
B. No	4	20	6	11.7	19	31.6	29	22.0
C. Do Not know	2	10	10	19.6	18	30.0	30	22.9
3. Objectives are attainable								
A. Yes	12	60	38	92.6	22	36.6	72	59.5
B. NO	8	40	3	7.3	11	18.3	22	18.2
C. Do not know	-	-	-	-	27	45.0	27	22.3
4. Objectives are communicated and agreed by trainee managers.								
A. Yes	12	60	36	69.2	28	46.6	76	57.6
B. No	3	15	6	11.5	18	30.	27	20.5
C. Do not know	5	25	10	19.2	14	23.3	29	22.0
5. If "Yes " for item 4, are there any inputs contributed by trainee managers?								
A. Yes	12	60	27	62.8	22	36.6	61	50.4
B. No	8	40	14	34.1	11	18.3	33	27.3
C. Do not know	-	-	-	-	27	45.0	27	22.3
6. If "Yes" for item 4, is there clear measurement used to assess success?								
A. Yes	13	65	22	64.7	18	30.0	53	46.5
B. No	7	35	12	35.2	15	25	34	29.8
C. Do not know	-	-	-	-	27	45	27	23.7
7. Freedom of the staff to take actions to meet objectives								
A. Very high	1	5	6	11.5	6	10	13	9.8
B. High	9	45	20	38.4	12	20	41	31.1
C. Moderate	4	20	17	32.6	21	35	42	31.8
D. Low	6	30	9	17.3	18	30	33	25
E. very low	-	-	-	-	3	5	3	2.3

** The respondents number became less than the total number due to no responses.*

In Table 4 the first item the respondents were asked was what the major objectives of training and development were. Three options were given; to fill the current trained manpower requirement, to make ready for future trained man power in the organization and for both these amis. Among the respondents the majorities (48.5%) replied that the major objective was to fill the current trained man power requirement. Next to these respondents, about 41.7% responded that the main intention was to fill both the current and the future requirements. Only 9.8% respondents replay was for future trained man – power requirement.

When we go through the responses given for item one, most of the respondent unit leaders agreed with the first option covering 34% out of total 60 in number. The rest agreed with the second and third options covering 5% and 38.3% respectively. Among directors and vice directors (52 in number) half of them agreed in third option. But the rest agreed in the first and second options covering 19% and 7% respectively. The other respondents were woreda education bureau team leaders. Among 20 team leaders, eleven of them (55%) agreed in the first option. Three of them (15%) and six of them (30.6%) agreed in the second and third options respectively. Unless there is an attempt to improve employee's performance on currently held job or one related to it, it is unlikely to meet both the organizational and individual needs (Bernardin: 164). There fore, we can deduce form the responses that their major objective of training and development was filling the current trained man power requirement with out ignoring the future trained man power need of the organization.

In the second item of Table 3 the respondents were asked whether the objectives were prepared clearly or not. They replied this item saying either "Yes", "No" or "Don't know". Accordingly a little more than half of the respondents (54.5%) confirmed that their organizations training and development objective were clearly prepared whereas covering nearly equivalent number of two groups of respondents each 29 in number said that "No" and "Do not know" with the percentage of 22% and 22.9% respectively.

Whatever the objective is desirable and attractive, it should be prepared clearly. Training objectives need to be prepared in a way that they could show employees feeling of mastery over their work and of recognition by the management (Graham, 1986: 182). If so, when we look at our respondents response it was not easy to conclude that the organizations training objectives

were clearly prepared since it is difficult to ignore 51% respondents who said "No" and "Do not know".

In addition to clear preparation, objectives should be attainable as well. A given training objective however it is prepared in a clear way, unless it is attainable, it is like tooth- less lion. The third item in Table 3 considered if the objectives were attainable or not. Three options were given "Yes", "No" and "Do not know" alternatives. Some respondents didn't give answer for this item so that they were not included in the calculation. Among the respondents who replied the item, 59.5%, 18.2% and 22.3% said that " Yes " , "No" and "Do not know" respectively. Directors and vice directors agreed that 92% of them replied "yes" whose total number is 43. Different form them, the majority of unit leaders (45%), whose number is 27 replied "Do not know." The same to directors and vice director 60% of the woreda education bureau team leaders said "Yes the objectives are attainable." Under favourable circumstances, training objectives should indicate utilization of resources and motivation of trainees (Graham, 1986: 182). Therefore, though it was difficult to conclude confidentially, it was likely to say that the organizations objectives were fairly attainable.

After being prepared clearly, the training and development objectives should be communicated and agreed by the trainee managers-after all, by all employees. The respondents were asked whether the objectives are communicated and agreed by the trainee managers or not in the fourth item in Table 3. Among 132 respondents, 57.6%, 20.5% and 22% replied "Yes," "No" and "Do not know" respectively. When we look at the detail responses of each group, 60%, 69.2% and 46.6% of team leaders, directors and vice directors and unit leaders said "Yes" respectively. It is possible to see significant number of respondents, if we sum up replies of "No" and "Do not know" 53.3%, 30.7% and 40% out of total number of 60, 52 and 20 respectively of unit leaders, directors and vice directors and team leaders.

The same question was presented for the seven woreda education bureau heads in the form of structured interview. The respondents agreement was inserted using the above mentioned five point scale. Accordingly, the respondents mean score was greater than the average mean taking 3 as an expected average mean. Therefore, the response of the woreda education burea heads and the above respondents had similarity. Hence, we may conclude that the training and development objectives were fairly communicated and agreed by the trainee managers.

The above respondents were asked to reply whether the trainee managers contributed any input if they agreed up on the objectives. This is shown in Table 4 item 5. Among the respondents 50.4%, 27.3% and 22.3% said "Yes", "No" and "Do not know" respectively. When we examine the detail responses, 36.6% of the unit leaders, 65.8% of the directors and vice directors, 60% of the team leaders responded saying "Yes" that showed there was input contribution of educational managers for the formulation of educational objectives. The participation of trainee managers by contributing certain input to the objectives of training has positive influence on the success of the training program. Accordingly, the objectives should be based on an analysis of needs which are agreed by the respective managers before training is initiated (Rao and Rao, 1979: 224). Based on the responses obtained form the respondents, it was not easy to conclude that the trainee managers have strong input contribution for the objectives of training since nearly equal number of respondents gave negative reply.

The other point considering the objectives of training and development was the issue of clear measurement to be used to assess success. This is depicted under item six in Table 4. The respondents were asked to reply whether there were clear measurements used to assess success or not if their answer for item four is positive. Among the respondents, 46.5%, 29.8% and 23.7% replied "Yes", "No" and "Do not know" respectively. If we look at each group response 65% of team leaders, 64.7% of directors and vice directors and 30% of unit leaders replied positively. But 35% the first group, 35.2% of the second group and 25% the third group respondents replied negatively. Different from the other groups, 45% of the unit leaders have shown their ignorance by replying an option "Do not know." Using certain measurements of success provides useful information which can help in making sound decisions about the training activities (Torrington and Hall, 1995: 1992). From the reply of the respondents we may reach to the conclusion that the organizations had clear measurement used to assess success since most of the respondents replied positively for item 4 have responded positively also for item six.

The last item shown in Table 4 was to ask the respondents the degree of freedom the staffs were given to take what ever action to meet the objective. It is obvious that as the training objectives are communicated and agreed by the trainee managers, the whole staff of the organization should be free to take necessary actions that help put in to practice the intended objectives. The response for this item was divided in to five level of freedom: very high, high, moderate, low and very

low. Accordingly, 9.8%, 31.1%, 31.8%, 25% and 2.3% of respondents replied their degree of freedom of taking actions from very high to very low respectively. Most of the respondents (31.8%) whose total number is 42 replied that their degree of freedom to take necessary action was moderate. Next to these respondents, 41 respondents (31.1%) replied that their organizations let them freely that they can take what ever action which is necessary to meet the objectives intended initially. Generally, this can be taken as the conclusion statement for the issue raised using this item.

3.2.3 Training Methods and Types Applied

Either of the two main categories of training, methods, i.e. on the job and off- the – job training can be employed based on the degree of freedom the methods provide to the learners (Bernardin, 2003: 173-175, Cole 1997: 319). Based on the nature of a given organization it has to select an appropriate training method to build the capacity of its employees including the management development.

3.2.3.1 Conduction of Orientation or Induction

In most organizations particularly in education bureaus and schools, the induction or orientation of new employees seems to be given less emphasis; however, it is simple but has much importance. To retain and maximize the human resources who were so carefully selected, organizations must pay careful attention to socializing them (Gomez – Majia, Balkin and Cardy, 2003: 165).

In Table 5 four items were included to be replied by the same group of respondents using the aforementioned rating scale. The responses were analyzed and interpreted based on the mean scores and obtained P-values of one- way ANOVA test of the mean scores.

Table 5. Response on Conduction of Induction or Orientation

No	Item	Team leaders (N = 20)						Directors and vice directors, (N = 52)						Unit Leaders (N = 60)						P - value
		Response rate*						Response rate						Response rate						
		5	4	3	2	1	X -**	5	4	3	2	1	x	5	4	3	2	1	x	
1	Indication conducted for new recruited managers	3	9	4	4	-	3.6	4	26	17	3	2	3.5	9	17	26	5	3	3.3	0.742
2	Periodical discussions held about orientation as a training method	5	6	7	2	-	3.7	5	21	17	9	-	3.3	9	15	18	15	3	3.2	0.147
3	Supportive and willing you are to orient new comers.	7	9	4	-	-	4.1	17	26	9	-	-	4.1	16	21	15	5	2	3.7	0.020
4	During orientation each department takes part	1	12	3	4	-	3.5	11	26	11	4	-	3.8	7	14	24	15		3.2	0.014

** Response rate: 5 =Strongly agree; 4 = Agree; 3 Fairly agree; 2 = Disagree; 1= Strongly disagree*

*** Mean values (x) are computed form the number of respondents in each cell.*

- *P-value- calculated one – way ANOVA test result.*

In Table 5, item 1 enquired the respondent educational managers whether induction or orientation programs were conducted for new recruited educational managers or not. All the respondents agreed that their mean scores were 3.6, 3.5 and 3.3 of the team leaders, directors and vice directors and the unit leaders respectively without significant statistical difference at $\alpha = 0.05$ by ANOVA one-way test. Therefore, it was likely to say that in the concerned educational organizations an induction program was held for new recruited managers.

In the third item under Table 5, an attempt was made to examine whether the employees mainly the concerned educational managers were supportive and willing to orient new comers or not. If one is supportive and willing to develop each other in the work place, it is possible to orient and be familiar with the co-workers and the organization as a whole. Regarding this item all the respondents strongly agreed that their mean scores were 4.1, 4.1 and 3.6 respectively of team leaders, directors and vice directors and the unit leaders. However, there is significant statistical

difference among the mean scores at α level = 0.05 which showed opinion difference among the respondent groups, particularly the unit leaders. With out ignoring this difference, but based on their mean scores it may be concluded that the respective educational managers were willing to orient new comers.

The other major item of Table 5 is the fourth item that enquired if each department of the organization took part during orientation programs. Though the response rates were less than the previous ones, they were above the average expected mean that they showed agreement of the respondents to the item. All the respondents agreed that their mean scores were 3.5, 3.8 and 3.2 respectively of team leaders, directors and vice directors and the unit leaders. The applied one-way ANOVA test showed there is significant statistical difference among the mean scores at α level = 0.05. Even though there is statistical significant different among the mean scores which was likely caused by less agreement of the unit leaders, it was possible to infer that during orientation each department had fair participation in the orientation programs.

3.2.3.2 Focus of Orientation

Orientation is one of the most important training opportunity that occurs when employees start with the firm. It is the process of informing new employees about what is expected of them in the job and helping them cope with the stresses of transition. Oreintation can be taken as a short-term program that informs the employees about their new position and the organization (Gomez Nejia, Balkin and Cardy, 2003: 205).

An attempt was made to investigate what has been the focus during orientation programs and if no orientation was conducted so far what was the reason. The responses were discussed using percentage which is calculated form the respondents number with in the concerned item. Regarding focus of orientation, the respondents were given four options (no orientation, introducing to peers and co- workers, organization's mission, culture and rules and introducing jobs) to use as alternative responses.

Accordingly, respondents showed their response regarding the focus of orientation that majority of them (32.5%) said the focus of orientation was introducing organizations mission, culture and rules. Next to this, 31.7% the respondents replied that their organizations orientation program focused on introducing the new comers to peers and coworkers. The next to the last option

among the four options was introducing jobs to the new comers which covered 21.4% of the total respondents. Least number of respondents (15%) said that no orientation has been conducted in their organization. In fact, some respondents chose more than one alternative response. Those who replied "no orientation" were asked to give reason. Most of them (54.1%) replied that the new comers were expected to orient them selves. Next to this, 51.4% of this item respondents said that no attention was given for orienting new recruited managers. The least percentage amongst was 21% which showed that the reason for "no orientation" was its time consumption. These respondents seem to be aware of the use of orientation but ignored it because of its time consumption.

3.2.3.3 Training Received Pre-and-Post-Position

In the following sub-section an assessment of the concerned educational managers' professional training participation, the technique and method of training applied and the relevance of the training received is presented and analyzed.

Table 6. Views on Training Received

No	Item	Team Leaders (N = 20)		Directors and vice directors (N = 52)		Unit leaders (N= 60)		Total (N= 132)	
		Nº	%	Nº	%	Nº	%	Nº	%
1	Whether or not training is received								
	1.1 Before being assigned.								
	A. Yes	3	15	17	32.6	14	23.3	34	25.8
	B. No	17	85	35	67.3	46	76.6	98	74.2
	1.2 After being assigned								
	A. Yes	14	82.35	28	80.0	25	41.6	67	58.8
	B. No	3	17.6	7	20.0	35	58.3	47	41.2
2	Types of received training								
	2.1 On the Job								
	A. Action learning	17	60.71	24	52.1	24	44	65	50.8
	B. Distance education	9	32.10	13	28.3	13	24.0	35	27.3
	C. Other methods	2	7.1	9	19.6	17	31.48	28	21.9
	2.2 Off the job								
	A. Lectures	6	20	14	25.9	11	16.9	31	20.8
	B. Seminars	10	33.3	20	37.1	16	24.6	46	30.9
	C. workshops	14	46.6	20	37.1	38	38.5	72	48.3
3	Training after being assigned is relevant								
	A. Yes	8	57.1	41	83.6	16	64	65	73.5
	B. No	6	42.85	8	16.3	9	36	23	26.1
4	Aspect of training received after assignment								
	A. Human resource management	6	35.2	16	36.3	5	27.7	27	34.2
	B. Material and financial management	5	29.4	7	15.9	3	16.66	15	18.9
	C. Both A and B	6	35.28	21	47.82	10	55.5	37	46.8
5	Why was the training irrelevant? If "No" for item three								
	A. More of political	1	16.6	8	47.1	7	77.7	16	50
	B. No concern of education	3	50.00	7	41.1	-	-	10	31.3
	C. Impractical	2	33.3	2	11.8	2	22.2	6	18.8

* *Due to multiple response the response number exceeded to total number*

In Table 6 five items were included with possible "Yes" or "No" and other options to be responded. In the first item the respondents were asked to reply whether they received professional training related to their current position before or after they are assigned. Among the respondents nearly three - fourth of them (74.2%) replied that they didn't receive related professional training before they are assigned to their current position. With the understanding that if they didn't receive training before they are assigned to their current position, they had to get training after assignment, they were asked to reply in item 1.2 whether they received training after their current position or not. Among the respondents 58.8% of them replied "Yes" and 41.2% of them said "No". When we see in detail their response, 82.3% the team leaders and 80% the directors and vice directors received training after they occupied their current position. Opposite to these respondents most of the unit leaders (58.3%) said "No" that they didn't receive training after they are being a unit leader.

One of the major items included under Table 6 were item 2 which enquired the respondents the training they received was either off-or on the job training. In item 2.1 they were asked to reply what type of on-the job training they received. Among the respondents 50.8%, 27.3% and 21.9% replied that they attended action learning, distance education and other methods respectively. From their response we can see that the majority of each of the respondent groups received or attended action learning which is learning by doing or learning by trail and error.

In item 2.2 of Table 6, the respondents were asked to show what type of off- the - job training did they receive. Regarding this, 48.3%, 30.9% and 20.8% of the respondents replied that they attended workshops, seminars and lectures respectively.

The most successful attempts at management development are likely to be those relaying on an appropriate mix of on - the - job experiences and off - the - job course offered to meet individual requirement (Gomez Mejia, Balkin and Cardy, 2001: 274) in addition to relying on an internal training to their managers when they aim at a particular managerial development (Davor, 1976: 129). When we examine our respondents reply regarding the types of training they received it seems they participated in both on- the- job and off-the-job training methods. What ever method is chosen, it should aim at providing the learner manager skill training, Knowledge acquisition which makes him/ her think critically of his / her job (Grahm, 1986: 204-206).

Those who received training after assignment were asked to reply whether the training they received was relevant or not under item three. "Yes" or "No" options were given and 73.9% of the respondents said "Yes" that the training they received was relevant. Minor number of the respondents (26.1%) said 'No" that the training they received was not relevant to their job. When we examine each group of respondents reply relatively the training received by directors and vice directors was relevant to their job. To sum up, in the respective organization the training after assignment were relatively relevant to the trainee's current position. This conclusion and the response were more strengthened by the response gained by structured interview from woreda education bureau heads. In their interview reply, they said that even though they didn't attend professional courses before being assigned, the training they received after they had started their current job was relevant (see Appendix A).

In contrast to the above respondents, those who said the courses they received were not relevant were asked to give reason (s) under item five. Options were given to reply such as "More of political," "No concern of education" and "Impractical". Half (50%) of the concerned respondents replied that the training they received was irrelevant that it is more of political. The others 31.3% and 18.8% respectively said that it was of no concern of education and impractical.

3.2.3.4 An Assessment of the Learning Behavior of Educational Managers in the Work Place

In management development programs, one of the methods of training is using every day events as developmental opportunities (Honey 1994: 10-11). This is because employees spend ninety percent of their work time at their work place that work based learning has much more to offer than any course ever can (Newell and Scarborough, 2002: 155). Accordingly, in Table 7 the respondents were requested to rate their learning behavior in the work place.

Table 7. Behaviour Developed as a Result Of Training

No	Item	Team leaders (N = 20)						Directors and vice directors, (N = 52)						Unit Leaders (N = 60)						P - value
		Response rate*						Response rate						Response rate						
		5	4	3	2	1	X -**	5	4	3	2	1	x	5	4	3	2	1	x	
1	Asking questions	7	4	9	-	-	4.0	19	18	14	1	-	4.0	28	14	15	2	1	4.1	.708
2	Suggesting ideas	9	8	3	-	-	4.3	17	21	10	2	2	3.9	18	23	15	2	2	3.8	.245
3	Exploring options	10	5	2	1	1	4.0	13	20	15	4	-	3.8	15	12	21	9	3	3.4	.087
4	Taking risks	5	7	6	1	1	3.7	13	15	15	6	3	3.5	11	19	16	12	2	3.4	.586
5	Being open and transparent	5	10	5	-	-	4	15	23	6	4	4	3.7	23	18	13	6	-	3.9	0.601
6	Converting mistakes in to learning	5	12	-	3	-	3.9	19	22	8	2	1	4.0	19	24	12	3	2	3.9	.674
7	Reflecting and reviewing	4	10	3	2	1	4.0	13	21	14	4	-	3.8	11	27	15	5	2	3.6	.673
8	Taking responsibility	10	5	4	1	-	4.2	18	23	8	2	1	4.0	23	25	8	2	2	4.0	.848
9	Admitting inadequacies and mistakes	5	8	4	2	1	3.7	14	19	11	4	4	3.6	22	19	11	4	4	3.85	.711

** Rating scale; 5 = strongly Agree; 4= Agree; 3= Fairly Agree; 2= Disagree; 1= Strongly disagree*

*** X (mean) is calculated form the respondents number of each group.*

- *P- value – calculated one –way ANOVA tasted values of the means in each cell.*

Under Table 7 nine items were included that ask the respondents to rate their own learning behavior in the work place. The mean scores were calculated for each item for each group of respondents and later using one –way ANOVA test, the means were tested whether there is significant statistical difference or not among them.

In the first item the respondents were requested to rate their learning behavior whether they learn or not by asking questions in the work place. As depicted in the table, their mean scores were above the expected mean score, i.e. 4, 4 and 4.1 respectively of team leaders, directors and vice – directors and unit leaders. The one- way ANOVA test showed that there is no statistically significant difference at α level = 0.05 among the means. Therefore, it was possible to deduce that all the educational managers were good at asking questions so that they can learn in the workplace.

The second item enquired how the respondents were good at suggesting ideas so as to learn in the work place. The respondents agreed that their mean scores were 4.3,3.9 and 3.8 respectively of team leaders, directors and vice-directors and unit leaders showing no statistical significant difference at $\alpha = 0.05$.

The other point of investigation included as an item five under Table 7 was asking the respondents their learning behavior in the work place by being open and transparent. If some body is open for some lessons, he/she is likely to add some more experience. Accordingly, the respondents agreed that they were good at in dong so. Their mean scares were above the expected mean score 3, i.e. 4, 3.7 and 3.9 showing no statistical difference significantly at α level = 0.05.

The other learning method in the work place can be converting mistakes in to learning. As depicted in Table 7 item six, the respondents mean scores were 3.9, 4.0 and 3.9 respectively of the three groups showed that they learn through converting mistakes in to learning. By using one-way ANOVA test the obtained P-value showed that there is no significant statistical difference among the mean scores at α level =0.05 which may lead us to conclude that the concerned educational managers learn by converting mistakes in to learning.

In addition to the above training methods in the work place, taking responsibility can be a courageous way of learning by doing. Accordingly, the mean scores of the respondents for item 8 showed that they were good at doing so as well. Their mean scores were 4.2, 4.0 and 4.0 respectively of the team leaders, directors and vice directors and the team leaders with out no significant statistical difference among the mean scores at α level =0.05.

The last major item included in Table 7 considered how brave the respondents were courageous enough in admitting inadequacies and mistakes. The respondents agreed that they admit inadequacies and mistakes. Their mean scores were 3.7, 3.6 and 3.85 showing no statistical significant difference among them at α level = 0.05. Therefore we may conclude that the respective managers were good at admitting inadequacies and mistakes so as to learn from them in their work place.

3.2.4 Periodical Assessment of Training Needs and Training Results

Every organization in its commitment to training and development, it is natural that there is expectation of achievement that possibly caused by training. If it is so, the available resources should be committed based on needs analysis (Bernardin, 2003:187). It is the training needs assessment that provides paramount information to determine who needs training, what kind of training, and where the training should be held (Harris and Desimone, 1994: 380).

Table 8. Response on Periodical Assessment of Training Needs and Results

No	Item	Team leaders (N = 20)						Directors and vice directors, (N = 52)						Unit Leaders (N = 60)						P - value
		Response rate*						Response rate						Response rate						
		5	4	3	2	1	X -**	5	4	3	2	1	x	5	4	3	2	1	x	
1	Assessment of training needs																			
	1.1 Periodical training need assessment	3	9	5	2	1	3.5	8	22	12	16	4	3.4	18	13	12	15	2	3.5	0.958
	1.2 Training opportunity bases need assessment	2	10	1	4	3	3.2	10	22	15	4	1	3.6	11	15	18	14	2	3.3	0.109
	1.3 Discussion between the boss and the sub ordinate to indicate the need	6	4	7	3	-	3.6	9	24	16	3	-	3.6	12	14	16	14	4	3.2	0.048
	1.4 Usual discussion to assess training needs by departments	2	14	4	-	-	3.9	9	23	16	4	-	3.7	9	16	18	12	5	3.2	0.004
	15. Need assessment is left to be taken by department head or team leader	1	6	10	3	-	3.2	7	19	17	9	-	3.4	6	18	20	12	4	3.1	0.283
2	Assessment of training results																			
	2.1 Clear measurement of results of training	1	7	10	2	-	3.3	2	2.9	15	6	-	3.5	8	16	20	12	4	3.2	0.202
	2.2 Performance appraisal best indicator of training results	-	9	10	1	-	3.4	10	22	12	8	-	3.6	16	9	24	7	4	3.4	0.464
3	Conflicts arise form assessment get solution	1	9	8	2	-	2.5	9	23	15	5	-	3.6	5	22	21	11	1	3.3	0.084
4	Trainee managers produce pre- and post – training reports	2	10	5	3	-	3.5	5	15	16	9	7	3.0	11	12	22	10	5	3.2	0.233

** Rating scale; 5 = strongly Agree; 4= Agree; 3= Fairly Agree 2= Disagree; 1= Strongly disagree*

** Mean (X) calculated from the respondents number in each group.*

** P- value – calculated one – way ANOVA tested values of the mean scores in each cell.*

In Table 8 nine items were included which help investigate periodical assessment of training needs and training results. After calculating the mean scores of each group from their numbers, the mean scores were tested using one-way ANOVA to detect whether there is statistically significant difference among them at α level = 0.05. Using such a way of differentiation the major items were analyzed and interpreted.

As depicted in the Table, except the mean scores of item 1.3 and item 1.4, among the means of other items there is no significant statistical difference at α level = 0.05. In item 1.1 the respondents were enquired to reply whether there was regular and periodical training need assessment in their respective organizations. From their mean scores we can see that they agreed up on the point. Their mean scores were 3.5, 3.4 and 3.5 respectively of the team leaders, directors and vice- directors and the unit leaders. The applied one- way ANOVA test showed that there is no significant statistical difference among the means at α level = 0.05. Therefore, we can infer that there had been regular and periodical training need assessment.

Using item 1.3 the respondents were enquired whether there was discussion between the boss and the subordinate to indicate training need or not. The mean scores of this item were: 3.6, 3.7 and 3.2 respectively of the three groups of respondents. They were greater than the expected mean score which likely showed their agreement. The applied statistical test among the means indicated that there is significant statistical difference at α level = 0.05 which showed in agreement difference - specially the less agreement of the unit leaders. However, there is difference, based on their mean scores we may conclude that there had been discussions between the boss and the subordinate to indicate the training need.

In item 1.4 the respondents were asked to reply whether usual discussions among departments were held to asses training needs or not. In their reply for this item the mean scores of team leaders, directors and vice-directors and unit leaders were respectively 3.9, 3.7 and 3.2. The mean scores seem to show that the respondents positive agreement since they were greater than the average mean score. Though they seem so, the applied one- way ANOVA test showed that there is significant statistical difference among the mean scores at α level – 0.05. Therefore we may conclude that except the unit leaders, the other groups of respondents agreed on the presence of sufficient discussion by departments to assess training needs.

Whether the need assessment was left to be taken by department head or team leader or not was considered by using item 1.5 of Table 8. Need assessment is a process of collecting data that allows an organization identify and compare its actual level with its desired level of performance (Bernardin, 2003: 168). This implies that it is the responsibility of all of the employees in the organization. When we look at the mean scores of each group of respondents, i.e. 3.2, 3.4 and 3.1 respectively of the above mentioned respondents, they are greater than the average mean score (3) and there is no significant statistical difference at α level = 0.05. There fore, we may conclude that in the respective organizations the training need assessment has been left to be taken by department heads or team leaders.

The next item (item 2.1) considered the presence of clear measurement of results of training. The mean scores of the respondents respectively of the team leaders, directors and vice –directors and the unit leaders were 3.3, 3.5 and 3.2 showing no significant statistical difference at α level = 0.05 that the organizations have fairly clear measurement of results of training.

The other major point of consideration was the one included as item 4 under Table 8. It enquired whether the trainee managers were encouraged to produce pre- and post- training reports or not. The respondents agreed that their mean scores were 3.5, 3.0 3.2 respectively of team leaders, directors and vice-directors and the unit leaders which are greater than the average mean showing no significant statistical difference amongst at $\alpha = 0.05$ computed by one-way ANOVA test. Therefore, we may conclude that trainee managers in the respective organizations were encouraged to produce pre –and post training reports.

3.2.4.1 Methods Used to Assess Training Needs and Results

In Table 9 it was tried to examine what methods were applied to assess training needs and training results.

Table 9. Response on the Methods Used to Assess Training Needs and Results.

N⁰	Item	Team leaders (N = 20)		Directors and vice directors (N = 52)		Unit Leaders (N = 60)		Total (N = 132)	
		No	%	No	%	No	%	No	%
1	Methods applied to assess training needs								
	1.1 An analysis that training need assessment follows								
	A. Job analysis	14	51.8	40	59.7	39	56.5	93*	53.8
	B. Person analysis	3	11.1	14	20.8	14	20.2	31	17.9
	C. organizational analysis	10	37.0	23	34.3	16	23.1	49	28.3
	1.2 Frequency of training needs assessment in the work place								
	A. Very often	7	35	7	13.4	7	11.6	21	15.9
	B. Rarely	4	20	16	30.7	21	35. 0	41	31.1
	C. Never	2	10	-	-	8	13.3	10	7.5
	D. Report dependant	7	35	29	55.7	24	40.0	60	45.5
2	Frequency of training result assessment in the work place								
	A. Very often	6	30	6	11.5	7	11.6	19	14.4
	B. Rarely	3	15	22	42.3	26	43.3	51	38.6
	C. Never	2	10	2	3.8	10	16.6	14	10.6
	D. Report dependent	9	45	22	42.3	17	28.3	48	36.3
3	Method applied to assess needs and results of training								
	A. questionnaire	4	18	12	15.3	11	14.8	27**	15.5
	B. Interview	1	4.5	18	23.0	12	16.2	31	17.8
	C. Observation	16	72.7	40	51.2	33	44.5	89	51.1
	D. Test	1	4.5	8	10.2	18	24.3	27	15.5

** Multiple response caused to exceed the response number greater than the actual number of respondents.*

*** Same reason. .*

Under Table 9 three items were included, the first one regarding need assessment and the second two items regarding result assessment. In item 1.1 an attempt was made to enquire the respondents to reply what type of analysis method was applied in the training need assessment. Three major options were given; job analysis, person analysis and organizational analysis. Accordingly, 53.8%, 17.9% and 28.3% of the respondents showed their response that the analysis used in their organization was job analysis, person analysis and organizational analysis

respectively. The great proportion of the respondents 51.8% of the team leaders, 59.7% of the directors and vice-directors and 56.5% of the unit leaders responded that their respective organization applied job analysis. Next to job analysis was organizational analysis that the training need assessment followed. They agreed to this type of anlaysis 37%, 34.2% and 28.3% respectively of team leaders, directors and vice –directors and the unit leaders.

In fact all of these methods of analysis are important to decide training need. Task analysis examines the job to be performed, i.e. identifies training seeking job, person analysis helps determine which employees need training and organizational analysis examines the organizations culture, mission, goals and structure (Gomez- Majia, balkin and Cardy, 2001: 264). Though they seem equally important, a given organization can depend in either of the three or in all of them based on its current and future trained man power requirement and the performance level of its employees. Therefore, the respondents reply in greater proportion to job analysis was acceptable.

Under Table 9, in item 1.2 the above respondents were asked to reply how frequently training need assessment was conducted in the work place. Four options were given to be used as possible replies. They were very often, rarely, never and report dependant. The majority of the respondents (45.5%) replied that the need assessment was mostly depends on reports. Next to report dependant, 31.1% respondents said that it was rarely that the training need assessment was done in the work place. Nearly one fourth of them (15.9%) said "very often" and some 7.5% respondents said no training needs assessment held in the work place.

It is training need analysis that helps collect data which allows an organization to identify and compare its actual level with its desired level of performance (Cole, 1997: 279). Senior managers should not be feed with only positive information if it is supposed not to miss the learning opportunities (Thomson and Mabey, 1994: 37-38). When we look at our respondents reply, the training need assessment in the work place was rare that it rather depended on reports. To be dependant on reports is risky because senior managers may be fed with only positive information or there may not be adequate bottom- up message or two way communication. Therefore, it was possible to sum up that in the respective organization training needs assessment was not concrete and dependable.

Using the same pattern of questioning, the respondents were asked to respond the frequency of training result assessment in the work place. As depicted in item two most of the respondents (38.6%) said "rarely" and next to them 63.3% respondents said the training result assessment depended on reports. Those who said "very often" were few that they cover 14.4% of the total respondents. Opposite to these 10.6% respondents said there was no training result assessment in the work place. More or less the respondents agreement distribution to the above two items had close similarity. Therefore, it was possible to say the organizations training need and result assessment in the work place was weak.

The third and the last item included under Table 9 enquired what method (s) was (were) applied to assess needs and results of training. Among the four options, many of the respondents (51.1%) replied that observation has been used to assess training needs and result. But nearly similar percentage of respondents 15.5%, 17.8% and 15.5% replied the methods used were questionnaire, interview and tests respectively. Though the most commonly used method of evaluating training is questionnaire, interviews, observations, aptitude tests, material and record analysis can be applied (Martin and Jackson, 2000: 92). Accordingly, the organizations' application of observation as a method of assessing needs and results of training was acceptable.

3.2.5 Problems Encountered Regarding Training and Development Activities

In this sub-section of the chapter an attempt was made to investigate problems regarding training and development programs such as designing and implementing the program.

Table 10. Views on Problems Encountered Regarding Training and development programs

Item	Team leaders (N = 20)		Directors and vice directors (N = 52)		Unit Leaders (N = 60)		Total (N= 132)	
	No	%	No	%	No	%	No	%
1. Problems were faced regarding the designing and implementing training programs								
A. yes	13	65	32	61.5	36	60	81	61.4
B. No	4	20	10	19.2	8	13.3	22	16.7
C. Do not know	3	15	10	19.2	16	26.6	29	21.9
2. If "yes" what were the problems?								
A. Lack of budget	11	37.93	26	44.8	19	29.6	56	37.1
B. Inconsistent identification of training needs	10	34.45	12	20.6	18	28.1	40	26.5
C. Non transparent and unaccountable selection	7	24.15	17	29.3	21	32.8	45	29.8
D. Inadequate and unfit number of managers selection for training	1	3.44	3	5.1	6	9.3	10	6.6

** The response exceeded the actual respondents due to multiple response*

In Table 10 it was attempted to investigate the constraints of training and development programs of the respective organizations. In the first item the respondents were asked to reply using "Yes", "No" or "Do not know" options regarding problems encountered during designing and implementing training programs. Accordingly, 61.4%, 16.7% and 21.9% of the respondents replied "Yes", "No" and 'Do not know" respectively. When we look at their detail response the majority of the respondents, i.e. 65% of team leaders, 61.5% of directors and vice directors and 60% of the unit leaders responded that there were problems regarding training and development programs.

Those who replied "yes" for the first item were asked further to reply what the problems were. As it is revealed in Table 10 item two, options were given (A-D) and many of the respondents (37.1%) replied that the problem was lack of budget. Next to lack of budget, 29.8% respondents replied that there was non transparent and unaccountable selection method of trainees. The third problem, confirmed by 26.5% of the respondents was inconsistent identification of training needs and the other problem confirmed by 6.6% respondents was inadequate and unfit managers selection for training. The same item was presented to woreda education bureau heads during the interview session. Most of the respondent bureau heads 40% (See Appendix A) confirmed that

the major problem was lack of budget next to inconsistent need assessment and selection of unfit managers to be trained which covered 20% of the respondent bureau heads.

3.2.6 Solutions Sought to Alleviate the Encountered Problems

All the respondents were asked to reply what measures have been taken so far to alleviate the problems regarding capacity building programs. An open ended question was used with certain alternatives such as "no measure was taken", "certain measures were taken "and "solution seeking is beyond the ability of the bureau" for woreda education bureau heads during the interview session. Some of them said that no measure had been taken so far and some of them replied that certain measures had been taken and solution seeking is beyond the ability of the bureau.

The other group of respondents, i.e. Woreda eduction bureau team leaders, directors and vice-directors and unit leaders replied for the same open ended question. Their reply was organized according to theme similarities. Accordingly, employees were encouraged to receive higher education privately using methods like distance education. In addition, certain educational institutions such as Jimma teachers' college and Jima University were inquired to offer short term training. Regarding the budget shortage, they replied that it was tried to transfer budgets from other headings to training activity and it was attempted to allocate additional budget for training purpose. However some of the respondents replied in such a way, majority of them replied that the government was supposed to seek solution and the common practice was reporting the problems to the higher authority to seek solution.

CHAPTER FOUR

4. SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary

One of the major factors that contribute to the problem of inadequate and unsatisfactory professional training which is unable to provide up - to - date and competent service is the limited access to and participation in formal and non formal continuing professional development. Capacity building through training and development now a days is more valued than pay and perks. That is why people would stay with a company that invented time and energy in their development rather than move to more paying one. The success of the organizations greatly dependant on the competence and commitment of the employees and the management which can be achieved through capacity building. In addition to the over- all capacity building of all employees many organizations emphasize training and development programs for mangers because firm's future lies primarily in the hands of its management. Management development should be perceived critically that it is important for distributing responsibilities and hence help build leadership capacity.

Therefore, the purpose of this study was mainly to investigate, assess and analyze some of the problems and practice of the capacity building programs for educational managers of certain woredas in Jimma Zone.

To achieve these purposes the following leading questions were formulated.

1. What are the major selection criterias to offer training and development for educational managers including the participation of the trainees them selves?
2. Do the educational organizations have clear training objectives?
3. What methods and types of training applied?
4. Is there any periodical assessment of result of training and needs of training to ascertain its contribution for the attainment of the organizational and individual goals?
5. What are the major problems faced by the organizations regarding the training and development activities?
6. What solutions sought to alleviate the problems?

Based on these objectives data were collected from seven woreda educational managers among fifteen woredas. The seven sample woredas were selected using non probability sampling based on their geographical location taking the zonal capital as a center. Accordingly, the subject of this study were woreda education bureau heads, woreda education bureau term leaders, directors, vice - directors and unit leaders of elementary, secondary, preparatory schools and TVET institutions found in the selected woreda capitals. The subjects were included using availability sampling. Totally they were 139 in number.

Data were gathered using both questionnaire and interview. Questionnaire consisted of close ended items with sufficient options and certain items to be responded by rating scales were distributed for the sample educational managers except for the woreda education bureau heads. A structured interview was conducted between the researcher and the woreda bureau heads to substantiate the results obtained from the questionnaire.

The data gathered were tabulated and analyzed using percentages and mean scores. In addition, the mean scores of the respondent groups were tasted using one - way ANOVA test to detect any significant statistical difference between the means at specified α - level compared to the obtained P - value. Accordingly the following findings were drawn.

1. **Clear Selection Criteria to Offer Training and Participation of Trainees**

1.1 All the respondents agreed that there had been clear selection criteria that was showed by their mean scores of team leaders, directors and vice directors and unit leaders 4.1, 3.8 and 3.6 respectively. However their mean scores are above the expected average mean, it was showed that there is significant statistical difference among the respondents. Even though there is difference of opinion among the respondents, based on their mean scores we may conclude that there had been fairly clear selection criteria to offer training and development.

1.2. During the selection process performance appraisal (evaluation) had been used as one of the major criterias. Both the respondents showed their strong agreement with the mean scores above the expected average mean. Though their mean scores were above the average, the ANOVA one - way test showed there is significant difference among the respondents, especially the less agreement of the unit leaders. However there is statistical

significant difference among the respondents, based on their mean scores we may conclude that performance appraisal (evaluation) had been used as a selection criteria.

1.3. Personal relationship and good will of the boss had certain dominance during selection. Among the respondents, team leaders and the unit leaders agreed with the same mean score 3.2. Different form them directors and vice - directors disagreed with the mean scores of 2.9. There was no significant statistical difference among the respondents showed by one - way ANOVA test at specified α - level.

1.4. Among all the employees, the team leaders and heads had been given priority for training over the other employees. All the respondent educational managers agreed with the mean scores of 3.2, 3.4 and 3.5 respectively of the team leaders, directors and vice - directors and unit leaders respectively showing no significant statistical difference by the applied one -way ANOVA test.

1.5. In the respective organizations trainee managers had fair participation in the selection process. Their response regarding this point showed the agreement of directors and vice directors and team leaders with the same mean score 3.2. Slightly different from these ones unit leaders disagreed with the mean score of 2.9. Though there is slight difference in their mean scores, the scientific one -way ANOVA test showed that there is no significant statistical difference among the means.

2. Setting objectives clearly and attempting to attain them

2.1 A little more than half of the respondents (54.5%) agreed that their organizations prepared training and development objectives clearly. Whereas covering nearly equivalent percent in total sum of 51% said "No" and "Do not know". There fore, it was not easy to say that the respective organizations training and development objectives were clearly prepared.

2.2. Regarding the attainability of the objectives, among the given 'Yes', 'No' and 'Do not know' options to be replied, 59.5% respondents said 'yes'. Others 18.2% and 22.3% said "No" and "Do not know." respectively. Though it was not confidential to say, the training and development objectives found to be fairly attainable.

2.3 Most of the respondents (57.6%) said "Yes" that in the respective organizations the training and development objectives had been communicated and agreed by the trainee managers.

The rest 20.5% and 22% said "No" and "Do not know" respectively. Among who said "Yes" 60%, 69.2% and 46.6% were team leaders, directors and vice-directors and the unit leaders respectively. Hence, we may say that the training and development objectives were fairly communicated and agreed by the trainee educational managers.

3. Applying appropriate training methods and techniques

3.1 The respective educational managers said that they had been willing and supportive to orient each other. Their response using the five point rating scale showed that the mean scores of team leaders, directors and vice directors and unit leaders were 4.1, 4.1 and 3.6 respectively. However the mean scores are above the average, the one- way ANOVA test detected that there is significant statistical difference among the respondents' opinions- particularly of the unit leaders. With out ignoring this difference, but based on their mean scores it may summed up that the concerned educational managers were willing and supportive to orient each other.

3.2 During orientation programs for newly recruited educational managers, each department of the concerned organizations had fair participation. This was shown by the mean scores 3.5, 3.8 and 3.2 respectively of the team leaders, directors and vice directors and the unit leaders which were greater than the expected average mean score. Though their is statistical significant difference among the mean scores which was likely caused by less agreement of the unit leaders, it was possible to infer that during orientation programs each department had fair participation.

3.3 Regarding receiving training after current position, 58.8% respondents said "yes" and 41.2% said they didn't receive training after they started their current work. Among those who said "Yes" 82.6% were team leaders, 80% were directors and vice directors. Opposite to them most of the unit leaders (58.3%) did not receive training after they were being a unit leader.

3.4 Most of the respondents (73.9%) replied the training they received was relevant. Minor number of respondents (26.1%) said that the training they received was irrelevant. Among the respondents who said "NO", 50% of them said it was more of political and the rest 31.3% and 18.8% respectively said it was of no concern of education and impractical.

3.5 Nearly all of the concerned educational managers were good at learning in the work place. For all the items to asses the learning behavior of the respondent managers in the work place,

the mean scores for each items were above the average and their was no significant statistical difference among them as shown by one - way ANOVA test P- value compared to specified α – level = 0.05.

4. Assessment of training needs and results

4.1 There had been fairly regular and periodical training need assessment. This was shown by their response with the mean scores of 3.5, 3.4 and 3.5 respectively of the team leaders, directors and vice directors and the unit leaders showing no statistically significant difference at α - level = 0.05.

4.2 Periodical discussion had been carried out fairly between the boss the subordinate to indicate the training need. Though the respondents mean scores 3.6, 3.7 and 3.2 respectively of the team leaders, directors and vice directors and the unit leaders were greater than the average mean score, the applied one - way ANOVA test showed that there is statistical significant difference among the opinions of the respondents - particularly the less agreement of the unit leaders.

4.3 Regarding clear measurement of the results of training, the mean scores 3.3, 3.5 and 3.2 respectively of team leaders, directors and vice directors and the unit leaders showed their agreement. The applied one - way ANOVA test showed there is no significant statistical difference at α level = 0.05. Therefore it was likely to say there had been clear measurement of results of training.

4.4 The frequency of conducting training need assessment in the work place had been not concrete and dependable. Among the options very often, rarely, never and report dependent majority of the respondents (45.5%) replied that the training needs assessment depends up on the reports. Next to them 31.1% respondents said that it was rare to conduct need assessment in the work place. The rest 15.9% and 7.5% respondents respectively said "very often" and "never" in terms of conducting need assessment in the work place.

5. Problems encountered regarding training and development

5.1 Most of the respondents (61.4%) confirmed that there were certain problems encountered regarding training and development programs specially in designing and implementing

training programs. The rest respondents replied "No" and "Do not know" respectively covering 16.7% and 21.9%.

The major problem encountered was lack of budget which was confirmed by 37.1% respondents among who agreed in the existence of the problems. Next to lack of budget, there was non-transparent and unaccountable selection method of trainees. The other problem was inconsistent identification of training needs which was confirmed by 25% respondents and the last problem confirmed by 6.6% respondents was inadequate and unfit managers selection for training. Despite their intensity, all of the problems were the major constraints of training and development activities.

4.2 Conclusion

Based on the findings the following conclusions were drawn.

4.2.1 Though there was significant difference of opinions among the respondents particularly between unit leaders and the other group of respondents, there had been fairly clear selection criteria to offer training and development. However, during the selection process of employees to offer training personal relationship and good will of the boss had been certain dominance.

4.2.2 Eventhough the training and development objectives were fairly communicated and agreed by the trainee educational managers, it was difficult to conclude the training and development objectives were clearly prepared and attainable.

4.2.3 Both major methods of training, i.e off the job and on - the - job trainings were applied; however, some of the trainings were impractical, political and no education concerned. Besides, most of the positions were held by managers who were graduated from other field of study than EdPM plus less qualified personnel.

4.2.4 There had been fairly regular and periodical training need assessment assisted by certain discussions between the boss and the subordinate to indicate the need. Despite there was strong opinion difference among the respondents- particularly the unit leaders, there had been certain measurement of training results. Both the training need assessment and training result assessment depended on reports.

4.2.5 There were certain problems encountered during the designing and implementing the training and development programs. In the degree of intensity from high to low, they were lack of budget, non-transparent and unaccountable selection method, inconsistent identification of training needs and unfit managers selection for training.

4.2.6 There were certain measures taken to minimize the encountered problems regarding training and development activities. Some of which were employees were encouraged to attend higher education privately through distance education. Besides, certain educational institutions such as Jimma teachers' college and Jimma University were inquired to offer short term trainings. It has been tried to transfer budgets from other heading to training activities. The major practice taken as a solution to overcome the problems were reporting to the higher level of authority so as to seek solution.

4.3 Recommendations

4.3.1. Using clear selection criteria to offer training and development would enable to provide fair and justifiable training opportunity for the right person in the right time. Though it seemed the concerned organizations had fairly clear selection criteria, it was observed that there was significant opinion difference among the respondents, especially between the unit leaders and the other group of respondents. Therefore, there has to be not only clear formulation, but also transparent application of clear selection criteria through increasing the participation of the trainees which can bring about consensus among employees.

4.3.2. Among other criterias performance appraisal (evaluation of the performance of employees) is the commonly used selection criteria if it is conducted correctly and unbiased. Though the study showed performance appraisal was used fairly, there was significant opinion difference among the respondent educational managers. Therefore, there should be an appropriate performance appraisal which is constructed according to the rule and regulation of ministry of Education if it is to be used as selection criteria.

4.3.3. It has found out that personal relationship and good will of the boss had certain dominance during the selection process. Since personal relationship and good will of the immediate boss can cause bias, it should be avoided through transparent and accountable selection process. In addition, it is found that the team leaders and heads had been given priority for training.

Though the managers (top levels) have much responsibility, the success of the organization depends on the sum total effort of all the employees. Therefore, beside giving due attention to the top level educational managers development, there has to be fair training opportunity for the middle and lower level educational mangers based on the training need assessment.

4.3.4. What ever the capacity building program objectives are attractive and desirable, they should be not only prepared in clear way but also attainable, communicated and agreed by the educational managers to be trained. As it was found in the study, the training and development objectives were not strong enough interms of clarity, being communicated and agreed up on. Therefore, the concerned training objectives designer body has to think of thoroughly so as to make them clear and attainable.

4.3.5. As it is seen in the characteristics of the respondents, most of the positions currently are held by those either graduated from other field of study than educational planning and management or below the educational qualification that the position requires. Therefore, the concerned authority should pay due attention to fill the gap of professional quality by providing educational management and planning trainings for those who are lacking it. Otherwise, appropriate personnel should be recruited from the labor market.

4.3.6. The combination of off- and -on- the job training is advisable in most organizations. Regarding educational management development more of it should be on-the-job training. Accordingly, it is recommendable that most of the respondent educational mangers attended on the -job training after they held their current position. It has to be continued with more alternatives and strength paying attention towards the currently held position.

4.3.7. Conducting training needs assessment is important that it prevents from wastage of time, money and man - power. It enables to identify who when, why and where to train. In order to do so, there should be periodical discussion between the boss and the subordinate to indicate the training need. Accordingly, it was found out that the periodical discussions about the training needs were not so much frequent and dependable. Therefore, it has to be improved with more intention. In addition, unless the results of trainings are measured in a clear and consistent way, it is impossible to judge their contribution for the attainment of both the organizational and individual goals. Though there was certain way of measuring results of

training, it was not strong enough to depend up on. Therefore, the ways used to assess training results should be improved more and applied intensively.

4.3.8. The study revealed that the major constraint that hindered the smooth application of training and development was lack of budget. Therefore, the concerned higher authority both in the region and the federal government should allocate additional budget for capacity building of educational managers. In addition to this, the concerned organization themselves should try to generate their own income and to utilize the allocated budget appropriately.

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APPENDIX A

Responses of Woreda Eduction Bureau Heads Regarding Miscellaneous Interview Questions Related to Training and Development activities

No	Item	Number of Interviewee	Response Rate										Mean Score
			Strongly agree (5)		Agree (4)		Fairly Agree (3)		Disagree (2)		Strongly disagree (1)		
			Nº	%	Nº	%	Nº	%	Nº	%	Nº	%	
1	Transparent and accountable selection criteria	7	3	42.85	2	28.57	1	0.14	1	0.14	-	-	4
2	Political approach is influential than professional one	7	-	-	-	-	-	-	2	28.57	5	71.42	1.28
3	Personal relationship and good will of the boss is dominate	7	-	-	-	-	1	0.14	2	28.57	4	57.14	1.57
4	Team leaders and executive managers are frequently selected	7	1	0.14	-	-	3	42.85	2	28.57	1	0.14	2.71
5	Selection criteria and objective are will communicated	7	2	28.57	3	42.85	1	0.14	1	0.14	-	-	3.85
6	The bureau head conduct succession planning	7	3	42.85	-	-	3	42.85	1	0.14	-	-	3.71
7	The head is will trained and sound decision maker	7	1	0.14	3	42.85	2	28.57	1	0.14	-	-	3.42
8	Training needs are regularly assessed	7	1	0.14	3	42.85	1	0.14	2	28.57	-	-	3.42
9	Training results are regularly assessed.	7	1	0.14	1	0.14	4	52.14	1	0.14	-	-	3.28
10	Educational qualification relevant to current job	Options								NO		%	
		1. Yes								2		28.57	
		2. No								5		71.42	
11	Attended training after being assigned	Yes								3		42.85	
		No								4		57.14	
12	Problems encountered regarding training	Yes								6		85.71	
		NO								1		0.14	
13	What are the problems	1. Lack of budget								4		40	
		2. Inconsistent need assessment								2		20	
		3. Inconsistent result assessment								1		10	
		4. selection of unfit managers								2		20	
		5. All or any combination of the above								1		10%	

- Mean scores and percentages are calculated form the number of respondents in each cell.

APPENDIX B

Summary of one – way ANOVA Test of the Mean Scores of Respondents for Each Item of Training Selection Criteria

Variable	Source of variation	Sum of Squares	df	Mean Square	F	p-value
There is clear selection criteria	Between Groups	12.892	2	6.446	7.529	.001
	Within Groups	110.441	129	.856		
	Total	123.333	131			
Performance appraisal is used as a central criteria	Between Groups	11.709	2	5.855	7.743	.001
	Within Groups	97.533	129	.756		
	Total	109.242	131			
There is dominance of political approach	Between Groups	12.220	2	6.110	3.915	.022
	Within Groups	201.326	129	1.561		
	Total	213.545	131			
There is dominance of professional approach	Between Groups	3.335	2	1.668	1.534	.220
	Within Groups	140.210	129	1.087		
	Total	143.545	131			
Personal relationship and good will of the boss is dominant	Between Groups	2.677	2	1.339	.767	.466
	Within Groups	225.042	129	1.745		
	Total	227.720	131			
Training prority is given for team leaders and heads	Between Groups	.407	2	.203	.163	.850
	Within Groups	161.253	129	1.250		
	Total	161.659	131			
There is equal consideration of all units	Between Groups	7.676	2	3.838	3.040	.051
	Within Groups	162.869	129	1.263		
	Total	170.545	131			
Selection bases past performance	Between Groups	5.708	2	2.854	2.885	.059
	Within Groups	127.626	129	.989		
	Total	133.333	131			
Selection bases promotion after training	Between Groups	.709	2	.355	.364	.695
	Within Groups	125.533	129	.973		
	Total	126.242	131			
Employees participate in the selection process	Between Groups	2.753	2	1.376	.914	.403
	Within Groups	194.156	129	1.505		
	Total	196.909	131			
Training priorty is given for female managers	Between Groups	6.484	2	3.242	2.751	.068
	Within Groups	152.031	129	1.179		
	Total	158.515	131			
Portfolio is used as a selection method	Between Groups	6.072	2	3.036	2.273	.107
	Within Groups	172.314	129	1.336		
	Total	178.386	131			

APPENDIX C

Summary of One- way ANOVA Test of the Mean Scores of Respondents for Items of Regular Assessment of Training Needs and Results

Variables	Source of variation	Sum of Squares	df	Mean Square	F	p-value
Presence of regular and periodical training need assessment	Between Groups	.119	2	.060	.043	.958
	Within Groups	178.873	129	1.387		
	Total	178.992	131			
Presence of training opportunity based on need assessment	Between Groups	5.369	2	2.684	2.259	.109
	Within Groups	153.260	129	1.188		
	Total	158.629	131			
Presence of discussion between the boss and the subordinate to indicate the need	Between Groups	6.936	2	3.468	3.106	.048
	Within Groups	144.033	129	1.117		
	Total	150.970	131			
Presence of usual discussion to assess training needs by departments	Between Groups	10.919	2	5.460	5.676	.004
	Within Groups	124.073	129	.962		
	Total	134.992	131			
presence of clear measurement of results of training	Between Groups	2.839	2	1.419	1.619	.202
	Within Groups	113.131	129	.877		
	Total	115.970	131			
Need assessment is left to be taken by department head or team leader	Between Groups	2.471	2	1.235	1.275	.283
	Within Groups	125.006	129	.969		
	Total	127.477	131			
Using performance appraisal as best indicator of needs and results	Between Groups	1.667	2	.834	.772	.464
	Within Groups	139.303	129	1.080		
	Total	140.970	131			
Conflicts arise from assessment get solution	Between Groups	3.959	2	1.980	2.528	.084
	Within Groups	101.010	129	.783		
	Total	104.970	131			
Trainee managers are encouraged to produce pre and post training reports	Between Groups	3.871	2	1.935	1.472	.233
	Within Groups	169.606	129	1.315		
	Total	173.477	131			

APPENDİX D

Summary of One- Way ANOVA Test of the Mean Scores of Respondents for Items of One's Own learning Behavior

Variables	Source of variation	Sum of Squares	df	Mean Square	F	p-value
Learning by asking question	Between Groups	.602	2	.301	.347	.708
	Within Groups	112.027	129	.868		
	Total	112.629	131			
Learning by suggesting ideas	Between Groups	2.669	2	1.334	1.420	.245
	Within Groups	121.210	129	.940		
	Total	123.879	131			
Learning by exploring options	Between Groups	6.066	2	3.033	2.493	.087
	Within Groups	156.927	129	1.216		
	Total	162.992	131			
Learning by taking risks	Between Groups	1.359	2	.680	.536	.586
	Within Groups	163.610	129	1.268		
	Total	164.970	131			
Learning by being open about the way it is	Between Groups	1.113	2	.557	.511	.601
	Within Groups	140.606	129	1.090		
	Total	141.720	131			
Learning by converting mistakes into learning	Between Groups	.744	2	.372	.396	.674
	Within Groups	121.226	129	.940		
	Total	121.970	131			
Learning by reflecting and reviewing	Between Groups	.744	2	.372	.397	.673
	Within Groups	120.976	129	.938		
	Total	121.720	131			
Learning by taking responsibility	Between Groups	.299	2	.149	.165	.848
	Within Groups	116.610	129	.904		
	Total	116.909	131			
Learning by admitting inadequacies and mistakes	Between Groups	.950	2	.475	.342	.711
	Within Groups	179.292	129	1.390		
	Total	180.242	131			

APPENDIX E

Summary of One- Way ANOVA Test of the Mean Scores of Respondents for Items of Orientation Conduction

Variables	Source of variation	Sum of Squares	df	Mean Square	F	p-value
Induction conducted for new recruited managers	Between Groups	.548	2	.274	.299	.742
	Within Groups	118.331	129	.917		
	Total	118.879	131			
There is periodical discussion about training methods	Between Groups	4.053	2	2.027	1.944	.147
	Within Groups	134.492	129	1.043		
	Total	138.545	131			
Willingness to support and develop each other	Between Groups	6.710	2	3.355	4.010	.020
	Within Groups	107.919	129	.837		
	Total	114.629	131			
During orientation each department takes part	Between Groups	8.518	2	4.259	4.416	.014
	Within Groups	124.414	129	.964		
	Total	132.932	131			

APPENDIX F

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A Study entitled "An Assessment of Capacity Building Programs for Educational Managers in Jimma Zone."

A questionnaire to be filled out by executive educational managers: Team leaders, Directors, vise directors and Unit leaders of elementary, secondary and preparatory schools, and TVET institutions.

Purpose of the Questionnaire

The purpose of this questionnaire is using as an instrument to gather data so as to assess the capacity building programs for educational manager in Jimma zone different 'Woredas'. Accordingly, the assessment examines the training and development activities for educational managers there by investigates what problems encountered and what solutions sought for the problems during the last four years.

Therefore, your sincere, frank and timely response is of greater value for the final conclusion and recommendation of the study.

The researcher wants to assure you that in either part of this study the name of respondents and organizations won't be mentioned that it can't affect any body in anyway.

Besides, though the research is conducted for the partial fulfillment of MA degree, the result, conclusion and recommendation of the study is believed to be worthy for the respective organizations.

Note: 1. No need of writing your name.

2. Respond according to the particular instructions of sections of the questionnaire.
3. For the purpose of this study, the word "manager" refers to heads of "woreda" education bureau, coordinators of the main departments (teams), principals or directors, vice directors and unit leaders of primary, secondary, preparatory schools and TVET institutions.

- Thank you for your Kindly cooperation!

Section I. General Information

1. Age _____ Years
2. Sex: Male ☐ Female ☐
3. Qualification:
    1. Grade 12 complete ☐
    2. TTI graduate ☐
    3. College Diploma ☐
    4. First Degree ☐
    5. Second Degree ☐
    6. mention other if any _____
4. Your special field of study _____
    Major _____ (if any)
    Minor _____ (if any)
    Additional _____ (if any)
5. Hierarchical position in your organization
    1. Executive manager (Director) principal ☐
    2. Team Leader ☐
    3. Vice director or vice principal ☐
    4. Unit Leader ☐
6. Years of service in current position? _____ years.
7. Service years:
    1. In this organization _____ years.
    2. In other organization _____ years.
    3. Total _____ years.

Section II: - Major Selection criterias to offer training and development opportunity

Direction – Show your response for the following questions which consider the selection criterias to offer training according to the assigned level of numbers of 5 = strongly agree, 4 – Agree, 3 = fairly agree, 2 = Disagree, 1 = Strongly disagree.

No	Question Item	Strongly Agree (5)	Agree (4)	Fairly Agree (3)	Disagree (2)	Strongly disagree (1)
1	Your organization has clearly set selection criteria for offering training					
2	Performance appraisal (evaluation) has central role for trainee selection					
3	Political approach is dominant over other criterias					
4	Professional approach is more considered than other criterias					
5	Personal relationship and good will of the boss is dominant for selection					
6	Priority is given to team leaders and the manager for training					
7	All units (departments) are equally considered for training					
8	Selection for training is based on past performance					
9	Selection for training is based on promotion after training					
10	Employees (teachers) participate in the selection process.					
11	Female managers are given priority for training					
12	"portfolio" (private collection of evidences which demonstrates the skills, knowledge, attitudes and achievements) is used as a selection method.					

Section III: Objectives of Training and Development

Direction: Show your reaction putting a "✓" sign in the alternative choice boxes in the following items.

1. What is the major objective of training and development of educational managers in you organization?

   1. To fill the current trained man power requirement ☐
   2. To make some more educational managers ready for the future requirement of the organization ☐
   3. For both 1 and 2 ☐
   4. Please mention other objectives (if any)

_____

_____

2. Do these training and development objectives prepared in a clear way?

   1. Yes ☐ 2. No ☐ 3. Do not know ☐

3. If "Yes", are the objectives attainable (achievable)?

   1. Yes ☐ 2. No ☐

4. Are the objectives of training and development program well communicated and agreed by the educational manager to be trained?

   1. Yes ☐ 2. No ☐ 3. Do not know ☐

5. If "yes" is there any input he/she has contributed on how to set objectives?

   1. Yes ☐ 2. No ☐

6. If your answers for question "4" is "Yes", is there any kind of measurement which might be used to assess success?

   1. Yes ☐ 2. No ☐

7. To what degree of freedom are the staff given to take what even action necessary to meet an agreed objective?

   1. Very high ☐ 2. High ☐ 3. Moderate ☐
   4. Low ☐ 5. Very low ☐

Section IV: Methods and Types of training

Direction- Show your response for the following questions giving values 5 = strongly agree, 4 = Agree, 3 = fairly agree, 2 = Disagree 1 = strongly disagree by putting a "✓" mark in the respective boxes of each item.

No	Question Item	Strongly Agree (5)	Agree (4)	Fairly Agree (3)	Disagree (2)	Strongly disagree (1)
1	An induction or orientation is conducted for new recruited managers.					
2	Periodical discussions are held within and among main departments about different training methods.					
3	You are supportive and willing to notice and comment on performances so as to develop each other					
4	In orienting new employees each department or team leader takes part.					

Direction – Show your response putting a "✓" mark in the box (es) for the following items.

5. In the orientation programs, what is the focus? (More than one alternative can be chosen)

   1. No orientation is conducted so far ☐
   2. Introducing new recruits to peers and co-workers ☐
   3. Focuses on organization's mission, culture, rules, regulations, etc ☐
   4. Introducing new recruits about their jobs ☐
   5. Please mention other (If any)_____
      _____

6. If your organization has no experience of conducting orientation programs, what do you think the reason (s) is (are)?

   1. No body gives attention ☐
   2. New employees are expected to familiarize themselves ☐
   3. It is time consuming ☐
   4. Please mention if there are other reasons _____
      _____

7. Have you attended adequate professional training for the position you are in now before you are assigned for?

1. Yes ☐ 2. No ☐

8. If "No", have you attended any training and development program after being in your position?

1. Yes ☐ 2. No ☐

9. If "Yes", in what aspect was the training? (More than one alternative can be chosen)

1. Human resource management ☐
2. Material and financial management ☐
3. Both 1 and 2 ☐
4. Please mention other if any _____

_____

10. Is the training and development program you have attended relevant to your job?

1. Yes ☐ 2. No ☐

11. If "Yes" in what way was it relevant? (More than one answer can be chosen)

1. It was basically about educational administration ☐
2. It considers mainly how to apply educational management to our local ☐
3. Please mention other (if any) _____

12. If your answer for question '10' is "No", Why? (More than one alternative can be chosen)

1. It was more of political ☐
2. It was not about educational management ☐
3. It was impractical ☐
4. Please mention other reasons (If any) _____

13. What type of training have you attended after you started your current job? (More than one alternative can be chosen) put a "✓" sign in the box (es)

1. On- the –job training such as:

A. Action Learning (Learning by trial and error and examine) ☐
B. Job- rotation ☐
C. Mentoring ☐
D. Coaching ☐
E. Delegation ☐
F. Distance Education ☐
G. None of the above methods is used ☐

2. Off- the – job training such as:

A. Computer – assisted training ☐
B. Role playing ☐
C. Case study ☐
D. Classroom lectures ☐
E. Conference /Discussion ☐
F. Seminars ☐
G. Workshops ☐

Section V. How do you rate your learning behavior? that is what is your habit of learning more in the work place?

Direction – Indicate your reaction inserting 5= Always do this 4 = Frequently do this, 3 = Rarely do this, 2 = Need to do more1 = Don't need to do any more. Put a "✓" mark in the box of your agreement.

No	Learning Behavior	5	4	3	2	1
1	Asking questions					
2	Suggesting ideas					
3	Exploring options					
4	Taking risks / experimenting					
5	Being open about the way it is					
6	Converting mistakes into learning					
7	Reflecting and reviewing					
8	Taking responsibility for own learning and development					
9	Admitting inadequacies and mistakes					

Section VI – Periodical assessment of training needs and results of training

Direction – Put a "✓" mark in each box to show your reaction by inserting numbers: 5 = strongly agree 4 = Agree, 3 = Fairly agree 2 = Disagree, and 1= strongly disagree.

No	Question Item	5	4	3	2	1
1	There is regular and periodical training need assessment					
2	Training opportunity will be given often based on the training need assessment					
3	There is dialogue and discussion between the boos and the subordinate to indicate the training need .					
4	Major teams and departments have usual discussions to assess training needs.					

5	There is clear means of measurement of results of training to ascertain its contribution for the attainment of the organizational and individual goal.					
6	Training need assessment is always left to be taken by the team leader or department head					
7	Performance appraisal (evaluation) is taken as the best way to indicate both training needs and training results.					
8	There is a process for resolving conflicts which may arise from the assessment process.					
9	Educational managers selected to be trained are encouraged to produce evidence of pre- and post-learning (training)					

Direction: Show your reaction putting a "✓" mark in the box (es) of your choice for the following items.

10. The training needs assessment in your organization basically follows which one of the following analysis? (More than one alternative can be chosen).

    1. Job analysis ☐ 2. Person analysis ☐
    3. Organization analysis ☐

11. How often the training needs and training results assessment occurs in the work place?

    1. Very often ☐ 2. Rarely ☐
    3. Usually it depends on reports ☐ 4. Never ☐

12. How often the result of training assessed in the work place?

    1. Very often ☐ 2. Rarely ☐
    3. Usually it depends on reports ☐ 4. Never ☐

13. Which of the following methods of assessment of results of training applied in your organization? (more than one alternative can be chosen)

1. Questionnaire to be filled out by course member ☐
2. Interviews with relevant parties ☐
3. Observation ☐
4. Tests ☐
5. Mention any other method (s) if applied so far _____

_____

Section VII- problems encountered and solutions sought regarding training and development activities

Direction – Show your reaction putting a "✓" mark in box (es) for the following items.

1. During the last four years has your organization faced any problem regarding the designing and/ or implementing training and development?

   1. Yes ☐ 2. No ☐ 3. Do not know ☐

2. If "Yes", what were the problems? (Multiple answer is possible).

   1. Lack of sufficient budget ☐
   2. Lack of consistent identification of training needs ☐
   3. Lack of transparent and accountable selection of trainees ☐
   4. Selection of inadequate and /or unfit number of employees for training ☐
   5. Please mention if any other problem faced _____

      _____

3. What measures are taken to over come the problems? (write them in short) _____

_____

_____

Thank you so much Again!

APPENDIX G

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A study entitled "An assessment of capacity Building programs for educational managers in Jimma Zone.

An Interview Questions to be Responded by the Woreda Education Bureau Heads

Date of Interview _____

Code of Interviewee _____

Venue _____

Topic – what are the practices, problems and solutions sought in the capacity building programs for educational managers?

Section I. General Information

1. Age _____ years
2. Sex _____
3. Service _____ years
    1. In this organization _____ years
    2. In other organization _____ years
4. Educational Qualification (attainment)
    1. TTI graduate _____
    2. College Diploma _____
    3. Advanced diploma _____
    4. First degree _____
    5. Second degree _____
    6. PHD _____
    7. Any other _____
    8. Any combination (s) of these _____
5. Your special field of study

    Major _____

    Minor _____
6. For how long have you served in your current position? _____ years.

Section II. Responses for miscellaneous questions regarding the capacity building programs for educational managers in one's respective "Woreda".

Note: The response will be rated inserting numbers 5 = strong agreement, 4 = Agreement, 3 = Fair agreement, 2 = Disagreement, 1 = strong disagreement

No	Interview Questions	5	4	3	2	1
1	Your organization has transparent and accountable selection criteria for offering training					
2	Political approach has much influence than professional one to be selected for a given training					
3	Personal relationship and good will of the immediate boss is determinant for training opportunity					
4	The team leaders and the executive manager are selected more frequently than the other employees.					
5	The selection criteria and objectives of the training are well-communicated and agreed by every individual.					
6	As a bureau head, you think of and conduct succession planning, i.e. you try to make some body ready to replace you in uncertain future both professionally and ethically.					
7	Your managerial power is well developed that you're good at sound decision making					
8	Training needs are regularly assessed that the opportunity for training will be based on them.					
9	Results of training are regularly assessed to realize that whether they helped to attain the organizational and individual goals or not.					

10. Do you think that your educational qualification (attainment) is relevant to your current position so as to make you fit enough for your job? (please reason out your response).

1. Yes _____ 2. _____

Reason (s) _____

_____

11. Did you attend any training and development program after you hold this position?

1. Yes _____ 2. No _____

12. If "Yes"

1. What type (s) of training?

_____

_____

2. Who were the trainers (organizations)?

_____

_____

3. They qualified you in _____

13. Were there any problems your organization faced regarding the training and development of educational managers during the past four years?

1. Yes _____ 2. No _____

14. If "Yes" which one of the following?

1. Lack of adequate budget _____
2. In consistent identification of training needs _____
3. In consistent assessment o training results _____
4. selection of inadequate and /or unfit educational managers for training _____
5. All or any combination of these _____
6. Please mention if any other problem you faced. _____

_____

15. What measures (solutions) did you take to alleviate the problems?

1. No measure is taken so far _____
2. There are certain measures taken _____
3. To seek solution is beyond our capacity _____

16. If there are certain measures taken, would you mention them, please?

_____

_____

Many Thanks Again!

APPENDIX H

List of Respondents in the Selected Sample Woreda Education Bureaus, Schools and TVET Institutions

No	Name of Sample woreda	Number of Schools in the Capital Town				Number of Respondents				
		Elementary	Secondary and Preparatory	TVET	Total	Educational Bureau Heads	Education Bureau Team Leaders	Directors and vice directors	Unit leaders	Total
1	Jimma Administrative town	8	3	2	13	1	3	28	41	73
2	Kersa	1	1	-	2	1	3	2	4	10
3	Agaro Administrative Town	5	1	1	7	1	3	16	24	44
4	Gamma	-	-	-	-	1	3	-	-	4
5	Tobba	1	1	-	2	1	3	2	4	10
6	Limu Seka	1	1	-	2	1	3	2	4	10
7	Omo Nada	1	1	-	2	1	3	2	4	10
	Total	**17**	**8**	**3**	**28**	**7**	**21**	**52**	**81**	**161**

N.B. "Gomma" Worda is a newly restructured Woreda whose former capital was Agaro town. Now it doesn't govern schools in Agaro town.

APPENDIX H

List of Respondents in the Selected Sample Woreda Education Bureaus, Schools and TVET Institutions

No	Name of Sample woreda	Number of Schools in the Capital Town				Number of Respondents				
		Elementary	Secondary and Preparatory	TVET	Total	Educational Bureau Heads	Education Bureau Team Leaders	Directors and vice directors	Unit leaders	Total
1	Jimma Administrative town	8	3	2	13	1	3	28	41	73
2	Kersa	1	1	-	2	1	3	2	4	10
3	Agaro Administrative Town	5	1	1	7	1	3	16	24	44
4	Gamma	-	-	-	-	1	3	-	-	4
5	Tobba	1	1	-	2	1	3	2	4	10
6	Limu Seka	1	1	-	2	1	3	2	4	10
7	Omo Nada	1	1	-	2	1	3	2	4	10
	Total	**1**				**7**	**21**	**52**	**81**	**161**

N.B. "Gomma" Worda is a newly restructured Woreda whose former capital was Agaro town. Now it doesn't govern schools in Agaro town.

Submission Approval Sheet

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

Name - Haileselassie WoldeGerima (Assist. Prof.)

Signature _____

Data of Submission June 20/2006

Declaration

I, the undersigned, declare that this thesis is my original work done under the guidance of Ato Haileselassie Wolde Gerima. All sources of Materials used for the thesis have been duly acknowledged.

Name – Wuletaw Tadesse Tefera

Signature _____

Place and Data of Submission - Addis Ababa University, June 20/2006.