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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES,
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**AN INVESTIGATION OF THE PRACTICES AND
CHALLENGES OF TRAINING MANAGEMENT IN
EDUCATION OFFICE IN BURAYU CITY ADMINISTRATION**

MA THESIS

**BY
TURA HINKOSA**

**DECEMBER, 2021
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**MA THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP
AND MANAGEMENT**

ADVISOR: - AMAN WORKU (PhD)

**DECEMBER, 2021
ADDIS ABABA, ETHIOPIA**

DECLARATION

I hereby my signature below declare that the thesis entitled “**An Investigation of the Practices and Challenges of Training Management in Education Office in Burayu City Administration, Oromia Regional State.**”is my original work and it has not been presented for the award of any degree, diploma, and other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

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This is to certify that the thesis prepared by Tura Hinkosa, entitled: “**An Investigation of the Practices and Challenges of Training management in Education Office in Burayu City Administration Oromia Regional State**”, and submitted in partial fulfillment of the requirements for the degree of Master of Art in Educational leadership and Management that meets the accepted standards concerning originality and quality.

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Table of Contents

Contents	Page
ACKNOWLEDGEMENTS	i
Table of Contents	ii
List of Tables	v
ABBREVIATIONS AND ACRONYMS	vi
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Statement of the Problem	4
1.3. Research Questions	5
1.4. Objectives of the study.....	6
1.4.1. General Objective	6
1.4.2. Specific Objectives	6
1.5. Significance of the study	6
1.6. Scope of the study	6
1.7. Limitations of the study.....	7
1.8. Operational definition of terms	7
1.9. Organization of the study	8
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE.....	9
2.1. Philosophy of training	9
2.2. Concept of training management	10
2.3. The Reason and Need for Training	13
2.4. Principles of Training programs.....	14
2.5. Training Programs Policy.....	14
2.6. Organization's Training Plan.....	15
2.7. Importance of Training programs.	15
2.8 Training Process.....	17
2.8.1 Training Needs Assessment.....	18
2.8.2 Designing Training Program	24

2.8.3 Setting Training Objective.....	25
2.8.4 Selecting Training Methods.....	27
2.8.5 Selecting and Developing the Content of the Program	30
2.8.6 Trainers and Trainees	30
2.8.7 Training Facilities and Environment	32
2.8.8 Implementing Training Program	32
2.8.9 Evaluating Training Programs.....	33
2.9 Purposes of Training Evaluation.....	34
2.10 Levels of Evaluation.....	35
2.11 Evaluation Designs.....	36
2.12 Training and Constraints	37
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	38
3.1. Research Approach	38
3.2. Research Design.....	38
3.3. Sources of Data	38
3.4. Samples and Sampling Techniques.....	39
3.5. Data collection instruments.....	40
3.5.1. Questionnaire.....	40
3.5.2. Interview	40
3.5.3. Document Analysis.....	41
3.6. Procedure of Data Collection	41
3.7. Pilot Study	41
3.8. Methods of Data Analysis	42
3.9. Ethical considerations	43
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	44
4.1. Introduction	44
4.2. Characteristics of Respondents	44
4.3. The practices of training management and process followed	46
4.4. Training Needs Assessment	49

4.5 Training plan of the office.....	52
4.5.1 Prioritizing training needs	55
4.5.2 Setting Training Objectives	58
4.5.3 Developing Training Contents.....	60
4.5.4 Implementation Training Program	62
4.5.5 Evaluation training program.....	64
4.5.6 Constrains of Training Program	67
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECCOMANDATIONS.....	69
5.1. Summary of Major Findings	69
5.2. Conclusion.....	72
5.3. Recommendation.....	74
REFERENCES	76
APPENDIX A.....	79
APPENDIX B	86

List of Tables

No.	Title	Page
	Table 3.1: Type of Participants, Population, Sample Size and Sampling Techniques	39
	Table 3.2: Reliability test results with Cronbach’s alpha	42
	Table 4.1.Characteristics of Respondents by Sex, Age, Service year, and Education Background	45
	Table 4.2. Frequency and percentage distribution on to what extent training program organized and planned in education office.	47
	Table 4.3. Frequency and Mean Distribution on Levels Considered in Training Needs Assessment (TNA).....	50
	Table 4.4: Ratings on training plan of the office	53
	Table 4.5: View on the criteria to prioritizing training needs.....	56
	Table 4.6. Issue related to setting training objectives.....	58
	Table 4.7: rating developing training contents	60
	Table 4.8. Issue related to implementation training program	62
	Table 4.9: issues related to training evaluation.....	64
	Table 4.10: constrains of training program.....	67

ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
BCA	Burayu city administration
BPR	Business process reengineering
ETP	Ethiopia training policy
TNA	Training needs assessment
HRT	Human resource training
KSA	Knowledge, skill, and attitude
MOE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Science
NGO	Nongovernmental Organization
OJT	Off-Job Training
UNCEF	United Nation Children Emergency Fund

ABSTRACT

The purpose of this study was to investigate the practices of training that have been carried out by Burayu City Administration Education office since 2010 E. C and also examine problems that had been hindering such efforts. Descriptive survey research design was employed to conduct the study. Purposive sampling technique and simple random sampling technique were used to include sample respondents. Data were collected from Education Office and secondary government schools. A total of 31 Education Office employees, 83 teachers, one office head, two training experts and two school principals were involved in the study. The data gathering instruments used were questionnaires, interview and document review. To analyze data, the Statistical Package for Social Science (SPSS) version 20 was used. The quantitative data obtain from respondents were analyzed and interpreted with the help of descriptive statistics: like: frequency, percentage and mean, standard deviation and by inferential statistics mainly using t-test. T-test/ was used to analyze the significance difference of the two groups obtained through questionnaires. The findings of the study revealed that training programs were rarely prepared for teachers in Burayu education office, training need-assessment were rarely conducted and availability of budget, availability of training facilities and urgency of training were the criteria to prioritize training needs. The Burayu Education Office was not in a position to set appropriate training programs and set objectives by themselves. Besides, the practice of setting training objectives were not formulated based on needs assessment, so objective were not measurable, time bounded. In addition to this, lack of budget, lack of attention from top officials, lack of skill, lack of concern and allocation of insufficient time for training were the problems that challenged the training programs in burayu Education Office. Based on the findings of the study, recommendations were suggested. Firstly, in order to achieve goals of training programs systematic need assessment has to be carried. Secondly, an evaluation scheme by which the outcomes of training programs are evaluated has to be designed. The education office should include training programs in its annual budget plan and allocate adequate budget and/or develop convincing training program proposal and submit to nongovernmental organizations like UNICEF, World vision to obtain fund for designing and implementing effective training programs.

CHAPTER ONE: INTRODUCTION

This introductory chapter consists of the background of the study, the statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, operational definition of key terms, and organization of the study.

1.1. Background of the study

Organizations need different kinds of resources which are essential for their day to day activities and achievements of organizational goals. Among these different resources, human resource is the most important one. Human resource is crucial for effective functioning of any organization. Now a day, organizations operate in a complex and changing environment that highly influences their growth and expansion. Organizations must develop and train their staff to cope with the changing environment and technology improvements. According to Mondy (1991), Human Resources Training and Development is planned and continuous effort by management to improve employee's competency level and organizational performance through training, education and development programs.

Employee training is the systematic development of the information, abilities, and attitudes needed to perform well on a certain task or job (Abiodun, 1999). Elnaga and Imran (2013), go on to say that in order to prepare their employees to accomplish their jobs well, businesses provide training to help them reach their full potential.

An organization's intentional endeavor to facilitate employees' learning of job-related competencies is referred to as training. These competences are essential for professional success and comprise knowledge, abilities, and behaviors. Employees should be able to master the knowledge, skills, and behaviors emphasized in training programs and apply them to their daily operations. To obtain a competitive advantage, an organization's training must include more than simply fundamental skill development. Basic abilities (those required to do one's job), advanced skills (such as how to use technology to exchange information with other employees), knowledge of the consumer or industrial system, and self-motivated creativity are all examples of intellectual capital. Similarly, Adeniyi (1995), stated that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, training can be takes place in a number of ways;

either within the organization or outside the organization. However, systematic approach should be utilized in the training delivery process of any organization to improve or develop the job related performances such as knowledge, skills and attitudes of the employees. As a result, the level of productivity and efficiency of employees could be enhanced to attain to the maximum output through systematic training and development.

According to Elnaga and Imran (2013), training is critical in developing the competencies of new and current employees so that they can execute their jobs effectively. It also helps employees overcome inadequacies in any job-related area by preparing them to hold future positions in a company with full capabilities. Training is considered as the sort of investment by the organization to achieve competitive advantage. Moreover, in training and development activities, the ability to recognize the systems and subsystems of an organization is an important element. Individual and organizational excellence can be promoted through training and development by offering opportunities to improve workplace abilities. The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird, 2003).

Thus, training is the fundamental area of human resource, which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills that assist firms in building a critical way of developing employees in order to increase their productivity (Ezeani and Oladele, 2013). Furthermore, according to Devi and Shaik (2012), training is the key to unlocking the potential for growth and development in order to get a competitive advantage. In this context, businesses train and develop their staff to the utmost extent possible in order to maximize their productivity. The effectiveness and success of an organization therefore, lays the people who perform and work within the organization. It follows that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. According to Ampomah (2015), training and development refers to firms' official, continuing attempts to improve their employees' performance and self-fulfillment using a variety of educational approaches and programs. These efforts have a wide range of applications in the modern workplace, ranging from teaching in very specific job skills to long-term professional development. In the educational sector, considerable attention should be paid to training

programs. Because building democratic culture and bringing about social change requires education. As a result, in order to provide high-quality education, educational employees need get relevant and timely training and development (MoE, 1998). Training programs should consider the objective of the organization and also the needs of the individuals so as to be fruitful. It will be a pointless endeavor unless the training provided satisfies the individual's developmental needs (Cole, 1997).

In the case of Ethiopia, the training management is not a recent phenomenon. The importance of this program was clearly indicated in the proclamation ratified in 1962 to establish central personnel agency, a body which was responsible for civil servants of the country (Negarit Gazeta, 1962, No. 28).

Therefore, the practice at least the introduction of training management programs in a formal way dated back to 1962. With this, training and development sections came to existence in government offices to run these programs. Even currently, there is commitment on the part of government to improve the capacity of civil servants to achieve better performance so that to enable them competent for higher responsibility through career development (Negarit Gazeta, 2002, No.8). In light of the aforementioned reasons, nowadays it is a common practice in many organizations to arrange training programs to update and upgrade the capacity of their employees. Burayu city Administration is one Oromia Special Zone found Surrounding Finfine. In Burayu City Administration Oromia Special Zone there are one education offices, three government secondary schools and five private secondary schools, 2540 students and, 170 teachers. Last year 1983 students took exam, from these 1566 of them scored above 2.00 points and, 417 scored less than 2.00 points, and 751 passed to preparatory. Only 19.8% passed to preparatory. Burayu education office of annual (2012).

Accordingly, education office in Burayu City Administration as a government office in Oromia Regional State, arranges training programs for its employees and teachers working in secondary schools in the town. The success of training programs depend on genuine assessment of training needs as well as the training objectives; Overall organizational objectives, policy and contents of the training programs. Therefore, training programs expected to consider the objectives of the educational office including the needs of their employees.

From the above perspectives the purpose of the study present is to examine the practice and problems of training management in educational office in Burayu City Administration.

1.2. Statement of the Problem

In contemporary world, organizations operate in a very dynamic and ever changing environment. To cope up with this dynamism, organizations need to train and develop their human resources continuously. This may help organizations to improve quality of services, increase productivity, reduce turnover, and improve overall achievement of the organization goals and competitiveness of the organization (Cowling and Mailer, 1998, Graham and Bennet, 1998, Pont, 1991).

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

In Ethiopia, its civil service institutions lacks clear-cut training and development policy and guidelines for training needs assessment. There is also misconception of training programs with education, and misplacement of priority areas of training. Owing to this fact, training and development programs have been conducted haphazardly and unsystematically (Federal Civil Service Agency, 2007). In civil service organizations of Oromia, employees complain that because of inability to identify human resource training needs and plan accordingly, very few employees have been trained repeatedly. Besides, training program is not put into practice as it should be and could not alleviate the problem of skills and knowledge that are lacking. Owing to its improper organization and planning. On top of this, absence of training's impact assessment, lack of continuity, and provision of training at inappropriate time are the existing problems in the region (Oromia Civil Service Commission, 2000). Since Burayu City Administration education sector conducts training program under the umbrella of Oromia education office.

Burayu City Administration is one of the zones found in Oromia region. There are two secondary government schools and one education offices. Many efforts have been made to enhance the managerial capacity of educational personnel in the education offices. Although so many training

and development programmes were arranged to educational personnel in education offices, these programmes have not been studied so far. That is, nothing is known whether or not the programmes are on the right track. As a result, there is no clear picture on the part of educational officials about the practices of training management and development programmes in the education offices of the city and the impact on the overall achievement of organizational objectives. Thus, it is timely and important to see the practices and problems of training management in education offices of Burayu City Administration. These help educational officials of city to know the progress and drawbacks of activities accomplished so as to take corrective measures to run the programmes as per intended

In Oromia Regional State in different Zones many studies were done in education office based on human resources training. All these studies were concerned with only training needs and evaluation. For example, Libanos (2005) studied the practices and problems of human resource 'training and development education office in North Shoa Zone and has only investigated training process that practiced in education office. It only focused on experts and education managers. He did not consider principals and teachers and all process of training programs like training objectives, selection of trainees, training policy and others. A study conducted by Zewdu (2010) was more focused on human resources training development in public sector only focused on capacity building bureau. It does not assess in education office.

Therefore, the present study is designed to scientifically investigate the practices and problems of training management, to identify and analyze practice and challenges of training programs, and this research is fill gap in studying practices and challenges of training management in education office of Burayu City Administration through assessing training objectives; training need assessment, training objectives, methods of training, training design and evaluation, generating data and analysis to improve the challenges of training programs. Hence; in the present study attempts were made to answer the following research question:-

1.3. Research Questions

1. To what extent training programs are organized by education office of Burayu city administration? (To whom, for what purpose, how frequently)?
2. How dotraining programs are managed in education office of Burayu city administration? (Need Assessment to evaluation.)

3. What challenges are encountering the education office in managing training programs?

1.4. Objectives of the study

1.4.1.General Objective

The overall objective of the study is to assess the practices and problems of training management in education Office in burayu city administration.

1.4.2.Specific Objectives

The study has the following specific objectives:-

- To identify the extent of training programs are organized by education office of Burayu City Administration?
- To assess how training programs are managed in education office of Burayu City Administration?
- Sort out problems encountered the education office in managing training programs?

1.5. Significance of the study

This study is significant for the educational office of Burayu City Administration by showing the gaps in practices of training management in line with the training policy, objectives, need assessment, and method of selection of trainers and trainees aspects and by suggesting possible solutions to the existing problems. Burayu Education office training management were identify and provide best practices for training programs for the Burayu Education sector by identifying and providing best practices for training programs for Burayu Education employees. Specifically, this research paper is vital for leaders of educational office for their decision makers, workers, and leaders as a means of addressing and solving problems at hand. It helps with the improvement of training management practices in the offices by giving suggestions and ideas for practices in training management. It also helps researchers and students of different universities use it as a reference for conducting further research and to extend the scope of their knowledge

1.6. Scope of the study

Had all of Oromia zones and woredas were included in the study would have been more credible. However, for the sake of its manageability and because of the scarcity of resources, the study is delimited to education office of City Administration. The study were addresses policy

and training programs, objectives, methods, training needs assessment, design, implementation, and evaluation of training programs. Moreover, it was tries to assess problems encountered in managing training programs in the education office since 2018 G.C.

1.7. Limitations of the study

It is obvious that research work cannot be totally free from limitations. Limitations observed in this study were; the study didn't hold elementary schools. However, due to time and material limitations, the researcher was forced to focus only on the government secondary schools. Another limitation was that some respondents were hesitant to complete and return the questionnaires on time, while the head office, training experts, and principals were busy conducting interviews. In addition to the above problems, the most nearly and widely expanded problem in this work was the COVID-19 problem. It affects the presentation of people, the absence of idea sharing, lack of transportation, and others. These are the major limitations and challenges of this study. However, the researchers tried to overcome the difficulties made by showing commitment to completing the study.

1.8. Operational definition of terms

Education Offices: - Educational organizations that facilitates and provides support for teaching learning process.

Training objective: - is the intended measurable outcome that your learners will achieve once they have finished a course

Training: - an activity that is designed and implemented to help employees acquire and apply knowledge, skills, abilities and attitudes in their respective organization by providing the required skills and Knowledge for a short period.

Training Need assessment (TNA):-TNA is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary.

Training Design: - is a process of developing a plan of instruction for each training program to be offered to meet training objective.

Training Delivery (Implementation):- is a multitude of methods of training that is used to train employees.

Training Evaluation:-is a way to evaluate the effectiveness of a training program based on cognitive, skill-Based, affective and result outcomes

Practices:-The process of application, exercising and attempting to do a task or certain plan.

Training Management:-The application of knowledge, skills, tools and techniques to training activities to realize the outcome of training. It includes planning, implementation, and evaluation function

1.9. Organization of the study

The study has five chapters. The first chapter, the introduction part, contains the outline of the study. It contains the significance of the study, the statement of the problems, research questions, the general and specific objectives, scope of the study, operational definition of key terms, and organization of the study on practices and problems of training management in educational office in the Burayu City Administration. Chapter two is about the review of literature related to both theoretical and empirical reviews. Review of related studies that serve as grounds and evidence to support the study research questions. Chapter three addresses research design and methodology. It explains the research methods, source of data, sample size and sampling techniques, instrument of data gathering, producer of data collection, and method of data analysis, that were used to achieve the purpose of the study. The fourth chapter focuses on the presentation, analysis, and interpretation of the data that were collected. Data is presented on a table (quantities) and describes how qualitative data collected from the field was organized, processed, and interpreted properly. The last chapter treats the summary, conclusions, and recommendations. It briefly discusses the major findings, the researcher's judgment drawn from the major findings and the suggestions forwarded to alleviate the existing problems in conducting training management

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

This chapter deals with the review related literature to the problem under study. It provides theoretical background training programs.

2.1. Philosophy of training

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

According to Chandra (1995), management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. As a result, training is viewed as an investment rather than an expense. Long-term intangible gains, such as a shift in mentality, should be regarded important returns. Training is considered as vehicle for effective communication and coordination. In every management matrix, training is catalytic for cohesiveness, compatibility, and cooperation in any organizational endeavor. Management declares that training direction is a permanent aspect of the operating process, not a one-off experiment. Management is totally committed to providing complete assistance for training duties and is deeply involved in each phase of this activity.

2.2. Concept of training management

The concept of training management were all about helping employees grow as people, so they can be more capable and confident in their employment and, as a result, in their lives. As a result, it is a systematic approach to improving employee knowledge and abilities. As a result, it is a process targeted at altering behavior in such a way that the effects are beneficial to the organization's advancement

According to Cascio, (2010), training consists of a planned program designed to improve performance at the individual, group, and organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior. Training is considered as a tool for Human Resource Development. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of Human Resource Development.

According to Memorial (1995), training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like operation of some machine/equipment. Training is for a specific job related purpose Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs. The learning process is at the core of training and the ways of and opportunities for learning are numerous and varied. Many different attempts have been made to define training. Authorities define training in different ways with a common base.

Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Elnaga& Imran, 2013). Thus, it is obviously known that in the rapidly growing technology and competitive world, human resources are the most; important in order for the organization to survive. They are determinants of development,

productivity and competitiveness of the organization. Even if, Machineries, materials and money cannot be manipulated and properly utilized without skilled and trained manpower, person's knowledge and skill do not exist forever unless it is refreshed and developed through training (Sitzman, 2008). Therefore, training and development plays a crucial role to improve the ability of employees.

Basically, the primary goal of training and development is to contribute to the organizations overall goal and should be developed in line with the organizational goals and strategies (Sherman, et al. 1998:215).

Organizations should provide their employees with the knowledge and skills they need to adjust to new situations. For training and development program to be effective, it is a must to practice the right process of the training program. Training needs assessment, design, training objectives, method, implementation and evaluation must be carefully carried out. This helps ensure that the performance deficiency is because of lack of training, and make better and informed decisions about particular programs and methods. Even though managing training program is prominent for organizations, many of them fail to conduct training program properly. Trainers do not always train; instead there can be a considerable amount of failure to develop knowledge and skill. This can be blamed on such factors as having the wrong objective, using the wrong method, poor instruction and poor training materials. To minimize such failure, evaluating the training management program is considered a relatively best approach (Mathis and Jackson, 1997).

Training is not the solution to every problem (Carole &Pageau, 2003). But the goal of training programs is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities Noel, (2010). However training is the response to an organizational and professional need, and generally focuses on the specific objectives of a given group of employees (Carole &Pageau, 2003). These needs are identified by the way of observing and listening, Individual interview, Discussion group and Performance evaluation. In most cases, there may be gap between employees knowledge, skill and abilities and what the job demands. Thus, training is one of the major techniques that organizations undertake to fill this gap and improve the skill and competency levels of their employees (Getahun, 2012).

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

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

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

Moreover, training is a systematic process of changing the behavior, knowledge, and motivation of present employees to improve the match between employee characteristics and employment requirements (Milkovich and Boudreau, 1991). A comprehensive definition of training formulated by the Manpower Services Commission as cited in Wilson (2005) is that training is a planned process to modify attitude, knowledge and skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. DeCenzo and Robbins (1999) and some other authorities' definitions include changes of attitude as part of training. They state that training can involve the changing of

attitudes. On the contrary, Willis, (1993), argue that apart from being incredibly difficult to measure attitude, it is the environment and culture of a business that primarily determines it. The writer further explain that even though it has an important part to play in this, and can help update the environment for the change of attitudes, training alone will not change anybody's long-term attitude. Harris and DeSimone (1994) describe training starts when a person joins an organization in the form of orientation. Mathis and Jackson (1997) also see orientation as a special kind of training and they define it as the planned introduction of new employees to their jobs, coworkers, and the organization.

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

2.3. The Reason and Need for Training

Training can be initiated for a variety of reasons for employee or group of employees and for the organization. In relation to this, Carter (2008) states the following reasons that initiate training programs. When a performance appraisal indicates the need for performance improvement; To benchmark the status of improvement so far a performance improvement effort; As part of an overall professional development program; As part of succession planning to help an employee be eligible for a planned change in role in the organization.

Moreover, organizations conduct employees training for various reasons. For instance when economic, social, technological, and governmental changes can make the skills learned to day obsolete in the future; to introduce planned organizational changes that needs employees to update their skills or acquire new ones; performance problems observed within an organization such as low productivity and for regulatory, contractual, professional certification issues can require the employer to provide training for its employees (Byar and Rue, 2006).

Employee training and development supports the attainment of organizational goals and objectives by improving the skill, knowledge, attitude of employees. Properly designed training

and development program increase productivity, improvement of employee's moral, ensure the sustainability of competent work force of the organization, improvement in health and safety/reduced accidents, reduced close supervision, enhance personal growth and organizational stability (Chandan,1995 Rao,2000).As a result organizations include training programs as an integral part of their organizations plan.

2.4. Principles of Training programs

There are numerous training principles that contribute for effective training program. According to Pigors and Myers (1981), a well-designed training program alone cannot produce the required result if the trainers are poorly qualified and did not follow the training principles appropriately. They further states that a trainer needs to have both subject matter knowledge and knowledge of training principles and techniques used in training employees. According to them the principles which can be used in training programs are summarized as follows: The trainee must want to learn and has motivation to enhance performance or the need to learn a new skill must be high; Some rewards at the end of learning process help to dig out employee's motivation; Learning result need to be corrected by the trainer to explain what extent learning has occurred; Feedback is best accomplished through learning by doing than by listening and The material to be learned should follow logical sequence and immediate feedback for correction may be made at each level. Moreover, Bram ham, (1994), lists some additional points about principles of training success:- Training must be specifically directed to purpose, Assessment off or on job ensures standards, Reinforce pleasant not unpleasant practices and Criteria for success should be set and controlled.In general, the effectiveness of training program can be influenced by the proper application of the training and development principles. In implementing training and development programs, the trainer need to have both subject matter knowledge and methodological skill that would enable him/ her facilitate learning of the trainees.

2.5. Training Programs Policy

Every organization should have a well-established training policy. An organization's training policy represents the commitment of its top management to training programs. It can govern or influence the standard and scope of training in the organization. Training policies are necessary for the following reasons (kumar, 2000 Monappa and Saiyadin, 1996).

To highlight the organization's approach to the training and development function, provide guidance for design and execution and to provide information regarding programs to all employees ; Formulation of policy helps in identification of priority a reason in training and development activities and training policy document helps to communicate the organizations' intent regarding an employee's career development, and also gives the employee the opportunity to better his/ her prospects through training and development programs.

2.6. Organization's Training Plan

Organizations need to have training plan. They should include into their short (annual) and/ or long term (strategic) plan of the organization to train their employees systematically and continuously to make them more competent to respond to the dynamic environment in achieving organizational goal.The organization need to develop short term training plan and implement it to address the identified skill and knowledge and / or performance gap. This helps employees to improve their capability to perform their current job efficiently and achieving the organizational goals.

On the other hand, the organization need to include training and development programs into its long term strategic plan to respond to the ever changing environment based assessed needs. The assessment of long term training and development needs should be carried out for the organization as a whole. It has to be part of the human resource planning in assessing the long term training and development needs the organization need to consider various factors like estimating the expansion or contraction of the labor force, the categories that will be affected, the probable number of employees leaving the organization and the present utilization of employees. Based on this, it is possible to plan what kind of training and development programs will be required in the future, when it should begin and how many present or new employees need to be trained or developed (Graham, 1983)

2.7. Importance of Training programs.

One major area of the effective use of human resource is training. In order to sustain economic and effective performance it is important to optimize the contribution of employees to the objectives and goals of the organization through training.

Monappa and Saiyadain (1996) write that training brings many gains for the organization and employees if it is conducted properly. On the contrary, poorly designed and inappropriate training activities result in frustration and wastage of resources (Gomez Mejia et al., 1995; Stewa and Stewart, 1985). Every organization should provide training continuously to all employees respective of their status the organization so as to get its benefits (Rao 1990; Pigors and Myers, 1981). Emphasizing on the advantages of training, Sherman et al (1998), Broadwell (1989) and Landale (2004) point out that training has become increasingly vital to the success of organizations. It plays a central role in nurturing and strengthening knowledge and skills of employees that give organizations advantages over their competitors.

The writers further indicate that the rapid occurrence of changes within and outside organizations, and the replacement of simple jobs by complex ones that require technical, interpersonal and problem solving skills enforce employees continuously hone their knowledge, skills and abilities to cope with New processes and systems. Moreover, trends towards empowerment, total quality management, downsizing, teamwork, decentralization, and international business make training necessary for employees to develop their knowledge and skills that will enable them handle new and more demanding assignments. Hence, the continued effectiveness and efficiency of the organization rely on the ability of its employees to produce at high levels of efficiency and keep abreast with their changing job (Monappa and Saiyadain, 1996).

Training constitutes a significant step in the induction of the individual in to the company's way of life. It enables employees to understand the organization in broad sense. It helps familiarize employees with the organization's objectives, culture, history, procedures and methods of working, philosophy, rules, vision, and human resource managements polices. Besides, it makes clear to employee about what is an expected in terms of work and behavior. Induction training, thus, helps employees blend their personalities with the organization and adjust to the organization, resulting in productive employees (Dessler, 2005; DeCenzo and Robbins, 1999; Saiyadain, 1994; Cushway, 2001; Pigors and Myers, 1981). According to Saiyadain (1994), training helps prevent the obsolescence of employees by improving and updating their knowledge, skills and attitudes and, thus equip them to be more effective in their present job or prepare them for a future assignment. It plays a significant role in the growth of individual,

which is a means to organizational effectiveness, its ability to achieve its goals, to maintain itself internally, and to adapt to its environment. It also helps organization have trained work force available as and when needed.

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

In a net shell, the purpose of training is to equip employees with relevant knowledge and skills to enable them to do their current job, or to prepare them for a higher position with increased responsibilities. This has many benefits for both employees and the organization. It increases the confidence, motivation and commitments of staff; helps ensure an adequate supply of career advancement; provides recognition, enhanced responsibility, and the possibility of increased pay and promotion; gives a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; helps reconcile the gap between what should happen and what is happening; and enable employees to remain up-to-date to keep pace with change (Mullins, 1996; Monappa and Saiyadain, 1996).

Training is, therefore, a key element of improved organizational performance through increasing the level of individual and organizational competence and, thus it must be seen as an integral and vital part of the whole work system. It should be linked and related to business planning, and to the overall business objectives of the organization. It should not be seen as an extraneous activity for which training staff is largely responsible and hence, all staff members in the organization should be involved in the training and development task (Tyson and York, 1996; Peppit, 2004).

2.8 Training Process

Training should be planned, designed and delivered properly to achieve its goals and to make an organization effective and competent. It should follow logical sequence so as to attain what it is intended to attain. Appropriate training will benefit employees as well as the organization. Graham and Bennett (1998) note that training can be very wasteful if it is not carefully planned and supervised. Mathis and Jackson (1997) support the view by pointing out that unplanned,

uncoordinated and haphazard training efforts significantly reduce the learning that could have occurred. Without a well-designed, systematic approach to training what is learned may not be what is best for the organization.

Since the primary goal of training is to contribute to an organization's overall goals, its programs should be developed with an eye to organizational goals and strategies. However, many organizations have not related their strategic objectives with their training programs, which in turn result in misdirection, poor design and inadequate evaluation of the programs (Sherman et al, 1998 Cushway, 2001). Consequently, resources are wasted and organizational performance is affected. In short, training for its own sake achieves little. It must, therefore, be real operational and rewarding (Mullins, 1996). Training is an investment in people. To make certain that investments training have maximum impact on individual and organizational performance, and to secure the full benefits of successful training there must, therefore, be planned and systematic approach to the effective management of training (Sherman et al, 1998, Mullins, 1996). Sherman et al add that the systems approach to training involves four phases:-Training needs assessment, program design, implementation, and evaluation. Though some authorities explain the basic training process as it has three major phases, the others as four phases, and the rest as five, the basic concepts and contents are the same.

2.8.1 Training Needs Assessment

Barbazelte (2006) defines needs assessment as the process of collecting information about an expressed or implied organizational need to improve current performance or to correct a performance that does not meet the current standard through training. It is a process of identifying organizational constraints and establishing areas where employees lack skill, knowledge and ability (Saiyadain, 1994).

Moreover, Harris and DeSimone (1994) write that needs assessment is a process by which an organization's human resource development needs are identified and articulated. It is, thus, a systematic analysis of the specific training activities the organization requires to achieve its objectives (Byar and Rue, 2006). Needs assessment is bedrock on which the other training and development activities rest. Tyson and York (1996) discuss that needs assessment is an essential prerequisite to the design and provision of effective training. Correspondingly, Rao (1990)

express that training programs, training methods, course content, and training evaluation are to be planned on the basis of training needs.

Sah (1991) has also the opinion that identification of training needs is the stepping-stone on which the entire training and development program is built. Therefore, needs analysis forms the foundation for an effective training and development (Harris and DeSimone, 1994). It is imperative to carryout needs assessment to develop appropriate training and development program. Sah (1991) indicates that the gap between the standard of knowledge, skills and attitudes required in a job and the existing competence of the jobholder reveals training needs which provide the information from which an appropriate training program is developed. As per the opinion of this writer, appropriate assessment of training needs results in specialized, effective and result-oriented training and development program. Similarly, Mullins (1996) points out that there should be an objective assessment of training needs related to: a vision of where the organization is going; the need to be responsive to changes in external environmental influences; a comprehensive system of human resource planning; and a process of job analysis leading to the preparation of job descriptions and person specifications. Therefore, defining the current position and identifying what is needed in the future through needs assessment help the organization to conduct proper training and development.

According to Barbazette (2006), needs assessment helps identify why conduct a training, who needs to be included in the training; how can performance deficiency be fixed; what is the best way to perform; and when will the training take place. Specifically, needs assessment is important to know whether training would be appropriate to alleviate performance deficiency. It is crucial to tie the performance deficiency to a business need and to ensure the benefits of conducting training are greater than the problems being caused by the performance deficiency.

In addition, it serves to involve appropriate parties or target population to solve the deficiency. It is also used to sort out a better way to do a task to get the best results and the best timing to deliver training. Focus on the benefits of training needs assessment, Harris and DeSimone (1994) also explaining that needs assessments is used to: Define specific training objectives; Establish priorities for using up training efforts; Identify discrepancies between employee's skills and the skills required for effective job performance; Establish evaluation criteria; Identify discrepancies

between current skills and the skills need to perform the job successfully in the future and Identify any roadblock to training effectiveness.

Resources are scarce and organizations that spend these resources on training programs that do not solve their problems waste the resources and fail to achieve their objectives. Organizations should identify for what purposes they use their limited resources through needs assessment. Mathis and Jackson (1997) put that because training is a limited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs.

In case of limited resources needs assessment help determine training priorities (Harris and DeSimone, 1994). Furthermore, conducting a needs assessment protects the assets of an organization and assures that resources set aside to address training issues are used only for that purpose (Barbazette, 2006).

Similarly, Byar and Rue (2006), say that needs assessment helps organizations commit their resources only to those training activities that can best help in achieving their objectives such as more efficient production methods, improved quality of products or services, or reduced operating costs. Thus, conducting needs assessment enables organizations prioritize their training and development needs in order to utilize the limited resources available properly. Broadly speaking, the purpose of training needs assessment is to identify a gap between what is required for effective performance and present levels of performance and to decide whether training is the appropriate remedy or not to performance deficiency.

This means since training is not a panacea for every deficiency of organizations, it is important to identify those deficiencies better addressed through training. What is more, conducting training and without needs assessment is a waste of resources and ignorant of training priorities. In the words of Mathis and Jackson (1997), just as a patient must be examined before a physician prescribes medication, needs assessment must be carried out before a course of action is planned to conduct training.

Kenney and Reid in Palmer (2005), conclude, 'training can be no better than the quality of the analysis permits.' Training needs arise at three levels considering the organization, the job and the individual. Accordingly, training needs assessment is conducted on the basis of organizational analysis, task analysis and person analysis so as to make training timely, need

based, and priority issues focused (Milkovich and Boudreau, 1991; Monappa and Saiyadain 1996, Mathis and Jackson, 1997; Palmer, 2005; Tyson and York, 1996).

I. Organizational Analysis.

It is important to undertake organizational analysis to investigate weaknesses of the organization that are addressed through training and development, ensuring the contribution of the program to the effectiveness of the organization and its persistence. This means whether deficiencies of the organization are addressable by training or not is determined by needs assessment of one of which is organizational analysis.

Organizational analysis is a process of broadly viewing the organization and its activities to identify its performance and training needs. Organizational analysis, thus, helps managers and trainers to decide where training intervention is needed. Organizational analysis is a process employed to examine the environment, strategies, and resources of the organization to determine where training emphasis should be placed and the conditions within which they will be conducted (Harris and DeSimone, 1994; Sherman et al, 1998).

Sah (1991), states, organizational analysis is a process of studying and collecting information on various aspects related to organization's functioning to find its training and development needs. On top of this, needs analysis at the organization level incorporates examining the organization's broad directions and needs to determine how training can fit in (Milkovich and Boudreau, 1991). It involves a comprehensive analysis of organizational structure, goals and objectives, culture, reward systems, human resources and future plans, process of decision making, delegation and control system, communication systems, techniques and tools being used, leadership, roles and tasks within the organization and the like (Simmond, 1995 ; Monappa and Saiyadain, 1996; Harris and DeSimone, 1994).

Organizational analysis is, therefore, used to get ample information about, and better understand the organization and its problems, suggesting remedial action to be taken, According to Sherman et al (1998), the first step in needs assessment is identifying the broad forces that can influence training needs. Organizational analysis must take into account both internal and external forces that will influence the training and development of employees (Mathis and Jackson, 1997). These forces include technological change, globalization, total quality management,

organizational restructuring, downsizing, empowerment, performance variations, teamwork, environmental constraints, and trends in the workforce- self-development and personal growth which all influence the way work is done and indicate a need for training. (Cushway,200; Sherman et al, 1998; DeCenzo and Robbins, 1999). New implementations generally have a training implication (Palmer, 2005). They frequently require employees take on new roles and responsibilities, and adjust to new culture and ways of conducting business.

Therefore, managers and trainers should keep an eye open for these factors to get a valuable input to ensure the training needs at the organizational level is considered at the right time. Furthermore, organizational analysis can be done using productivity measures and organization's strategic human resource planning (Mathis and Jackson, 1997; Tyson and York, 1996; DeCenzo and Robbins, 1999; 2005). Training needs of the organization can also be identified by pinpointing areas with high turnover, high absenteeism, excessive scrap and frequent breakage of machinery Rao, 1990; Saiyadain, 1994; Sherman et al, 1998).

On top of this, Mathis and Jackson (1997) put the following elements as specific sources of information and operational measures for the organization level needs analysis. These include: grievances, accident records, observations, and exit interviews, complaints from customers, equipment utilization figure, and strategic quality control data. As a whole, organizational analysis reveals a variety of training needs at organizational level, at the job level or at the individual level from the point of view of its objectives and the factors that affect the training and effort (Sah, 199 1; Harris and DeSimone, 1994). This helps ensure that training programs are tied to the organization's strategy and mission that are crucial to its success.

II. Task Analysis

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

In light to this, Milkovich and Boudreau (1991) and Palmer (2005) indicate that task analysis offers valuable information on the knowledge, skills and abilities that are needed to carry out specific duties within a job. It encompasses reviewing the job description and job specification to identify the activities performed in a particular job and the knowledge, skills and attitudes need to perform them (Sherman et al, 1998). In short, basic knowledge about job description and job specification serves the purpose of analyzing tasks for training (Sah, 1991; Dessler, 2005; Mathis and Jackson, 1997). Task analysis, thus, helps set out performance criteria and standards, and compares it with the knowledge, skills and abilities of employees required to meet these standards to identify training needs (Cushway, 2001; Harris and DeSimone, 1994; Mathis and Jackson, 1997). What is more, Dessler (2005) and Monappa and Saiyadain (1996) and Harris and DeSimone (1994) state that sources of data for task needs analysis could be job descriptions, job specifications, perform job, job observation, performance standards, interviews and the like. These are the important techniques for selecting information on tasks so as to identify training and needs. In general, task analysis focuses on the task itself, rather than on the individual doing the task. It entails a thorough examination of a job, its components, its various operations and the conditions under which it has to be performed. It helps understand what human qualities employees should have, achieving the performance expected (Monappa and Saiyadain, 1996).

iii Personal Analysis

Person analysis is the third means in identifying training needs. Once the organization and the task analyses have been made, it is necessary to perform a person analysis to get integrated information for training and development needs identification. However, in the explanation of Saiyadain (1994), needs assessment at this level is more difficult owing to complexity of human nature. Person analysis is a process of identifying training needs of individuals (Sherman et al, 1998). It focuses on individuals and on how well they perform their job to find those who require training in specific areas (Cowling and Mailer, 1998; Mathis and Jackson, 1997; Harris and DeSimone, 1994). Monappa and Saiyadain (1996) and Saiyadain (1994) substantiate this fact by saying that person analysis emphasizes on knowledge, skills and attitudes of individuals to identify performance gap and where training is necessary to enable them to undertake a current job and a more demanding role.

On top of this, the employee and the employee's immediate supervisor who are in an ideal position to observe employee performance regularly (Harris and DeSimone, 1994) best person analysis. Concerning the benefits of person analysis, Sherman et al (1998), Harris DeSimone (1994), Monappa and Sayadain (1996) point out that it helps identify who should be trained and what kind of training they need. Sherman et al add that it helps avoid the mistake of sending employees into training who do not need it. It also helps managers determine what prospective trainees are able to do when (hey are offered the opportunity of training. According to Simmond (1995), one starting point for analyzing the training needs of individuals occurs when an immediate manager confirm that someone has failed to meet agreed upon target. Besides, since recording the actual level of knowledge, skills and attitudes in the individual performing the jobs is a difficult exercise, person analysis starts with examining person's educational qualification, professional competence, experience, training, certification, performance reviews, etc, followed by other techniques (Sah, 1991).

Performance appraisal is the most common approach used to execute person analysis (Cowling and Mailer, 1998; Sherman et al, 1998, Mathis and Jackson, 1997). Furthermore, skills inventory, production data, meeting deadline, quality performance, work behaviors, late coming, absenteeism, equipment utilization and so on are the specific indicators of person analysis (Saiyadain, 1994; Harris and DeSimone, 1994). These indicators are collected through records, observations, interviews; skill, tests, attitude surveys, meeting with employee and others work with him /her, and the like. To sum up, whereas organization analysis focuses on overall aspects of the organization and task analysis focuses on the task, person analysis focuses on the individual. It helps identify current performance deficiencies and needs of individuals to suggest the content of training and program.

2.8.2 Designing Training Program

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

objectives to be achieved and the economic use of available resources to decide what action is most likely to meet the identified needs (Tyson and York, 1996).

To Sah (1991) designing training program is a process of identifying, selecting and arranging subject matters, appropriate training methods, materials and equipments, and allocating time. Moreover, it involves the consideration of training principles, choosing the content of the training and development program and identifies who will deliver the program (Milkovich and Boudreau, 1991) In conformity to this, Darling (1993) mentions that designing training program serves the purpose of recognizing the need for staff to work together, allocating responsibilities, and determining objectives and methods of achievement. This helps blend the task and process activities, and serves as a vehicle for managers to play more active and supportive role in the day to-day operational management of activities.

What is more, the design efforts help the training designer visualize in advance the requirements of adult learning; make the content of training need-based and skill-oriented; help a trainer to manage time effectively; and keeps the trainer always in a state of preparedness (Sah,1991). For training to hit its targets, a great efforts and commitments should be put in designing a program before its implementation (Peppit, 2004). Likewise, in deciding the most appropriate training design, it is important to give due attention to the purpose of training (Cowling and Mailer, 1998). Without appropriate and relevant design, training efforts are fruitless. The actual design of the program IS, therefore, the foundation to effective training (DeNisi and Griffin, 2005). Generally, the major activities incorporated in designing training program are: setting objectives, selecting training methods, selecting and developing the content of the program, choosing the trainer and trainees, preparing training materials, and scheduling the program (Harris and DeSimone, 1994; Sah, 1991; Dessler, 1997).

2.8.3 Setting Training Objective

Objectives are derived from needs. Once training needs have been identified, it is reasonable to address training and objectives. In line with, Mathis and Jackson (1997) note that objectives of training should be prepared in relation to the training needs identified in the needs analysis. By the same view, Harris and DeSimone (1994) say that since needs assessment data identify the deficiency or challenge to be addressed, they are useful for defining training objectives.

Indeed, after training needs have been determined, objectives must be established for meeting those needs (Byar and Rue, 2006). Similarly, Dessler (2005) on his part contributes that after ensuring that training is the solution for performance gap and problems identified, it is important to set objectives. Hence, the desired outcomes of training are formulated on the basis of needs assessment which provides a complete picture needs (Sherman et al, 1998). Objectives are a blue print and a road map for training activities. Just as travelers should know where he/she is going before starting a journey, trainees and trainers should be clear about the objectives of training before embarking on the program.

Cushway (2001) describes that before formulating any training program, it is necessary to be clear about the performance expectations. Mager in Sherman et al (1998) strengthens this view by articulating that before you prepare for instruction, select instructional procedures or subject matter or material, it is important to be able to state clearly just what you intend the results of the instruction to be. As far as the criteria training objectives should meet are concerned, Milkovich and Boudreau (1991) and Cushway (2001) point out that objectives must be measurable and specific enough to serve as measures of success.

Tyson and York (1996), summarize the criteria training objective should fulfill as follows. Objectives should be: expressed in learner-oriented terms; as specific as possible about terminal performance, standards required and capable of achievement in the time allowed for training; expressed in language that clearly states what the trainees have to do. One more thing is that training objectives can be set from the dimensions of quantity of work resulting for training, quality of work after training, timeliness of work after training, and cost savings because of training (Mathis and Jackson, 1997). Explicit objectives serve a number of purposes. Concerning the importance of clearly stated objectives, Tyson and York (1996) note that sound objective are crucially important to the design and provision of cost-effective training and development. They help assess whether the required learning has been achieved or not by specifying, what trainees should be able to demonstrate by the end of training. Moreover, they assist in developing the criteria to be used in evaluating the training outcome (DeNisi and Griffin, 2005; Cowling and Mailer, 1998).

They will provide sound basis for choosing the program contents, methods and materials to achieve the specified outcome, and help participants focus their own attention and efforts during

the program (Mager in Harris and DeSimone, 1994). Put differently, when clearly defined objectives are lacking it is impossible to evaluate the strengths and weaknesses of training program efficiently; and there is no basis for selecting appropriate materials, contents or instructional methods (Byar and Rue, 2006).

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

2.8.4 Selecting Training Methods

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

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

I. On-the-Job Training Methods

On-the-job training (OJT) takes place on the actual work situation. It is learning by doing. OJT to Sutherland and Can well (2004) is a training undertaken at the business's premises. Trainees

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

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

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

The major OJT techniques are job instruction training (JIT), job rotation, coaching and mentoring. To discuss two of them, job instruction training (JIT) is the training through step by step (Dessler 2005; Rao, 1990). Moreover, "it refers to a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job" (Harris and DeSimone, 1994). It consists of four basic steps: prepare the learners, present the information, having the trainee's tryout the job task, and follow-up (DeCenzo and Robbins, 1999; Sherman et al, 1998; Mathis and Jackson, 1997; Rao, 1990). On the other hand, job rotation is the process of

systematically shifting employees from one job to another (DeNisi and Griffin, 2005). It has advantages of widening the skills base of the employees as well as ensuring that they are familiar both with tasks and for covering when there is sickness and absence (Cowling and Mailer, 1998).

II. Off-the-Job Training Methods

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

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

However, the three potential disadvantages of off-the-job training are dissimilarity to the job setting, making transfer of training more difficult (Gomez-Mejia et al, 1995; Harris and DeSimone, 1994); there is a risk that some employees may consider it as an opportunity to enjoy as a result of which much learning may not take place (Gomez-Mejia et al, 1995); and there are increased costs for travel, instructors, equipment, separate premises, etc. (Graham and Bennett, 1998; Harris and DeSimone, 1994).

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

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

2.8.5 Selecting and Developing the Content of the Program

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

2.8.6 Trainers and Trainees

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

i. Selection of Trainers

Selecting appropriate trainer is one important element in the provision of effective training program, trainers are expected to enhance and foster the training activity that helps to achieve the organization goals. In addition, they shoulder greater responsibility to ensure that the outcomes of training and development programs are worth enough to the organization.

Therefore, to select the appropriate and capable trainers from within or outside the organization that can fulfill the above condition emphasis should be given on those who are best qualified through education, experience, technical and pedagogical knowledge and skills. In addition, good communication skills, and personal qualities should also be considered since they are useful in the process of delivering effective training and development programs (Tracey, 1984).

ii. Selection of Trainees

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

In addition, Tracey (1984) states that the selection and screening of trainees should seriously consider the following points: Nomination, Application, Records, Tests and Interview.

In nominating trainees for training programs different factors need to be considered. The extent to which the employees need the training; employee's potential for advancement; the efforts of the employee towards self-improvement; the extent to which employee is judged to be willing and able to apply the new skills up on return to the job; the extent to which the employee's knowledge, skills, attitudes or performance are likely to be improved by the training; the degree to which the organization elements expect to benefit from the employees' new or improved knowledge and skill are the major factors that need due consideration.

Application is the request forwarded by the employee to be admitted in training programs based on the information provided for the program. Whereas records Proper screening and selection of personnel for training programs can take place according to recorded information available. Tests are used for measuring knowledge and skills of employee to be trained. Self Report is

biographical information and a good source of data with which to predict success. Interview When training is expensive or involves high risk method interview will part of the screening and selection process.

2.8.7 Training Facilities and Environment

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

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

2.8.8 Implementing Training Program

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

As Harris and DeSimone (1994), point out, because the nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness, decisions must be made on the arrangement of physical environment to make it conducive. Carefully arranged

facilities concerning classroom, accommodation, and arrangements for travel and commuting, food and medical care, lighting arrangements, materials and equipment, ventilation, etc. contribute much for effective implementation of the program (Saiyadain, 1994).

Seating arrangement, comfort, and physical distractions are the major factors that should be considered when arranging the physical environment in a classroom setting. Seating arrangement plays an important role in the phase of implementation. It should be arranged in way that establishes a spatial relationship between the trainer and the trainees. There must be conformable situation and location for training to be effective. Any physical distractions like noise, poor lighting and physical barriers which interrupt training activities should be avoided. Having all elements needed to implement the program, the final step is to do it. A trainer should establish clear expectations by preparing a course outline that explains the purpose, objectives, and topics, requirement, and establish class norms for relevant issues like punctuality, participation, participants' interaction and the like. Finally, the trainer should make every effort to build a climate characterized by mutual respect and openness to put trainees at ease enabling them seek help when they need it (Harris and DeSimone, 1994).

2.8.9 Evaluating Training Programs

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

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

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

2.9 Purposes of Training Evaluation

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

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

program: what should be evaluated or the criteria of evaluation, and the design of evaluation (Dessler, 2005).

2.10 Levels of Evaluation

This outlines the criteria or focus of the evaluation effort. According to Harris and DeSimone (1994), there are different models of training and development evaluation among which the most and influential mode was articulated by Kirkpatrick. Kirkpatrick identifies four levels at which training and development efforts can be evaluated. These are reaction, learning, behavior, and results. First evaluate trainees' reaction to the program. At this level, the focus is on the trainees' feeling about the usefulness and effectiveness of the program- coverage of the matter, depth of the course content, methods of presentation, etc. (Dessler, 2005; Rao and Rao, 1990). However, the reaction cannot indicate whether the program met its objectives beyond ensuring how much participants liked the program (Harris and DeSimone, 1994; Mathis and Jackson, 1997).

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

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

A result refers to the level of measuring the effect of training and development on the achievement of organizational objectives (Mathis and Jackson, 1997). Besides, the criteria used in evaluating training and development at this level includes: increased productivity, decreased costs and waste, decreased turnover, fewer employee complaints, profitability, etc. (Rao and Rao, 1990; Sherman et al, 1998). However, evaluation at this level is the most difficult by virtue of other factors that cause the change in results other than training and development (Harris and

DeSimone, 1994). Therefore, manager should be aware of all issues involved in determining the exact effect of training in evaluating results.

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

2.11 Evaluation Designs

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

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

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

Pre-post-training performance with control group method; this is the most sophisticated evaluative approach. Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction. At the end of training, the two groups are reevaluated. After training if the experimental group performs better than the control group, the evaluator can be reasonably sure that the training was effective (DeCenzo and Robbins, 1999; Mathis and Jackson, 1997).

Finally, according to Harris and DeSimone (1994), some common methods employed to collect evaluation data include: interviews, questionnaires, direct observation, tests and simulations, and archival performance data such as files or reports.

2.12 Training and Constraints

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

Trainers or managers lack of support and commitment is another hindering factor of the success of training. Many managers and trainers often lack sense of dedication and commitment to their jobs and conduct training in a proper manner (Sah, 1991). In support of this, Dwivedi (1984) states that the basic problems of training are caused by un trainable top, a confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to training. Likewise, Pigors and Myers (1981) demonstrate that training activities need the support of managers at all levels particularly top level management. Therefore, in order to make training successful, managers and trainers should commit and devote their time and energy to the operation of the program. The training program itself is also the important factors with this regard. This is another input of training which is supposed to be a well planned learning situation in line with trainees' job requirements. However, most of the time, training program is largely unorganized, unscientific and conducted in a haphazard manner. Besides, it is general in nature and does not take into account trainees' specific problems and work situation, and difference in individual understanding. Furthermore, many training program is not make use of appropriate and variety of training techniques which reduce the effectiveness of the programs (Sah, 1991).

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

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research methodology. It is sub-divided into research design, research method, sources of data, sample size and sampling techniques, instruments of data gathering, procedure of data collection, and method of data analysis.

3.1. Research Approach

The researcher applied both quantitative and qualitative (mixed) approaches to identify an accurate description of the major practices and barriers impeding the current practice of training management. Quantitative research approaches help the researcher to generate statistics or figures that focuses on the extensive information (breadth). Qualitative research techniques help the researcher analyze population perceptions, behavior, interactions, and so on through interviews. The aim of qualitative research approach is to generate complete and in-depth information for the researcher. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in depth data on the practice of training management from the respecting individuals. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

3.2. Research Design

The design employed for this study was predominantly descriptive survey design; since it attempts to secure information as currently exists. Descriptive surveys aim at collecting detailed and factual information that describes an existing phenomenon (Ezeani, 1998). Since the purpose of this study was to investigate the practices and problems of training management descriptive survey design was employed. It is helpful for the researcher to collect and describe large variety of data related to the practice and problems of training management

3.3. Sources of Data

Both primary and secondary data sources were used to conduct the study. Primary data were obtained from office head, office employees, training experts, principals and teachers in government secondary school in Burayu City Administration.

Secondary data sources like annual reports, educational abstracts and directives were used to obtain data on the selection of trainers, trainees, methods, content, design, implementation and

evaluation of training programs. Whereas published and unpublished materials were used to obtain data on conceptual frame work or to discuss review of related literatures that support the study.

3.4. Samples and Sampling Techniques

The population of this study includes education office employees and government secondary school found in Burayu City Administration, two schools were included in the study. To determine the sample size of teachers using simple random sampling technique, the researcher used (Yamane, 196) sample formula. Yamane (1967) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes are shown below. A 95% confidence level and P = 5 level of precision $n = \frac{N}{1 + N(e)^2}$

Where n is the sample size, N is the population size, and e is the level of precision.

Below are given the samples, the sampling techniques employed in the study indicated as follows. Using the above formula; Sample size of Teachers $n = \frac{N}{1 + (e)^2}$

$$n = \frac{105}{1 + 105(0.05)^2} = 83 \quad n = 83$$

$$\text{For office employees } n = \frac{N}{1 + (e)^2} \quad n = \frac{34}{1 + 34(0.05)^2} = 31 \quad n = 31$$

Table 3.1: Type of Participants, Population, Sample Size and Sampling Techniques

No	Types of participants	Population n	Sample size	%	Sampling techniques	Data Gathering instrument
1	Office Head	1	1	100	purposive	Interview
2	Training Expert	2	2	100	purposive	Interview
3	Office Employee	34	31	91	Simple random	Questionnaires
4	Principals	2	2	100	Purposive	Interview
5	Teachers	105	83	73	Simple random sampling	Questionnaires
6	Total	144	119	83%		

As indicated in the above table one offices head, 31 office employees, two school principals ,two training expert and 83 teachers were the respondents study. Totally there were 119 respondents were took part in the study.

3.5. Data collection instruments

Questionnaire, interview and document analysis were used as data gathering instruments for the present study.

3.5.1. Questionnaire

In this study, the major instrument use to collect data was questionnaire, due to its convenience to collect adequate data from a large number of respondents in a short period of time. In addition, it was best in social science and education. Kakinda (2000) writes that 90 percent of the researches in the social science are conducted using questionnaires. It was used to gather the appropriate information about training management practice and challenges in Burayu city administration in education sectors. The source of questions is from review related literature and research question. The Questionnaire that contains closed items was prepared. The questionnaire was prepared by the researcher with close guidance of the advisor. The questionnaire was prepared for (31) education office employees and (83) for secondary school teachers. The questionnaire was also prepared in English language, because all of the samples respondents can read and understand the concepts incorporated. The questionnaires have four sections. The first section of the questionnaire describes the respondents' background information, categories including; sex, level of education, area of specialization and service year. The second, asked questionnaires, the extent training program is organized in education offices, the third, how the training program are managed in education office, training need assessment to evaluation and fourth, and the challenges of training practices in education office.

3.5.2. Interview

This approach is very useful for obtaining rich, appropriate and accurate information from well informed bodies which have expertise on the issues under review. Interviews enable participants, to discuss their understanding of the world in which they live in, and to express how they look upon situations from their own point of view (Cohen et.al. 2007). To get deep information related to the practices and problems of training management in the study area, structure interview was held with one office head, two training experts and two principals to reflect questions related with the practices and problems of training management. The information gathered help the researcher to enrich and triangulate the data gathered through questionnaires.

The question of the interview was administered the researcher himself. The interview sessions were took place at their office in different time. The interview questions were prepared in English and translated afanoromo, to get in depth explanations of ideas and intensity, which finally will be transcribed into English. The average time were taken to gather information from each interviewee will be 20 minutes. Totally, it took around two hours from the five interviewees. During the interview, responses were in note book with the agreement of the interviewees; which has taken by the researcher in the form of written note.

3.5.3. Document Analysis

To enrich the data obtained through questionnaires and interviews, and to solicit additional information relevant documents like annual reports, educational abstracts and directives were used.

3.6. Procedure of Data Collection

The researcher goes through a serious of data gathering procedure. These help the researcher to get accurate and relevant data from the sample unit. The expected relevant data was gathered by using questionnaires and interviews. In doing so, having letter of authorization from Addis Ababa University and Burayu City education office for getting permission; the researcher directly go to Burayu education office and to the two government secondary schools and principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to office employee, sample teachers with in selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires were collected back at the right time appointment. The interview were be conduct office head, training expert and principals after their consent was proved to lesson communication barriers during in depth discussion.

3.7. Pilot Study

To ensure validity and reliability a pilot study was carried out to pre-test the instrument. Thus, the researcher pre-tested the questionnaire at Dire Gefersa secondary governmental school. To

this end, the researcher distributed twenty draft questionnaires to twenty teachers who were randomly selected. The draft version of the questionnaire was modified to ensure that the instrument was identifying what it set out to identify. Any irrelevant or ambiguous statements and questions were edited and eliminated and necessary modification or replacements of unclear questions were made. Additionally, the reliability of the instrument was measured by using Cronbach alpha method with using SPSS version 20. Cronbach alpha is one of the alternative measures of reliability; it measures the internal consistency of the items in a scale (Louis, Lawrence & Keith, 2007). The results indicated that the reliability of the instruments were high since the results of 0.65 and above are reliable for attitude, opinion, and perception question items (Yalew,2011). As presented in the table below, all variables it ranges from 0.756to 0.991 with Cronbach Alpha for total variables of an average of 0.915. Thus, reliability of the questionnaires confirmed and accepted.

Table 3.2: Reliability test results with Cronbach’s alpha

No	Variables	No of items	Cronbach,s Alpha
1	To what extent training programs are organized	5	0.756
2	Training need assessment	10	0.781
3	Prioritizing training needs	6	0.895
4	Training plan of the office	4	0.975
5	Setting training objective	5	0.857
6	Developing training content	4	0.839
7	Implementation of training programs	8	0.953
8	Evaluation of training programs	6	0.989
9	Problems/challenges of training program	9	0.988
CronbachAlpha of an average		0.915	

Source: computed from own survey data, 2021

3.8. Methods of Data Analysis

After gathering all data through designed data gathering instruments the proper data analysis methods were employed systematically for the quantitative and qualitative types of data. In the process of bringing order, structure and interpretation, both qualitative and quantitative data were analyzed using the Statistical Package for social science, to increase accuracy of results. Once the questionnaires, interview, and document were returned to the researcher, the mass of raw

data collected were qualitatively and quantitatively analyzed. Responses were placed into given categories. Data was converted to numerical codes representing attributes or measurement of variables to permit quantitative analysis. Single code was assigned to each response category to avoid confusion. Then data was summarized using descriptive statistics and inferential statistics such as t-test. To show the significant between the groups mean. The data gathered through questionnaires were organized and structured in order to make it manageable and ready for analysis. Moreover, various statistical tools such as mean scores, standard deviation, percentage and frequency and inferential were used in analyzing the quantitative responses.

Moreover, response were obtain from interviews were analyzed qualitatively through narration.

3.9. Ethical considerations

Each participant was included in the study based on his/her willingness. After the purpose of the study was clearly explained, participants were invited to participate on informed consent and freely without any deception. An individual who was not willing to participate in the study were omitted and automatically replaced by other participants that were selected using the same sample selection procedure. In addition, during interview time after permission was obtained from each interviewee. The survey were coded while it distributed to the participants so that participants not required for writing their names on the surveys and kept confidential. In addition, sample schools were present using codes in the analysis part. Moreover, information and data obtained from the participants were used only for research purposes and not transferred to any other third party. Protecting anonymity of individuals by assessing the return of instruments and keeping the identity of an individual is confidential offers privacy to participants during data collection (Creswell, 2012).

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter deals with presentation, analysis and interpretation of data collected from the respondents through questionnaires, interview and document analysis. The data collected from questionnaires were organized in tabular form and analyzed using frequency, percentages, mean scores, standard deviation and t-test to see the difference between the mean scores value which were computed by SPSS (version 20). The information collected through interview and document analyses were analyzed in relation to the responses obtained through the questionnaires. Besides, the implications of the results of the analysis have been clearly discussed. Therefore, in the first part, the characteristics of respondents in terms of sex, age, educational back ground and work experience were analyzed. In the second part the majority variables of interest were analyzed. In order to answer the research questions, this chapter is organized as follows: Analyzed Characteristics of Respondents, To what extent training are organized, Training Needs Assessment identified, Training plan, Prioritizing Training Needs, Setting Training Objectives, Developing Training Contents , Implementation of training program, Evaluation of Training program and constraints of training.

4.2. Characteristics of Respondents

The study targeted 83 teachers in secondary government schools and 31 education office employees in the Burayu City Administration. A part from this, head of office, training experts and principals of secondary government schools were interviewed to triangulate the responses obtained on the practice and problems of training management in the burayu education office.

From a total of 114 questionnaire distributed 103 (90%) were returned. Among these respondents, 72 (70%) were teachers and 31 (30 %) were office employees. In addition, interview respondents, two school principals, two training expert and one office head, totally five interviewers were interviewed. As a result, the responses were expected in sufficient to draw inference for the study. On the basis of the responses that were obtained presentation, analysis and interpretation of data were made following each table three can understand employee's general characteristics like sex, age, qualification and work experience.

Table 4.1.Characteristics of Respondents by Sex, Age, Service year, and Education Background

No	Items		Respondents					
			Teachers		Office employees		Total	
			No	%	No	%	No	%
1	Sex	Male	63	87.5	26	83.9	89	86
		Female	9	12.5	5	16.1	14	14
		Total	72	100	31	100	103	100
2	Age	20-25	11	15.3	2	6.5	13	12.6
		26-30	13	18.1	4	12.9	17	16.5
		31-35	10	13.9	7	22.6	17	16.5
		36-40	18	25.0	8	25.8	26	25
		41 Above	20	27.8	10	32.3	30	29
		Total	103	100	31	100	103	100
3	Education Back ground	Diploma	---	---	4	12.9	4	4
		BA Degree	59	82	22	71.0	81	79
		M.A/MSc	13	12	5	16.1	18	17
		Total	72	100	31	100	103	100
4	Work Experience	Below 5	9	12.5	2	6	11	10.6
		6-10	14	19.4	5	16	19	18.4
		11-15	14	19.4	6	19	20	19
		16-20	16	22.2	10	32	26	25
		Above 21	19	27	8	26	27	26
		Total	72	100	31	100	103	100
5	Work Experience On current position	Performer	---	----	21	68	21	20
		Process owner	----		10	32	10	10
		Teachers	72	100	-----	-----	60	70
		Total	72	100	31	100	103	100

Source: Field Survey, 2021

No =Number

% = Percent

Table 3 show about Respondents personal information in the distribution of respondents by Sex, Age, Level of Education, Area of Qualification, and Service of Year, As Table 3 indicates that, of the total 103 respondents, 72 (70%) were teachers and 31 (30%) were office employee. Of 72 Teachers 63 (88%) and nine (13%) were male and females respectively. Whereas, from the total 31 office employees 23 (74%) and eight (26%) were males and females respectively, this indicated that the participation of females in office and schools was very low. There are many factors which affect female's access to these positions. Among these, low rate of female's participation in higher education during the previous times.

In terms of age distribution, 11 (15.3%) were between the ages of 20 and 25 years, while the remaining 13 (18.1%), 10 (13.9%), 18 (25%), and 20 (27.8%) were between the ages of 26 and 30, 31–35, 36–40, and above 41 years. On the other hand, two (4.25%) office employees were in the age group of 20–25, and the rest four (13%), five (16%), nine (29.3%) and 11 (35.48%) office employees were in the age groups of 26–30, 31–35, 36–40, and above 41 years, respectively. In terms of educational level, 90% and 10% of teachers had first- and second-degrees, respectively, while 6%, 84.1%, and 10% of office employees had diplomas, first- and second-degrees, respectively. Put differently, the majority (88%) of the total respondents had first degrees and the least proportion (2%) of them had diplomas. The total work experience of the majority (65%) of respondents was 16 years or above, while the remaining 35% of them had experience of less than 16 years. This information suggested that most of the employees in the sector had good experience. So they can provide vital information regarding the practices and problems of training management in their office.

4.3. The practices of training management and process followed

In this part, issues related to the practices of training in the education office and the processes followed are addressed based on the responses of respondents and recorded documents. Specifically, data collected regarding to what extent training planned and organized, training needs assessment, training plan, prioritizing training needs, setting training objectives, developing training contents, implementation ,evaluation and constraints are analyzed and interpreted as follows.

Table 3.2. Frequency and percentage distribution on to what extent training program organized and planned in education office.

No	Items	Teachers		Offices Employees	
		Frequency	%	Frequency	%
1	To whom burayu education office prepare training?				
	A, For education office employees	12	16.7	6	19.4
	B, For training expert	20	27.8	9	29.0
	C, For school principals	30	41.7	12	38.7
	D, For teachers	10	13.9	4	12.9
	Total	72	100	31	100
2	For what purpose training programs are prepared in education office				
	A, To improve knowledge , skill and ability of employees	22	30.6	10	32.3
	B, To improve job performance	18	25.0	7	22.6
	C, It enables employees to cope with change.	20	27.8	7	22.6
	D, To improve effectives of employees in their present job	12	16.7	7	22.6
	Total	72	100	31	100
3	Did you receive any training in last three years?				
	A, Yes	31	43.1	27	87.1
	B, No	41	56.9	4	12.9
	Total	72	100	31	100
4	If your answer for the No 3 item is yes how many times?				
	A, Once	20	49	7	22.6
	B, twice	12	29	18	58.1
	C, more than twice	9	22	6	19.4
	Total	41	100	31	100
5	If you answer no 3 is yes, was the training /s relevant to your current job?				
	A, Yes, properly	14	34	15	48.4
	B, To some extent	21	51	14	45.2
	C, Never at all	6	15	2	6.5
	Total	41	100	31	100

Source: Field Survey, 2021

The extent to which Burayu education office prepare training for their employees, the respondent asked for their response.

With regard to whom the training program was prepared, the responses were: 12 (16.7%) office employees, 20 (27.8%) training experts, 30 (41.7%) school principals, and 10 (13.9%) for teachers, whereas the responses of office employees were: six (19.4%), 9 (29.0%), 12 (38.7%), and four (12.9%) respectively. As inferred from the above, training program was more prepared for the school principal and for training experts. As a result, we conclude that the education office gave less consideration to teacher training's the majority of training is given to those who hold now teaching positions. For Table 4, item 2, regarding for what purposes training programs are prepared, the respondents said the following: 22 (30.6%) to improve knowledge and skill ability of employees, 18 (25.0%) to improve performance, 20 (20.8%) to enable them to cope with new change, and 12 (16.7%) to improve the effectiveness of employees. Office employees responded with 10 (32.35%), 7 (22.6%), 7 (22.6%), and 7 (22.6%) respectively.

One of school principal states that: -

"There is no such experience of training management practices in schools. However, the education office prepares training for teachers and office employees, but teachers have little opportunity to get training compared with other employees. Also, training practices were low in the education office due to budget constraints. Less attention was given to the education sector, especially to updating the knowledge and skills of teachers to come up with new technology."

(April, 29/2021)

In general, it is possible to conclude that training were not equally practiced in office employees and schools, so teacher negative outlook about the purpose of training activities that was carried out in their office. As depicted in Table 4, items 3, respondents were asked whether or not they have received training 41(56.9%) teachers' and four (12.9%) offices employees were not received training programs. whereas 31 (43.1%) teachers and 27 (87.1%) office employees had were participated in any training programs. Therefore, based on the responses of the majorities of respondents, it can be said that the majority of teachers' does not received training, where as office employee more received training in last three year.

4.4. Training Needs Assessment

In the review of the related literature of this study it has been discussed that identification of training needs assessment is the stepping stone on which the entire training program is built. Assessment of training needs assessment is a pre-requisite to training programs. To get good results from the programs, organizations have to conduct needs assessment before designing and implementing programs. Related to this, the respondents (Teachers and Office employees) were asked their organization has conducted needs assessment since 2010 E.C.

In fact, training need assessment is the most important factor in any training programs. Because, it is unlikely possible to plan training in advantage without training need assessment is conducted (Neo, 2010). The objective of training need assessment is not only to test whether there is a gap between the actual and expected performance of employees but also to identify the kind and extent of deficiencies, if any, and to determine if the deficiencies are attributed to lack of training or any other factors. This helps to design and deliver appropriate cost-effective training program to bridge the gap (Critten, 1993).

Table 4.3. Frequency and Mean Distribution on Levels Considered in Training Needs Assessment (TNA)

No	Items	Teachers							Office employees									
		Rating scale							Rating scale							Over	T	P
		1	2	3	4	5	X	SD	1	2	3	4	5	X	SD			
1	Needs assessment is conducted continuously	12	17	22	15	6	2.81	1.19	7	8	10	3	3	2.58	1.23	2.69	.868	0.38
2	There is clear procedure for TNA	8	13	25	15	6	3.13	1.22	3	4	15	3	6	3.16	1.18	3.14	-140	0.88
3	TNA have been conducted based on the examination of the overall aspects of the organization.	6	14	25	15	12	3.18	1.17	4	6	12	6	3	2.73	1.12	2.95	1.77	0.07
4	TN has been identified by analyzing tasks performed in the organization.	9	13	29	15	6	2.94	1.11	2	7	11	7	4	3.13	1.11	3.03	-772	0.42
5	TN were identified by knowledge, skills and attitudes of each individual.	2	15	30	21	4	3.14	0.90	4	6	12	6	3	2.94	1.15	3.04	0.95	0.34
6	Individuals have the opportunity to identify their training needs	6	10	24	22	10	3.28	1.12	7	6	9	5	4	2.7	1.33	3.02	1.96	0.05
7	Immediate supervisors have identified training needs.	6	12	30	19	5	3.07	1.02	2	5	11	9	4	3.28	1.09	3.17	-83	0.40
8	Training coordinator/officer has identified training needs.	6	14	30	22	5	3.94	0.91	3	3	8	10	7	3.48	1.23	3.71	1.86	0.06
9	Top level managers have been determining training needs.	5	17	32	10	8	2.99	1.05	3	3	8	10	7	3.48	1.25	3.23	2.08	0.040
10	TNA documents are well organized and used.	9	17	22	18	6	2.93	1.15	3	4	6	11	7	3.48	1.26	3.20	2.16	0.32

Key: 1 = Never, 2=Rarely, 3=Sometimes, 4=Usually, and 5= Always

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales; 1.00-1.80 = Never, 1.81– 2.60 =Rarely, 2.61 – 3.40 = Sometimes, 3.41 –4.20 = Usually, 4.21-5.00 = Always

Training needs assessment is not a one-shot activity. It is a continuous activity of organizations to cope with a dynamic environment, which is a source of various training needs. Respecting this, both teachers and office employees ($X = 2.81$, $SD = 1.19$) and ($X = 2.58$, $SD = 1.23$) pointed out that needs assessment was not continuously carried out. The overall mean $X = 2.69$ shows that sometimes this indicates that training needs assessment is not conducted continuously in the organization. Therefore, based on the overall score value, it can be concluded that training needs are continuously assessed in the sector. The significance level ($P = 0.387$) is greater than 0.05, which indicates that there is no statistically significant difference between the opinions of the two groups.

As indicated in Table 5, item 2, a question was raised to the respondents, is there a clear procedure for training needs assessment in the offices, teachers, and office employees with ($X = 3.13$, $SD = 1.22$) and ($X = 3.16$, $SD = 1.18$), respectively, is found to be sometimes, this indicate that most of respondent said, training needs assessment has a clear procedure to conduct training needs assessment. The overall mean $X = 3.14$, this indicates that training needs assessment procedure were sometimes clear to identify the needs of training. Therefore, based on the overall score, it can be concluded that training needs to have a clear procedure to meet training needs. The significance level ($P = 0.88$), is greater than 0.05, which indicates that there is no significant difference between the opinions of the two groups.

A training needs assessment has been conducted based on the examination of all aspects of the organization. With respect to this, respondents were asked to rate the extent to which their organization assesses all aspects of their environment.

As indicated in item 3 of Table 5, teachers with a mean value of ($X = 3.18$, $SD, 1.17$), whereas office employees with a mean value of ($X = 2.73$, $SD, 1.12$) were sometimes, this shows that needs assessment was conducted by analyzing the overall aspects such as plan, structure, goals, environment, and so forth of the organization. The overall $X = 2.95$ his indicates that, need assessment were conducted in assessing all aspects of training needs. Therefore, based on the overall score, it can be concluded that training assessment is conducted based on the overall situation of the organization. The significance level ($p = 0.07$) is greater than 0.05. This indicates there is no significant difference between the opinions of the two groups.

As it is indicated in Table 5, item 5, question was raised to the respondents to rate about how their offices used in assessing their needs have been identified by analyzing training were assesses skill, knowledge and attitude of individuals. The overall $X= 3.04$ shows sometimes, this implies that training need were not assessed the individual knowledge of the employees. Therefore, based on the overall score value, It can be conclude that needs were not assessed the skill, knowledge, and attitude of individuals. The significance level ($p=0.34$) is greater than 0.05, this indicates that there is no significance difference between the opinions of two groups.

Regarding items 7, 8 and 9 of the same table, question was raised to respondents who identify their training needs in their office, Teachers with mean values ($X= 3.07, 3.97, \text{ and } 3.00$) and $SD=1.11, 1.23$ and Office employees with mean values ($X=3.28, 3.48 \text{ and } 3.48, SD=1.18, 1.23$ and 1.22 respectively. The overall mean scores $3.17, 3.71$ and 3.23 were found to be agreed that, training need were identified by top level managers. Therefore, based on the mean score value, it can be conclude that training needs were identified by immediate supervisor, training coordinators and top level managers.

Training experts and school principals state that: "training needs were not identified continually. Roughly, training needs were identified from discussion and assessing their environment. Training needs were not conducted in their office due to different problems; those problems were: no commitment from top officials, over-lapping of jobs, and they assume that identifying training needs may take time. Needs were identified by the top level managers and immediate supervisor, there was no participation of the individual in identifying their needs."(May, 3/2021)

4.5 Training plan of the office

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

Table 4.4: Ratings on training plan of the office

No	Items	Teachers							Offices employees							T – value	P-value	
		Rating scale							Rating scale									
		1	2	3	4	5	X	Sd	1	2	3	4	5	X	Sd			Ove r all
1	The education office has human resource training plan.	5	19	22	13	13	3.14	1.02	3	5	9	9	5	3.26	1.21	3.2	-461	0.64
2	The education office training plan has been developed in accordance with strategic plan.	10	20	12	12	18	3.11	1.42	6	7	11	5	2	2.68	1.16	2.89	1.49	0.13
3	Training plan preparation was participatory.	12	20	12	15	13	2.95	1.37	7	13	6	3	2	2.35	1.42	2.65	2.14	0.35
4	Training was implemented as per the plan of the office.	9	12	26	16	9	3.06		4	9	9	6	3	2.84		2.95	0.085	0.39

Key:1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Usually, and 5 = Always

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales; 1.00-1.80 = Never, 1.81– 2.60 =Rarely, 2.61 – 3.40 = Sometimes, 3.41 –4.20 = Usually, 4.21-5.00 = Always

First, respondents were asked to rate whether their respective organizations have training plans or not. Both teachers and office employees agreed with mean values ($X = 3.14$, $SD = 1.02$) and ($X = 3.26$, $SD = 1.21$) that their organization had a training plan. The overall mean is 3.2. It shows that some times. The t-test result does not show a statistically significant difference. (P-value = 0.11) between the mean values of the two independent groups. This implies the existence of training plans in organizations that help them optimize the use of resources in a well-organized manner and design training programs systematically. To achieve their goals, training plans need to be included in and developed in accordance with the strategic plans of organizations. Concerning whether or not training plans were developed in line with the strategic plan, both teachers and office employees had mean values of ($X = 3.11$, $SD = 1.42$) and ($X = 2.68$, $SD = 1.16$), respectively. The overall mean is 2.89. This implies that training plan were developed according to the strategic plan the offices. It shows Sometimes this, indicates that training plan were developed in line with strategic plan of the sectors. The t-test does not show a statistically significant difference (p-value = 0.13) greater than 0.05. Between the two mean values, sometimes training plans for the organizations have been developed in relation to their strategic plans.

The office head said that: "The training plans of the office are derived from their strategic plans, implying the integration of training plans into the office. There were some problems lines with planning training in the office. Those problems were in relation to plan preparation, lack of cooperation and preparation, shortage of financial resources, lack of qualification, and lack of commitment. Training programs were not carried out as planned by the organization, owing to a lack of funds and the inability of the top level manager to release funds on time."(may,3/2021)

Training experts' state that, "most of the time the office gives a call on the eve of the closing of the financial year to organize a training program over night for their employees."

The data collected through interviews and the plan documents of the offices also showed the same result. However, as it was seen from the documents, the training plan of the education office was not specific. This is in support of the idea that training programs should be carefully planned and integrated with other activities of the organization (Mathis and Jackson, 1997).

As indicated in Table 6, item 3, questions were raised for respondents whether training plan preparation was participatory or not. It is important to make training plan preparation participatory to get various alternatives and increase the acceptance of the plan. If all members of the organization take part in the preparation of the plan, they will consider it their own and use their maximum potential in its implementation. In this regard, respondents were asked to rate the level of participation of members of the organization in the preparation of the plan. Hence, teachers with a mean value of ($X = 2.95$, $SD = 1.37$) and office employees with a mean value of ($X = 2.35$, $SD = 1.14$). The overall mean score was 2.65. Sometimes this, show that the participation level of individual in plan was not exercised continuously in offices. there is no statistically significant difference ($p\text{-value} = 0.35$) between the opinions of the two groups.

4.5.1 Prioritizing training needs

After the necessary data was collected and analyzed, a number of training needs could be identified. However, it could be difficult to address all needs at the same time due to resource (financial, material, human, and time) and other constraints. Therefore, needs have to be prioritized based on certain criteria. In this regard, respondents were asked to rate their level of agreement on those factors that were considered to prioritize training needs.

Table 4.5: View on the criteria to prioritizing training needs

No	Items	Teachers							Offices employees							T- valu	P vaule	
		Rating scale							Rating scale									
		1	2	3	4	5	X	SD	1	2	3	4	5	X	SD			Over all m
1	The availability of training materials	2	15	32	12	11	3.21	1.03	2	4	6	12	7	3.58	1.17	3.36	1.607	0.11
2	The availability of facilities	10	20	23	10	9	2.83	1.21	1	8	13	5	4	3.10	1.04	2.96	1.05	0.29
3	Urgency of training needs	4	10	21	25	12	3.43	1.09	2	3	10	9	7	3.52	1.18	3.4	-358	0.72
4	The availability of budget	6	11	22	20	13	3.32	1.18	1	3	5	9	7	3.97	1.14	3.62	-2.57	0.11
5	The availability of trainers	10	15	24	17	6	2.92	1.16	2	6	10	9	4	3.23	1.11	3.07	-1.25	0.21
6	Policy direction	17	8	25	12	10	2.86	1.33	3	2	7	14	5	3.52	1.15	3.19	2.37	0.19

Key: 1 = Never, 2=Rarely, 3=Sometimes, 4=Usually, and 5= Always

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales 1.00-1.80 = Never, 1.81– 2.60 =Rarely, 2.61 – 3.40 = Sometimes, 3.41 –4.20 = Usually, 4.21-500 = Always

As illustrated in table 7, item 1, teachers' and office employees' ($X = 3.21$, $SD = 1.03$) and ($X = 3.56$, $SD = 1.17$) respectively needs were prioritized on the availability of training materials. The overall $X = 3.38$ indicated the agreement on the point. This implies that the majority of respondents said that training needs was prioritized based on availability of training. Therefore, from the response of the majority, it is possible to conclude that there is a positive effort in considering the availability of training materials in prioritizing needs. The finding of this study, the p-value (0.11) is greater than 0.05, indicating that there is no significant difference between teachers and office employees regarding needs being prioritized based on availability of training materials.

As it is indicated in item 2, Table 7, respondents were also asked about the availability of facilities for training needs, which were the criteria for prioritizing needs. Accordingly, the majority of teachers with ($X = 2.83$ $SD = 1.21$) and office employees with ($X = 3.10$ $SD = 1.04$) sometimes get the point. Overall mean of 2.96 shows that sometimes, this implies that training facilities were also the criteria to prioritize training needs. The p-value also indicates that there is no significant difference between teachers and office employees (0.08 greater than 0.05). Therefore, based on the majority of respondents, it can be said that the availability of training facilities and training needs were the criteria for prioritizing needs.

As it is indicated in item 3, Table 7, respondents were also asked whether or not urgency of training needs was the criteria to prioritize needs. Accordingly, the majority of teachers with ($X = 3.43$ $SD = 1.09$) and office employees with ($X = 3.52$ $SD = 1.18$). Overall mean of 3.47, it indicates that urgency of training needs were sometimes the criteria to prioritize needs majority of respondents said. The p-value also indicates that there is no significant difference between teachers and office employees ($P = 0.08$ greater than 0.05). Therefore, based on the majority of respondents, it can be said that the urgency of needs is the criteria for prioritizing needs.

Respondents were also asked whether or not availability of budget was the criteria for prioritizing needs. Teachers' and office employees with $X = 3.32$, $SD = 1.18$, and $X = 3.97$, $SD = 1.14$, sometimes with this idea. The overall mean of 3.64 indicates that occasionally of the total respondents with the point. Therefore, from the response of the majority, it is possible to conclude that availability was the criteria for prioritizing needs. The p-value of 0.11 indicated that there was no significant difference between teachers and office employees regarding views on the availability of budget, which were the criteria to prioritize needs.

According to the office head, "the availability of budget is the most important factor in prioritizing design and implementation of training programs. There is low attention given to trainer capacity, level of motivation, and policy direction in prioritizing needs. Training experts and school principals confirmed that budget was the most important criteria to prioritize training needs."(May, 6/2021)

Needs are prioritized based on the policy direction was one of the questions raised for respondents to rate in table 6, items 6. Teachers with ($X=2.86$, $SD=1.33$) and Office employees with($X=3.52$, $SD= 1.15$) sometimes that, needs were prioritized based on the policy direction. The overall mean 3.19 shows that sometimes of the total respondents with the point. The p-value of the items was (0.19) showing that no significance difference between the opinions of Teachers and Offices employees in rating the item.

4.5.2 Setting Training Objectives

A training program is designed to achieve certain objectives. Setting training objectives is the major activity incorporated into the program. The statement of objectives serves as a desired outcome towards which the entire training activities are directed (Sherman et al., 1998). In connection with this, respondents were asked whether training objectives were set in their respective organizations.

Table 4.6. Issue related to setting training objectives

No	Items	Teachers							Offices employees							T val	P valu	
		Rating scale							Rating scale									
		1	2	3	4	5	X	SD	1	2	3	4	5	X	SD			Over all mea
1	Training objectives are formulated based on needs assessment.	6	17	34	8	10	2.90	1.03	5	9	10	4	3	2.71	1.18	2.80	0.82	0.40
2	Trainees participate in determining objectives.	11	16	21	14	10	2.94	1.26	6	9	10	4	2	2.58	1.14	2.76	1.37	0.17
3	The objectives set are achievable.	8	19	22	18	5	2.90	1.11	3	8	14	2	4	2.87	1.11	2.88	0.13	0.89
4	The objectives formulated are measurable.	6	14	22	15	15	3.26	1.23	8	4	12	3	4	2.71	1.23	2.98	2.04	0.04
5	The objectives set are time bound.	6	16	24	11	15	3.18	1.23	5	3	13	6	4	3.03	1.22	3.10	.560	0.55

Key: 1 = Never, 2=Rarely, 3=Sometimes, 4=Usually, and 5= Always

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales; 1.00-1.80 = Never, 1.81– 2.60 =Rarely, 2.61 – 3.40 = Sometimes, 3.41 –4.20 = Usually, 4.21-500 = Always

Item 1 of Table 8 presents the formulation of objectives on the basis of needs assessment. Both teachers and office employees, with mean values of $X = 2.90$, $SD = 1.03$) and $X = 2.71$, $SD = 1.18$, respectively, responded that training objectives were formulated on the basis of needs assessment. The overall mean score of 2.80 shows that sometimes on point, this implies that majority of respondent, agreed that objective of training were formulated on the basis of needs assessment. The p-value of the items was 0.40, showing that there was no significant difference between the opinions of teachers and office employees in rating the items. This implies that training activities were directed towards the performance expectations that were based on needs assessment. Hence, a desirable result cannot be expected from objectives that are not based on needs assessment. This finding is supported by the statement by Mathis and Jackson (1997) that training objectives should be formulated on the basis of needs assessment.

Item 2 of Table 8 is concerned with the participation level of trainees in determining training objectives. Respondents indicated that they participated sometimes with mean values ($X=2.94$, $SD=1.26$) Teachers and ($X=2.58$, $SD=1.14$) Office employees respectively that trainees participated in determining objectives. The overall mean score 2.76 shows that sometimes on the point. The p-value (0.17) does not show statistically significant difference between the responses of the two groups. This is inconsistent with the idea of Sah (1991) that training objectives should be determined through the collaborative efforts of organization, trainees and trainers. From this it can be concluded that since trainees were encouraged to set objectives to their own, their level of interest, understanding and effort directed toward training program for the success of the program.

Regarding items 3, 4 and 5 of the same table, Teachers with mean values $X= 2.90$, 3.26, 3.18) and $SD=1.11$, 1.23 and Office employees with mean values ($X=2.87$, 2.71 and 3.03, $SD=1.18$, 1.23 and 1.22 respectively. The overall mean scores 2.88, 2.98 and 3.10 shows that sometimes, training objectives were achievable, measurable and time bound. The difference between the two mean values is not statistically significant for the items. This implies that objectives were set on the basis of needs analysis, they were defined in behavioral (measurable, achievable and time bound) terms which results in easy measurement of success.

Training experts states that:-“*objective was stated specific, realistic, measurable, and time bound term. They were not achieved as per the plan with the intended time frame. Mainly because of absence adequate budget required for the program.*” Although, principal pointed out that; “*training objective are not formulated based on need assessment, so desirable result cannot expected from objectives.*”(may,10/2021).

4.5.3 Developing Training Contents

As it was stated in chapter two, contents that are capable of satisfying the objectives set should be identified and selected, and logically sequenced to make training effective. Appropriately selected and logically prepared contents through collaborative effort make clear what is to be learned. Some aspects of contents are dealt with in table 9 as follows and analyzed.

Table 4.7: rating developing training contents

No	Items	Teachers							Offices employees									
		Rating scale							Rating scale									
		1	2	3	4	5	X	SD	1	2	3	4	5	X	SD	Over	T	P
1	The contents matched with the level of trainees.	5	20	23	12	12	3.08	1,18	2	11	8	8	2	2.90	1.07	2.99	.727	0.04
2	The contents prepared have logical sequences to relate one part to the other.	4	12	26	9	21	3.43	1.23	3	9	12	4	3	2.84	1.09	3.13	2.30	0.02
3	The contents developed have relation to objectives.	8	17	26	11	10	2.97	1.18	4	10	12	2	3	2.68	1.10	2.82	1.18	0.24
4	Trainees have been involved in the selection of contents.	4	17	28	15	4	2.92	1.05	5	9	11	3	3	2.68	1.05	2.80	1.02	0.33

Key 1= strongly disagree, 2= disagree, 3, Undecided, 4, Agree and 5=Strongly Agree

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As seen in item one of Table 9, respondents were asked how the content of training matched with the level of trainees in order to express their feelings about whether or not developing training content was in line with their trainees. It is agreed upon by both teachers and office workers with mean values of ($X = 3.08$, $SD = 1.18$) and ($X = 2.90$, $SD = 1.07$). The overall $X = 2.99$ indicates that the majority of respondents agree with the raised idea. The significance level ($p = 0.40$) is greater than 0.05, which indicates that there is no such variance between the opinions of teachers and office employees. Regarding the sequence of contents, the teacher and office employees with mean values of ($X = 3.43$, $SD = 1.23$) and ($X = 2.84$, $SD = 1.09$) agreed about it. The overall $X = 3.13$ indicates agreement by the majority of respondents that the training contents had logical sequences to relate one part to the other. The significance level ($p = 0.20$) is greater than 0.05, which indicates that there is no such variance between the opinions of teachers and office employees.

As far as item 3 of the Table concerned, respondents verified that the contents had relation to objectives, teachers and offices employees with mean value ($X=2.97, SD=1.18$) and ($2.64, SD=1.10$) are agree about issue. The overall $X=2.82$ is indicating agreement the majority of respondent that contents developed have relation to objectives of the issue. The significance level ($p=0.24$) is greater than 0.05, this indicates that there is no as such variance between the opinions of teachers and office employees.

On the other hand, attempts were made to assess to what extent trainees had been involved in the selection of contents. Both teachers and office workers agreed on the point, with mean values of ($X = 2.92$, $SD = 1.05$) and (2.68 , $SD = 1.05$). The overall $X = 2.80$ indicates agreement of the majority of respondents that trainees were involved in the selection of training. The significance level ($p = 0.33$) is greater than 0.05. This indicates no statistically significant difference between the two mean values.

Training experts and principal states that;- *“there was no trend of involving trainees in the selection of contents. This implies that trainees were not autonomous to select what they want to learn which in turn hinders their active participation in training.”*(May, 10/2021).

This finding is contradicted with the idea that training contents are influenced by prospective trainees (Cushway, 2001).

4.5.4 Implementation Training Program

Training programmes are implemented after objectives are set and the programmes are designed. The implementation of training programmes comes after the programmes are designed. There should be a responsible body to arrange such programs. Based on the objectives set, the types of training programmes should also be known. To this end, questions related to these issues were raised and the responses were analyzed based on the data included in the following table.

Table 4.8. Issue related to implementation training program

Items	Teachers							Offices employees									
	Rating scale							Rating scale									
	1	2	3	4	5	X	SD	1	2	3	4	5	X	SD	Over	T	P
1 Advance notice was usually given to trainees to prepare themselves for the program.	12	19	20	16	5	2.72	1.18	4	8	11	6	2	2.81	1.10	2.78	0.071	0.08
2 The premise selected for the program offered so far were quite attractive.	15	17	22	9	9	2.72	1.28	3	8	10	7	3	2.97	1.14	2.84	0.92	0.35
3 The training aids used were relevant to the courses offered	6	8	24	14	20	3.47	1.24	2	15	8	4	2	2.65	1.01	3.02	3.25	0,02
3 In most of the cases the trainers employed were competent and qualified.	7	9	30	21	5	3.11	1.04	4	5	16	3	3	2.87	1.08	2.99	1.05	0.29
4 All administrative matters during the trainings were taken care of satisfactorily.	9	18	22	17	6	2.90	1.15	4	7	12	4	4	2.90	1.19	2.90	002	0.09
5 For most of the programs conducted so far, the overall coordination was satisfactory.	6	8	24	14	20	3,19	1.22	3	11	9	5	3	2.81	1.13	3.00	1.502	0.13
6 The materials necessary for the program were usually prepared and compiled in advance.	7	10	24	25	6	3.18	1.09	2	8	11	5	5	3.10	1.16	3.14	0.35	0.72

Key 1= strongly disagree, 2= disagree, 3, Undecided, 4, Agree and 5=Strongly Agree

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales; 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Respondents were also asked to rate the level of their agreement or disagreement regarding the implementation practices of training programs in their respective organizations. Both teachers and office workers with mean values of ($X = 3.15$, $SD = 1.24$), and ($X = 3.13$, $SD = 1.20$). The overall $X = 3.19$ indicates that the majority of respondents agree with the raised idea. The significance level ($p = 0.62$) is greater than 0.05, which indicates that there is no significant difference between the opinions of teachers and office employees. From this, it is concluded that the program coordinator is the only one to select the content training program. Regarding the advance notice usually given to trainees to prepare themselves for the program, teachers and office employees with the mean value ($X = 2.76$, $SD = 1.18$), and (2.81 , $SD = 1.10$) agreed on the issue. The overall mean value $X = 2.78$ indicates that the majority of respondents agree with the raised issue. The significance level ($p = 0.86$), which is greater than 0.05, indicates that there is no significant difference between the two groups.

Regarding items 5, 6, 7 and 8 of the same table, teachers with mean values ($X = 3.10$, 2.90, 3.19, 3.18 and $SD = 1.04$, 1.15, 1.23 and 1.09) and office employees with mean values ($X = 2.87$, 2.90, 2.81 and 3.10), $SD = 1.08$, 1.19, 1.13 and 1.16) respectively. The overall mean scores of 2.99, 2.90, 3.00, and 3.14 show that they agree on the points. The premise selected for the program was quite attractive. Materials necessary for the program were usually prepared and complied with in advance, the training aids used were relevant to the course offered, the trainers employed were competent and qualified, all administrative matters during the training were taken care of satisfactorily, and over all, coordination was satisfactory. The difference between the two mean values is not statistically significant for the items. This implies that implementation of a training program was considered the above issues.

Office Head and training experts states that;- *“implementation of training programs were low, there are some problems concerning the implementation training program in the office, among this lack of material, lack of financial, the systems and/or knowledge how to implement the issue are some of the problems related with implementation. In every year there is an attempt to prepare training plan, but there implementation is not properly conducted, because of budget constraints, materials facilitates, lack of commitment of top-level manager toward the implementation.”* (May, 10/2021

4.5.5 Evaluation training program

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

Table 4.9: issues related to training evaluation

Items	Teachers						Offices employees										
	Rating scale						Rating scale							SD	Ove r all	T value	P value
	1	2	3	4	5	X	SD	1	2	3	4	5	X				
1 There are formal training evaluations formats in the office to collect feedbacks	5	10	32	20	5	3.14	0.98	2	10	14	7	3	3.13	1.02	3.13	0.46	0.96
2 Training evaluations has well established criteria	12	27	21	6	6	3.18	0.98	3	10	9	5	4	2.90	1.19	2.97	1.22	0.22
3 My office has the trend of keeping training records in a well-organized manner	7	10	37	12	6	3.00	1.06	2	8	15	2	4	2.94	1.06	2.97	0.29	0.77
4 Training evaluations in my office is made at the beginning of training process	12	17	22	13	8	2.83		8	9	8	3	3	2.48	1.23	2.65	1.32	0.19
5 Training evaluations is made during the provision of training problem	11	17	22	17	5	2.83	1.16	5	12	9	3	2	2.52	1.09	2.65	1.32	0.19
6 Training evaluations is made after the problem is completed	11	14	26	14	7	3.11	1.18	1	4	14	6	6	3.39	1.05	3.25	-1.12	0.26

key1= strongly disagree, 2= disagree, 3, Undecided, 4, Agree and 5=Strongly Agree

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales; 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

Formal evaluation formats are useful for collecting information. In respect of the training and development programs carried out Respondents were requested to rate their opinion with reference to formal evaluation formats as indicated in item 1 of table 10. Accordingly, while teachers with a mean value of ($X = 3.14$, $SD = 0.98$) agreed, office employees with a mean value of ($X = 3.13$, $SD = 1.02$) also agreed that there were formal evaluation formats to collect information. The overall mean was 3.13. The majority of respondents agreed that there were formal evaluation formats to collect feedback. The t-test result, with a p-value of 0.96, is greater than 0.05 and reveals no statistically significant difference between the two groups of respondents.

As illustrated in item two, while teachers with a mean value of $X = 3.18$, $SD = 1.98$ and office employees with a mean value of $X = 2.90$, $SD = 1.19$) agreed on the point, overall mean value of 3.04: the majority of respondents agree that training has well established criteria to evaluate training programs. The p-value ($=0.22$) is greater than 0.05, and it does not show a statistically significant difference between the groups, that training evaluation had well established criteria. Concerning evaluation formats and criteria, the documents of the offices were looked at. There were documents that showed the presence of formal evaluation formats and established criteria of evaluation. Therefore, from the data, it can be concluded that there were formal evaluation formats to collect information and established evaluation criteria in the education office.

As far as item 3 is concerned, while teachers with a mean value of ($X = 3.00$, $SD = 1.02$) and office employees with a mean value of ($X = 2.94$, $SD = 1.06$) agreed on the point. The overall mean of 2.95 percent of the respondents agreed that their office had the trend of keeping training records in a well-organized manner. The p-value of 0.77 is greater than 0.05 and does not show a statistically significant difference between the opinions of the two groups. In addition, documents from the training program were investigated to find out how these documents were kept and organized. There was an organized and documented record of the program in the offices. Therefore, there were well-documented records of the training program, which served as a basis for future use in the office.

Pre-training evaluation is carried out to develop awareness about the learner's profile and work situation and to modify the objectives and inputs of the training program (Sah,1991).

Respondents were asked to rate their opinion about the practice of pre-training evaluation in their organization. Both teachers and office employees, with mean values of ($X = 2.83$, $SD = 1.23$) and ($X = 2.48$, $SD = 1.26$), respectively, agreed on the issue. The overall mean was 2.65, and the majority of respondents agreed that training evaluations were performed at the beginning. The p-value of 0.19% is greater than 0.05 and does not show a statistically significant difference between the opinions of the two groups. Therefore, from the data, it can be concluded that the training evaluation was conducted before the commencement of actual training.

Regarding items 5 and 6 of the same table, respondents were asked whether training evaluation is made during the provision of training problems or after the problem is completed. Teachers and office employees with mean values ($X = 2.83$, 3.11, and 2.52, 3.39, $SD = 1.16$, 1.18, and 1.09, 1.05) respectively agreed on the point. The overall mean was 2.67 and 3.25, and the majority of respondents agreed that training evaluations were made during the provision training problem and made after the problem was completed. The (P-value of 0.19 and 0.26) is greater than 0.05 and does not show a statistically significant difference between the two groups.

The interview were conducted, office head and training experts explains that: "There was training evaluation in the organization. But evaluation was made at the beginning of training and after training. Most of the time, there was no practice of evaluating programs at the end of each program to collect feedback. They further state that training evaluation was loosely applied and lacked continuity because of a lack of attention, awareness, and ability to go with what was planned and overlapped. School principals had similar views on training evaluation. They said that evaluation is conducted at the end of every program. There were no well-established evaluation criteria. According to training experts, one of the main reasons for failure is a lack of a clear evaluation mechanism. Among the many shortcomings were a lack of knowledge, experience, and resources." May, 10/2021

In general, from the analysis of table 11, it can be concluded that there was rarely practice of training program evaluation in the education office. This finding is in support of the notion that despite its importance many organizations pay lip service to evaluation than actually do it (Harris and DeSimone, 1994).

4.5.6 Constrains of Training Program

As it was discussed in chapter two, there are various factors that affect training programs. Some training constraints are presented in table 12 as follows.

Table 4.10: constrains of training program

Items	Teachers							Offices employees										
	Rating scale							Rating scale										
	1	2	3	4	5	X	SD	1	2	3	4	5	x	SD	Ov	T	P	
1 shortage of budget	3	7	16	22		3.79	1.13	3	3	6	6	10	3.65	1.30	3.72	057	0.56	
2 Trainers' lack of competence.	5	8	22	28	9	3.39	1.06	8	8	6	4	5	2.68	1.42	3.04	2.79	0.01	
3 Management's lack of support for training.	8	16	17	24	7	3.08	1.18	3	7	12	5	4	2.93	1.11	3.01	059	0.55	
4 Allocation of insufficient time for training.	5	15	19	26	7	3.21	1.10	3	6	7	11	4	3.23	1.20	3.22	-72	0.17	
5 Low priorities given to training in the office.	5	12	24	22	9	3.25	1.09	1	3	9	12	6	3,61	1.02	3.43	1.57	0.36	
6 Lack of adequate facilities for training.	7	17	23	14	11	3.07	1.20	5	8	10	3	5	2,84	1.29	2.95	0.87	0.385	
7 Absence of training policy	3	8	25	21	15	3.51	1.07	5	5	12	4	5	2.55	0.99	3.05	4.27	000	
8 Lack of concern	3	20	23	19	7	4.15	1.33	6	8	9	6	2	2.68	1.19	3.41	5.29	000	
9 Lack of knowledge	10	9	25	16	12	3.15	1.25	6	3	11	9	2	2.94	1.2	3.04	0.81	0.41	

Key 1= Strongly disagree, 2= Disagree, 3, Undecided, 4, Agree and 5=Strongly Agree

X=mean, SD=standard deviation, p-value at $\alpha=0.05$ and degree of freedom = 101

Scales 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Undecided, 3.41-4.20=Agree and 4.21-5.00=Strongly Agree

As can be seen from the table, teachers and office employees, with no statistically significant difference between the two mean values, showed their agreement that shortage of budget, trainers' lack of competence, management's lack of support, allocation of insufficient time for training, low priorities given to training, lack of adequate facilities for training, lack of concern, and lack of skill were the constraints of training programs. The interviewees had similar opinions. Furthermore, there are reference material shortages, a lack of resourceful people, insufficient manpower, a lack of awareness about training programs, and management's inability to release budget on time. This implies that training programs operate under a number of factors that are bottlenecks for their success.

Office head states that:- *“lack of adequate budget, absence of training sections which identify, facilitate and implement training program were major constraints to undertake training programs, less attention and commitment from top management body to allocate resources and implement training program .lack of using wisely resources and budget to carry out effective training. School principals and training experts had similar view on constraints of training programs they said that shortage of budget was the most problem to conduct training.” (May, 10/2029).*

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECCOMANDATIONS

5.1. Summary of Major Findings

The study was intended to examine the practices and problems of training management in education office in Burayu City Administration. In order to realize the purpose of the study three basic questions were raised. These were:

1. To what extent training programs are organized by education office of Burayu City Administration? (To whom, for what purpose, how frequently)?
2. How do training programs are managed in education office of Burayu City Administration? (Need Assessment to evaluation)
3. What challenges are encountering the education office in managing training programs?

To address these basic questions of the study, the research was carried out in the Burayu City Administration in education and two government secondary schools. Accordingly, quantitative data was collected by distributing 114 copies of the questionnaire to 83 sample teachers and 31 office employees. In the latter, 103 (72 and 31) copies were returned from both respondents, respectively. The data collected from teachers' and office employees' through a closed-ended questionnaire is analyzed and interpreted by using different statistical tools like percentage, frequency, mean, standard deviation, and independent sample t-test. The analysis of the quantitative data was performed with the help of the SPSS version 20 computer program; the following major findings were drawn:

- Concerning to what extent training programs are planned and organized in Burayu education office.

The data indicates that 30 (41.7%) of teachers and 20 (27%) of office employees respondents replied that the Burayu education office prepare training for school principal and training experts. The office rarely prepares training for teachers. The office employees and teachers replied that the purposes of training were to improvement the knowledge, skill and attitude of employees and to improve effectiveness of employees in their present jobs.

The data indicates that 27 (87.1% and 41 (56.9%) of the officers employees and teachers received training for the last three years. Based on their responses majority of the respondents are received training more than twice. The training they received was to some extent relevant their current jobs.

- How do training programs are managed in education office of burayu city administration?

1, Issues Related to Training needs assessment.

Training needs assessment is a continuous, systematic, and participatory process that helps to identify knowledge, skill, and attitude gaps that could be filled through training. According to the results of the questionnaire and interview, no training needs analyses were conducted in organizations. There are no clear-cut procedures for training needs assessment in the respective office. The training needs assessment has been conducted but is not based on an examination of the overall aspects of the organization.

The top level manager (mean value of 3.71 for teachers and 3.48 for office employees), immediate supervisor (mean value of 3.07 for teachers and 3.28 for office employees), and training coordinators (mean value of 3.23 for teachers and 3.28 for office employees) identify training needs. In the organization is not involved in identifying training needs assessment in the education office. Training needs assessment documents were rarely organized and used in the office.

2, prioritizing training needs

Every organization has their own criteria to prioritize their training needs and education needs too. Once the process of training needs assessment is completed, it is logical to prioritize the needs identified in accordance with justifiable criteria. Regarding the criteria to prioritize the needs, teachers and office employees confirmed that availability of budget, urgency of training needs, and availability of training materials were the major factors considered in prioritizing training needs. However, policy direction and the availability of trainers were not considered as criteria to prioritize training needs.

3, Training plan of the office

It was found that the education office had a training plan (mean values of 3.14 for teachers and 3.26 for office employees). The training plan had been developed in accordance with the strategic plan (mean value of 3.11 for teachers and 2.89 for office employees). The training plan was implemented as per the plan of the office (mean value of 3.60 for teachers and 2.84 for office employees). However, the training plan is not participatory; it is exclusive and individuals in the organization were not involved in the planning of training in their office.

4, Setting training objective

Setting training objectives was investigated to have suffered from the intricacies of many problems. Among others, training objectives were not formulated based on needs assessment, trainees did not participate in determining objectives, and their measurability and achievability time bound were not clearly known.

5, developing training content

The developing training contents were ready, but there were no logical sequences to connect one part to the next. Although the content of training developed do not always correspond to the objectives, and trainee participation in training content is uncertain.

6, Implementation of training program

Training materials for the program were not usually prepared and complied with in an advanced manner (mean value for teachers 3.18 and 3.14 for office employees) and trainers' competence and qualification (mean value 3.14 for teachers and 2.87 for office employees), although there was less attention given to the trainers, the overall coordination program was not satisfactory. Training materials were not prepared and complied with in an advanced manner. Advance notice was not usually given to trainers to prepare themselves for the programs; the programs offered were slightly attractive to the trainers. Regarding training aids, they were used but not relevant to the course they offered.

7, Evaluation of training program

There were no formal training evaluation formats in the office to collect feedback on practice training evaluation. On top of this, there were no established evaluation criteria or formal evaluation formats to collect information. Likewise, education offices had not embraced the trend of keeping training records in a well-organized manner. A training evaluation is conducted after the problem is completed. Although there were no evaluations practices made at the beginning of the training process.

- What challenges are encountering in the education office in managing training programs?

8, Training Constraints

The study reveals that shortage of budget (mean value 3.79 for teachers and 3.65 for office employees), lack of concern (mean value 3.51 for teachers and 3.41 for office employees), low priority given to training in the office (mean value 3.21 for teachers and 3.61 for office employees), management lack of support (mean value 3.10 for teachers and 2.91 for office employees), inadequate facilities (mean value 3.07 for teachers and 2.84 for office employees), allocation of insufficient time for training (mean value 3.21 for teachers and 3.23 for office employees), absence of training policy were the major factors that constrained the training programs of education offices in the zone.

5.2. Conclusion

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

According to the majority of respondents, education offices prepare training for school principals and office employees. Office does not equally prepare training for teachers and office employees. The purposes of training programs for the employees were to improve the knowledge, skills, and attitudes of employees and to increase the effectiveness of employees in their present jobs.

Needs assessment is the bedrock on which the other training activities rest. It is a vital activity to identify performance deficiencies and decide whether training is the appropriate remedy or not for the deficiency. To benefit from training programs, organizations should carry out a needs

assessment. However, this was not the case in the education offices of the sector. Training programs offered in the sector were not designed and implemented based on accurate identification of gaps that exist, resulting in wastage of resources. In the absence of needs assessment, the whole process was adversely affected and it is challenging to prioritize training needs, training plans, setting training objectives, implementation of training programs, training evaluation, and constraints of training programs. It can, therefore, be concluded that satisfactory results were not observed from training programs offered in the offices over the past three years.

The majority of respondents said that training needs assessments are conducted by top-level managers and immediate supervisors. It shows that an employee's participation in a training needs assessment is limited. After training needs are identified the organization should prioritize their training needs, majority of respondents reveals that availability of budget, and availability of training materials and urgency of training were the criteria to prioritize training needs in education office. The availability of trainer and policy direction were not the criteria to prioritize training needs.

Evaluation is an essential part of any training program. Organizations need to evaluate training programs so as to improve their effectiveness and identify their impacts on the job. However, it was found that the education office in the Burayu city administration considered evaluation as a trivial activity and paid lip service to it. In such cases, the offices cannot get appropriate information to make sound decisions about the programs. Therefore, decisions made with respect to training programs in the offices were not based on appropriate information, which in turn affected the effectiveness of the programs. Besides, in the non-existent evaluation, one can say nothing about the impacts of the programs. According to the study's findings, adequate resources and facilities were not allocated to training programs. What is more, shortage of budget, management's lack of support, lack of concern, low priority given to training in the office, allocation of insufficient time for training, and absence of training policy were specifically indicated as the major constraints of the training program. In the absence of training need assessment, the education offices in the Burayu city administration have been facing challenges in specifying training plans, prioritizing training needs, setting objectives, implementing training, evaluations, and constraints of the training process required and the like. This implies that training program ineffectiveness is not attributed to a single factor, but rather it is the result of

the function of many factors. Thus, training has been operating under multidimensional problems and constraints. As a whole, the practice of training management in the education office in the Burayu City Administration was not well practiced in the office.

5.3.Recommendation

Based on the findings and the conclusions, the following recommendations are forwarded:

- Training program needs assessment is the most pertinent and crucial training function before designing and implementing the program. It plays a paramount role in organizations in identifying where the program is needed, what kind of program is needed, who needs to be trained, and benchmarks against which the effectiveness of the program can be evaluated. It is only through needs assessment that organizations can develop appropriate training programs and identify the skills and knowledge gaps between employees.
- To reverse the problem, the head of education office, training expert, and school principal should conduct a needs assessment thoroughly by emphasizing the performance deficiencies and existing competence of employees, tasks performed and their organization's objectives, plan, structure, environment, communication systems, and so forth, on a participatory basis to get comprehensive information and identify where training intervention is needed.
- Training is an investment in terms of money, human, time and physical resources. The Burayu City Administration Education Office should wisely use the resources they have by properly planning and doing the first things first. Second, the training experts in the office should justify and sell the program to the management to get their financial support so as to furnish it with the necessary equipment and facilities. Third, the offices should have a clearly earmarked budget for training programs. Fourth, the offices should design feasible and justifiable training and development proposals and submit them to NGOs to get funds.
- Training program is functional and relevant only when it is evaluated. The education offices at different levels should develop clearly defined evaluation criteria and formal evaluation formats based on needs assessment result and objectives set and carryout

training program evaluation by reviewing learner's profile and work situation, reviewing training inputs by developing checklist covering all inputs,

- Training program process was not systematic in the offices. When the training process is not systematic and rational it cannot hit its target and solve organizational problem. Therefore, Oromia Education Bureau in collaboration with zone education departments and woreda education offices should provide training to employees on how to design and implement the training program itself.
- Lastly, multi-faceted constraints of training programs prevailed in the education office call for joint actions like experience sharing, technically supporting each other and conducting research of Oromia Education Bureau, zone education departments and woreda education office.

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APPENDIX A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. Questionnaire to be filled by education office employees and Teachers.

Dear respondents!

I am a post graduate student of Addis Ababa University specializing in the field of Educational Leadership and Management. Currently, I am conducting a research on, Practices and problems of training management in Burayu City Administration in education office, The main objective of this questionnaire is to collect primary data for the study on training management Practices and Challenges. To make the questionnaire useful and accurate, your answer for each question thoroughly and frankly is important. In responding to the questionnaire, please note the following point

- ✓ It is unnecessary to write your name on the questionnaire.
- ✓ Read all instructions before attempting to answer the question.
- ✓ No need of discussing with others to fill the questionnaire.
- ✓ Give your response by writing the Number which listed under the levels of agreement which most closely represents your opinion of agreement.
- ✓ Give your answers for all the questions.

Thank You in advance for your cooperation!!!

5, If your answer for question no 3 is yes ,was the training/s relevant to your current job?

A, Yes, properly B, To some extent C, Never at all

Section Three: Specific Information on Main Areas of the Study.

A. Training Needs Assessment

1. Does your office conduct training needs assessment?

Indicate your degree of agreement for the following statements by using the scales: 5 = Always, 4= Usually, 3= some times, 2= Rarely, and 1= Never.

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

If any other opinion, please specify _____

B. Prioritizing Training Needs

1. Does your office prioritize its training needs?

Indicate your degree of agreement for the following statements by using the scales: 5 = Always, 4= Usually, 3= some times, 2= Rarely, and 1= Never.

No	Question Items	Rating Scale				
		5	4	3	2	1
1	The availability of training materials					
2	The availability of facilities					
3	Urgency of training needs					
4	The availability of budget					
5	The availability of trainers					
6	Policy direction					

If any other opinion, please specify _____

C. Training Plan of the office

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

No	Question Items	Rating Scale				
		5	4	3	2	1
1	The office has human resource training plan.					
2	Training plan has been developed in accordance with strategic plan.					
3	Training plan preparation was participatory.					
4	Trainings have been implemented as per the plan of the office.					

If any other opinion, please specify _____

D. Setting Training Objectives

1. Does your office set objectives for training?

Indicate your degree of agreement for the following statements by using the scales: 5 = Always, 4= Usually, 3= some times, 2= Rarely, and 1= Never.

No	Question Items	Rating Scale				
		5	4	3	2	1
1	Training objectives are formulated based on needs assessment.					
2	Trainees participate in determining objectives.					
3	The objectives set are achievable.		\			
4	The objectives formulated are measurable.					
5	The objectives set are time bound.					

If any other, specify _____

E. Developing Training Contents

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

No	Question Items	Rating Scale				
		5	4	3	2	1
1	The contents matched with the level of trainees.					
2	The contents prepared have logical sequences to relate one part to the other.					
3	The contents developed have relation to objectives.		\			
4	Trainees have been involved in the selection of contents.					

If any other, specify _____

F , Implementation of Training Program

Indicate degree of your agreement or disagreement with regard to the implementation of training program in your office. 1=strongly disagree; 2=Disagree; 3=partially agree; 4= Agree; 5= strongly agree

No	Question item	Rating scale				
		5	4	3	2	1
1	Only program coordinators selected the content of the program.					
2	Advance notice was usually given to trainees to prepare themselves for the program.					
3	The premise selected for the program offered so far were quite attractive.					
4	The materials necessary for the program were usually prepared and compiled in advance.					
5	The training aids used were relevant to the courses offered					
6	In most of the cases the trainers employed were competent and qualified.					
7	All administrative matters during the trainings were taken care of satisfactorily.					
8	For most of the programs conducted so far, the overall coordination was satisfactory.					

I. Evaluation of Training programs

1. Does your office conduct evaluation of training programs?

Indicate your response on the practice of training evaluation in your organization using the rating scales: 1 =Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=strongly Agree.

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

If any other,specify_____

Section four:- problems/challenges management of training program in education office.

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

No	Question Items	Rating Scale				
		5	4	3	2	1
1	Shortage of budget.					
2	Trainers' lack of competence.					
3	Management's lack of support for training.					
4	Allocation of insufficient time for training.					
5	Low priorities given to training in the office.					
6	Lack of adequate facilities for training.					
7	Absence of training policy.					
8	Lack of concern					
9	Lack of skill					

If any other, specify _____

APPENDIX B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

DEPARTMENT EDUCATIONAL PLANNING AND MANAGEMENT

A. Interview guides organized for Office head and Training experts.

This interview guide is prepared to direct the interviews to be carried out to elicit information from Burayu city administration, education office head and training experts. Besides, it helps focus on questions that cover the main areas of the study to cross-check the collected data.

Your responses are vital for the success of the study. So, you are kindly requested to give genuine responses. Be sure that the responses you give me are used only for educational purpose and information is kept confidential.

PART-I PERSONAL INFORMATION

☞ **Sex:** _____ **Date** _____

☞ **Qualification:** _____

☞ **Current position:** _____

☞ **Experiences as:** *Office head* _____ *Training expert* _____ *principals* _____

Part -II Interview Questions

1. What are the existing practice and problems of training management in your office?

2. To what extent does your office consider the major training components (needs assessment, implementation, evaluation, etc) when conducting training program?

3. What factors are considered in prioritizing the identified training needs in your office?

4. Are there any criteria to evaluation training program in your offices?

5. What are the major problems the education office face in conducting training programs?-
