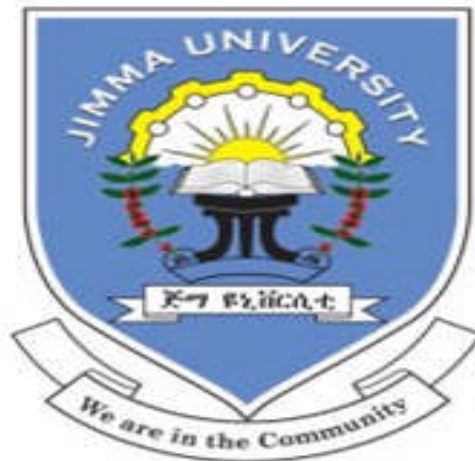


**THE PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT  
IN WOREDA EDUCATION OFFICES OF ASSOZA ZONE**

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**MARCH, 2014**

**JIMMA UNIVERSITY**

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**LIST OF ABBREVIATION**

CB-	Capacity building
BGREB-	Benishangul Gumuz Region Education Bureau
ETP-	Education and Training Policy
FDRE-	Federal Democratic Republic of Ethiopia
FMOE-	Federal Ministry of Education
HR-	Human Resource
HRD-	Human Resource Development
HRM-	Human Resource Management
HRT-	Human Resource Training and Development
MCB-	Ministry Capacity Building
MOE-	Ministry of Education
NCBP-	National Capacity Building Program
REB-	Regional Education Bureau
TDP-	Training and Development Program
TGE-	Transitional Government of Ethiopia.
WOE-	Woreda Education Office
ZOE-	Zone Education Department



**ABSTRACT**

*The purpose of this study was to investigate the practices that have been carried out by Woreda Education Offices of Assosa Zone in training and developing their human resources since 2003 E.C and also examine problems that had been hindering such efforts. Descriptive survey research design was employed to conduct the research. Questionnaires, interviews and document analysis were used as data gathering tools. Census sampling methods was used to include sample respondents. Data were collected from 7 Woreda Education Offices, including Zonal Education Office. A total of 8 Education Office heads, 31 teachers' development process owners and 67 experts were involved as respondents of the study. The data were analyzed by using percentage, frequency, mean scores and t-test. The findings of the study revealed the practice of systematic training and development need-assessment had been non-existent. The Woreda Education Offices were not in a position to set appropriate training and development programs and set objectives by themselves. Besides, the practice of utilizing on-the-job training and development methods, long-term off-the-job training methods and arranging induction programs had been neglected. Moreover, the study revealed that the Woreda Education Offices didn't have systematic evaluation techniques by which the outcomes of training and development programs were evaluated. In addition to this, lack of attention from top officials, lack of skill and lack of budget were the problems that challenged the training and development programs in Woreda Education Offices. Based on the findings of the study, recommendations were suggested. Firstly, in order to achieve goals of training and development programs systematic need assessment has to be carried. Secondly, effective on-the-job- training and development program has to be designed. Thirdly, an evaluation scheme by which the outcomes of training and development program are evaluated has to be desired. Lastly, to overcome problems that hinder HRTD activities, the Woreda Education Offices have to give much attention for training and development of its HR, the education offices should include training and development programs in its annual budget plan and allocate adequate budget and/or develop convincing training and development proposal and submit to nongovernmental organizations like UNICEF, World vision to obtain fund for designing and implementing training and development programs.*

## CHAPTER ONE

### 1. PROBLEMS AND ITS APPROACH

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of operational terms and organization of the study.

#### 1.1 Background of the Study

According to Mondy (1991) Human Resources Training and Development (HRTD) is planned and continuous effort by management to improve employees' competency level and organizational performance through training, education and development programs.

Adopting human resource training and development has a lot of benefits. It brings about high productivity and improved quality of output, through obsolescence prevention (Sikulla and McKenna, 1984). Therefore, the need for training is to help employees to update their knowledge and skills and then to cope with the rapidly growing science and technology (Koonth and Weinrich, 2003).

In Ethiopia, with the introduction of the Education and Training Policy of 1994, educational organizations and management have been decentralized. Consequently, an attempt was made to devolve authority to Woreda Education Offices. Thus, the Woreda Education Offices are mandated to plan, budget and manage their educational activities. These major activities require knowledgeable, skilled, experienced and competent personnel. But, interestingly, lack of qualified, skilled and competent professionals at the Woreda Education Offices has continued and even worsens in some cases in spite of all the efforts made.

So the improvement of educational managers' and employees' capabilities at woreda level should be a top priority. It is essential; therefore, to develop Woreda Education officials' knowledge and skills, through different forms of training and development programs because, it helps them to accomplish their task effectively and efficiently.

In this regard, when we come to the Ethiopian civil service organizations, the importance of training and development of civil servants has been emphasized since the establishment of the Central Personnel Agency (Melaku, 2003). The country formally delivered an order for the creation and functions of the Central Personnel Agency in 1961 (Nagarit Gazeta, 1961, 34 order No.23) and also pursuant to this order, regulations were also issued in 1962 with legal notice No. 269 (Nagarit Gazeta, 269/1962). In both of these orders, and in fact in all of the subsequent proclamations, the importance of training and development have been mentioned with the intention of providing effective and efficient services to the public. Similar to the former ones, but seemingly with greater emphasis, currently the Ethiopian government has provided greater attention to improve the capacity of civil servants and thereby, to achieve better performance and prepare them to higher responsibility based on career development. (Federal Negarite Gazeta, 2002. No.8). With this objectives, every government office has been provided with the duty to build the capability and potentials of its employees and managers, through training needs of its office and the civil servants and preparing the necessary plan and budget for training.

Accordingly, nowadays it is apparent that a number of government offices are increasingly providing education and training opportunities to their employees and managers both locally and abroad.

The Benishangul-Gumuz National Regional State (BGNRS) is one of the nine regional states of Ethiopia. The region is located at North Western part of the country bordering Amhara National Regional State in the North, Oromia National Regional State in the East and Gambela National Regional State in the South. The total size of the region is estimated to be 50,380 square kilometers. Administratively, it comprises three zones (Assosa, Metekel and Kamashi), 20 woredas and 474 kebele councils. Assosa, the capital of the region, is 678 kms away from Addis Ababa, the capital of the country. The total population of the region is estimated to be 784,340 of which 398,655 are males and 385,690 are females (CSA, 2000 E.C).

In the region, the education system has organized under regional, Zonal, Woreda and school level hierarchical structures with their own different authorities and responsibilities as well as human resources which facilitates the training and development programs for their employees.

The Regional Education Bureau (REB) of Benishangul-Gumuz National Regional State was established in 1985 E.C in Assosa town, the capital city of the region. The REB has three Zonal Education Departments and twenty Education Offices in the twenty Woredas..

Like other government organizations, Assosa Zone Education Departments adopted the civil service reform program at their offices level on the bases of BGREB program and emphasis were given to the training and development of employees including teachers and office workers to achieve the desired results (BGREB;2011).

In light of this, the zone education department and woreda education offices have the mandate and responsibilities to organize different training and development programs to improve the competencies of their educational personnel. Based on this, currently there is an attempt to provide training and development programs to improve the performance of employees and achieve organizational goals.

These days, in education sector of the zone, there are many training and development opportunities that are provided for employees and managers. Government and Non government organizations have been offering different trainings programs for woreda education officials. It is believed that if these training and development opportunities are carefully planned, managed and implemented they can contribute in achieving the intended goals for the sector. Therefore, training and development needs should be assessed and systematically planned, designed and implemented to help both the organization as well as the employees to accomplish their objectives.

This study tries to assess the practices of human resource training and development programs provided for education workers of Assosa zone Woreda Education offices and come up with plausible recommendations that will help the zone education department and woreda education offices for proper design and effective and efficient implementation of training and development programs.

## 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 over all achievement of the organizational goals and competitiveness of the organization (Cowling and Mailer, 1998:6 1, Pont, 1991:1, Graham and Bennet, 1998:283)

The current Education and Training Policy (ETP) of Ethiopia under its educational management part (TGE, 1994) indicated the importance of employee's development that management of teachers and other educational personnel will be organized, on the basis of professional principles, Including professional code of ethics, salary, working conditions, incentives, professional growth and overall rights and duties. Added to this criterion for professional development, employees will get continuous education and training.

All managers and employees at various levels of the education system have a definite task to perform which necessitates the application of different skills. They can do this job effectively when they are provided with adequate training and development. Inadequate planning and management skills at the lower level of the organization structure (e.g. Woredas) is a problem in realizing the goals of the organization, Skill to interpret polices, collect, analyze and use educational data and enabling institution to take appropriate action to meet the minimum quality standards defined for local situation that are critically lacking (MCB, 2002).

Also the program action plan of ESDP-III recognized the efforts made to build the capacity of education personnel in educational planning and management, financial management, and other fields. And it showed clearly the continuity of lack of planning and management capacity in spite of all the efforts made. The program action plan expressed the problem as follows. "At regional level and even more so at woreda level, trained and developed HR has been a serious problem, with shortage of qualified staff, high staff turnover and staff posts left unfilled, and with the situation being much more serious in the less developed regions" (FMOE, 2005).

The lack of adequate knowledge, skill and abilities of officials assigned in educational planning and management is recognized as one of the major problems of the education system in Assosa Zone(BGREB,2003). According to the researcher's long years of experience working in the education system of the region, it has been observed that, lack of skills to make training and development need assessment, lack of connection between the objective of the organization and training goals, lack of transparency in making trainees selection criteria would be known by all employees, lack of using on-the-job training and development methods and lack of evaluating training and development outcomes. In addition most of the time fresh or newly transferred employees were forced to undertake their jobs without proper training and development programs. Thus, these problems may create a gap between the job requirement and the actual performance of employees that affect the overall performance of the organization. This means that there is an important gap to be filled. No investigation has been made in the region so far to conduct a research in this issue to gear the training to a needed direction. That is why the student is initiated to conduct this study. Therefore, this study is expected to answer the following basic questions.

1. How do Woreda education offices identify the needs for trainings and development programs?
2. What are the objectives and focus areas of HR training and development programs in Woreda education offices?
3. How are training and development opportunities offered to employees of the organization?
4. What are the trainings and development methods frequently used by Woreda Education Offices?
5. How Woreda Education Offices evaluate the outcomes of training and development programs?
6. What are the challenges or problems encountered the effective implementation of HR training and development in woreda education offices

### **1.3. Objectives of the Study**

The general objective of this study was to assess the practices of HR training and development programs that have been carried out by Assosa zone education department and woreda education offices and to investigate the problems they have encountered in designing and implementing training and development programs and to provide possible recommendations that help alleviate the problems of training and development in the education sector of Assosa zone. The study has the following specific objectives: to

1. Find out the mechanism used by zone education department and Woreda education offices to identify the training and development needs
2. Identify the objectives and focus area of HR training and development programs in woreda education offices
3. Identify how the training and development opportunities are provided to the employees of the organization
4. Identify the methods used by the organizations in providing TDP to their employees
5. Assessing, to what extent Woreda Education Offices evaluate the outcomes of training and development.
6. Identify the problems encountered the effective implementation of HRTD and provide possible recommendation forwards the issue, for the Woreda education offices.

### **1.4. Significance of the Study**

There is a need for development of skills, knowledge, and capability of employee's job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization and improvement of the performance deficiency of employees in the organization.

Based on these facts, the study will have the following significances:

- ☞ it will indicate the status of human resource training and development practices and create awareness among the education officials and employees at zonal level;
- ☞ it will help in identifying the major problems that hinder human resource training and development in the selected education departments and provide information for education officials, decision makers and planners to give attention for this issue;
- ☞ it will suggest valuable recommendations (solutions) for the education officials and training and development coordinators and decision makers how to tackle the constraints and maximize human resource training and development practices in the selected education departments;
- ☞ Finally, it will serve as a stepping stone and reference for interested individuals to conduct further research in the area.

### **1.5. Delimitation of the Study**

In order to make the study more comprehensive, the study was included all the seven woredas of Assosa Zone in Benishangul Gumuz Regional State. Because, most of the Woredas in Assosa zone settled at equal distance from the centre of the zone and they can be reached easily. This was helped the researcher to easily obtain relevant information in the assessment of HRTD to supplement the study.

The dimension of the study was confined to the practice of human resource training and development programs which were conducted in the selected study areas. The study is confined mainly on the need assessments made during the HR training and development programs, the objectives and focus areas of the training and development programs, the delivering method used for HR training and development programs, how training and development opportunity is offered to individual, the way how effectiveness of the training and development programs were evaluated and the problems that encountered by the practice of human resources training and development in the Woreda Education Offices and providing possible recommendation for the education departments.



## 1.6 Limitations of the Study

Even though the research has attained its objective, there were some inescapable limitations. One of the limitations of the current study was small size of the respondents. The study was covering only a limited number of Education Offices heads, teachers' development process owners, and experts. In addition the limitation of this study could be the fact that the findings cannot be generalized for all Woreda Education offices in Benishangul Gumuz National Regional State because it focused only in Assosa Zone Woreda Education offices. Furthermore, there was acute shortage of books or lack of updated related literature and similar research works on the topic, especially in Assosa Zone context impede the researchers from consulting more findings in the literature as well as in the discussion part.

## 1.7 Operational Definitions of Key Terms

- ◆ **Education Office heads:** In the context of this study, it refers to those individuals who are assigned Zone/Woreda Education Office heads.
- ◆ **Teachers' Development process owners:** In the context of this study, it refers those individuals who are assigned as woreda Education Office deputy, who support, control and organize on-the-job and off-the-job training of teachers in the offices.
- ◆ **Experts:** Those individuals working in the woreda education offices and Zonal education offices, she/he assumes different posts in the offices and entitled as experts.
- ◆ **Zone:** The higher administrative hierarchy next to Region.
- ◆ **Woreda:** The lower administrative hierarchy next to zone.

## CHAPTER TWO

### 2. REVIEW OF THE LITERATURE

This chapter presents the review of related literature on the concept of human resource training and development, components of human resource training and development, the benefits of human resource training and development, the process of HR training and development programs, HR training and development needs assessment, formulation of training and development objectives, designing training development programs, implementing of training and development programs (selecting appropriate training and development methods, selecting the contents of training programs, selecting appropriate facilities and selecting the appropriate trainers, trainees and selecting appropriate time and environment) evaluating training and development programs and problems of human resource training and development.

#### 2.1. The Concept of Human Resource Training and Development

HRTD is the one among the many functions performed in HRM. It is a vital activity as it improves the skills, knowledge and ability of employees in the area of job performance, creative innovation, decision-making and leadership which determines the success, or the failure of the organization. The concept of HRTD is wider in its scope, which includes three essential terms such as development, training and education (Cartwright and others, 1993; Griffin, 2000)

##### 2.1.1 Human resource training

Armstrong (2005) states training as the planned and systematic modification of employees behaviors through learning events, programs and instructions which enable employees/workers, to achieve the level of knowledge, skill and competence needed to carry out their work effectively. So training reflects activities that are intended to influence the ability and motivation of individual employees for the better performance.

Training involves a process of providing knowledge, skill and attitude specific to a particular task or a job. In addition to this intention, training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career advancement in to specialist department or management position (Lavrie, 1996).

On the other hand Herzberg (2001) described that, the only way to improve the competency of the employees is by encouraging them to improve their skills through training and the best fit method of achieving this is by linking it to career development. Research on successful training programs shows that training programs should be designed to address not only substantive content or material but also how people learn and should therefore incorporate different learning strategies (Joan, 2004).

### **2.1.2. Human resource development**

Many scholars provide different definitions to the term human resource development (HRD). According to the definitions of Megganson, (1981) development is the systematic process of education, training and growing by which a person learns and applies information, knowledge, skills, attitudes and perceptions. On the other hand Mondey *et. al.*, (1990) cited in Hailesillassie (1999) defined human resource development as a “planned continuous effort by management to improve employee competency level and organizational performance through training, education and development programs.” Moreover, development refers to teaching managers and professionals’ the skills needed for both present and future. Mostly organizations provide regular TDP for employees and managers (Griffin, 2000).

According to Harris and Desimone (1994) HRD can be defined as “set of systematic and planned activities designed by any organization to provide its members with the necessary skills to meet the current and future job demands.” HRD activities should began when an employee’s join an organization and continue throughout his/her career, regardless of whether that employees is a manager or a semi-skilled worker must respond to job changes and integrate to long term plans and strategies of the organization in order to ensure the efficient and effective use of resources.

### **2.1.3 Differences of training and development**

Though “Training and Development” seem to be the same in human development aspects, many authors have clearly identified the difference between them. According to Donnelly *et al.* (1992) training is generally associated with operating employees, while development is associated with managerial personnel.

As Bernardin (2003), puts the focus on development is one of the long term to help employers prepare future work demands, while training often focuses on the immediate period to help fix any current deficits in employee’s skill. Training is the organizations efforts to help employees learn job related knowledge, skills and behavior, where as development refers to the organizations efforts to help employees acquire knowledge, skills and behaviors that improve their ability to meet changes in job requirements and customer needs (Wright and Noe 1996). Thus, training is directly job related, whereas development addresses the broader need to be prepared to deal with change throughout one’s careers. Chandan ( 1997) suggested that, though managers and non-managers receive help from training and development programs, non managers are intended to be trained in technical skills where as managers are intended to be developed in conceptual and human relations skills received future jobs.

According to (Joan, 2004), training is typically associated with improving the performance, knowledge, or skill of employees in their present positions. Development is viewed as a continuous process consisting of evaluating abilities and establishing career goals and planning developmental activities that relate to the employees’ and organizational future needs.

On the other hand Attood and Dinmock (1996) cited that, development implies “improvement becoming more accomplished and more effective.” It is associated with management development. In the above contexts, training involves designing and supporting learning activities that result in desired level of performance. In contrast, development typically refers to long-term growth learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibility, development points to future job responsibility.

Training usually refers to teaching lower level employees how to perform their present jobs, while development involves teaching managers and professional employees broader skills needed for their present and future jobs. Human resources training are employee-related and legally-related, especially for managers and supervisors (Susan, 2000). If career paths are identified, training and development programs must be to move employees along those paths. New approaches to training need to be considered, and organizational reward structures should encourage individual growth and development that benefits both the employee and the organization (Joan, 2004). In general, training is the process of a acquiring the skills necessary to perform a job that typically develops the technical skills of non- managers, where as development is the ongoing education to improve skills for present and future jobs.

## **2.2 Components of Human Resource Training and Development**

### **2.2.1 Training and development for managers**

Managers are the main decision makers in any organization and an effective management process as crucial to the success and future of organization. One of the major purposes of management process is maximizing the organizations current and future capability in achieving its goals (French, 1987). The capability of the organization to achieve its institutional strategies in the light of the critical success factors for the organization (innovation, quality service, cost, leadership etc) depends largely on the capability of its managers as developed within the organization to meet its particular demand and circumstances ( Armstrong, 2005).

Organizational effectiveness greatly depends on human resources and the planning practice needed to make the best use of these resources in the interest of employees and employers too (Tyson and York, 1996). However, managerial staff needs particular attentions because of their obvious importance to the ultimate effectiveness of organization needs therefore to take conscious measurers to ensure that managerial talents and competences are constantly developed through systematic training and development.

On the other hand, Chandan (1995) defines management development as an attempt to improve managerial effectiveness through a planned and deliberate learning process. In both of the above

definitions the emphasis given for ‘planned or deliberate’ has excluded many of the experiences which are particularly real for managers. Instead of seeing things simply either brought about by formal or planned and deliberate management development process or by accidental formal learning, we should see management development as improved learning on the job where the improvement was initiated and sustained by the managers themselves, not by management development specialists. Thus, both planned or deliberate management development and unplanned management development are essential for every management.

According to Chandan (1995) the management development effort is undertaken to satisfy a number of organizational objectives. These include that managers at all levels of the organizations are able to perform their jobs effectively. The technological dynamics and rapidly changing values and work attitudes require that the managers receive adequate and continuous preparation to meet these challenges to avoid managerial obsolescence. If the management doesn't keep pace with methods, processes, and fails to adapt changes, then it will become obsolete and ineffective to provide for managerial promotion to upper ranks. Each promoted position requires a new set of skills and abilities and the management development techniques prepare the managers for this new responsibility, to provide opportunity for managers to see new challenges and new venues for personal growth and integral satisfaction.

In general management development is long range part of manager's career throughout, unlike the training of workers which improves technical and mechanical skills, the management technical and mechanical skills the management techniques designed for managerial behavioral modification. It is educational process utilizing any systematic and organized procedure by which management learns the conceptual and theoretical knowledge for effective pursuance of their responsibility (Chandan, 1995).

According to Harsey (1996) management development should follow steps to be followed are: the first is analysis of development need. An examination of the organization structure in the light of the future plans of the organization should help one know what the organization in terms of functions, departments and executives position. The second is appraisal of present management talents: quantitative assessment of the existing management talent should be made and an estimate of their potential for development should be assessed. The third is inventory of

management development: this is done to have complete information about each executive in each position. The fourth is planning of individual development programs: a development plan should tailor made for each individual. The fifth is establishment of development programs. This is, identifying developmental needs and will establish specific development programs, like leadership causes managements games and sensitivity trainings. The sixth is program evaluation. All efforts made in the direction of finding out what training and development worth for organization and individuals current and feature demands.

### **2.2.2 Employee training and development**

Employee training and development is one of the components of HRTD. It is an important HRM strategy, which has played a key role in creating stability that the sector has traditionally enjoyed and in the implementation of the new changes observed in the sector (Glueck and Milkovich, 1982). Employee training and development is a set of planned and systematic activities designed by the organization to provide its members with the necessary skills to meet the current and future job demands. More over it is a process of learning experience of any kind where by individuals and groups acquire increased knowledge, skills, values and behaviors. Its outcomes didn't stop through time and are to be long lasting (Harris and Desimone, 1994; Harris on, 2000). All members of the organization should participate in the training and development program. It should begin when an employee joins an organization and continue throughout his career (Harris and Desimone 1994).

The orientation or education of new employees is a crucial issue of employment, training and development. The employees' acceptance of a job is the entrance in to the organization in which the employees as part of the organization will seek satisfaction. It enables clear his doubts at the work place and to increase his /her performance when the employee has been engaged he/she must be clear as to when he/she begin work and to whom he has to report. A written form of engagement containing these particulars avoids misunderstanding. Written statements describing the ways of the organization and the rules governing the work and employees should be given to him or explained by someone who conversant with these rules. Jobs descriptions and brochure setting out the most pertinent work rules and explaining any important points of conduct,

especially where personal safety is concerned, may be written for this purpose underlining the more important rules and regulation (prasad and Baunarje, 1985; Ivancevich and Glueck, 1989).

Today's trend is train and develops employees for promotion. Many organizations recognized that the training and development of employees is an important investment in the organization which in time should be turned through the employees increased capacity to contribute (Crooker, 1986; Heneman *et al*, 1996).

- Orient new employees to their jobs and the organization
- Improve presents and future job performance.
- Use as a remedial for improving performance deficiencies.
- Upgrade employee's skills to adapt new advances and innovation (job changes).

In general, employees, training and development is a critical process by which organization can improve the levels of knowledge and skills of their high productivity, quality of output, lower cost, it also helps the organization to achieve competitive advantage and to provide an excellent services and organizational process. And its greatest benefits for individual are to do with personal competence, growth, adaptability and continuous employment (Harris and Desimone, 2000).

### **2.3. The Process of Human Resource Training and Development**

The process of HRTD must be systematic and directed towards the accomplishment of some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs. Systematic training is likely to make organization efficient and progressive (Rue and Byars, 1992). In the systematic approach to training first the job is analyzed and defined. Then the employees being considered for training are studied whether they satisfy the required standard. Next, training should be given and an appropriate record has to be kept. After that, the performance achieved must be measured and an attempt should be made to evaluate the cost of training compared with the benefits gained by the



improved performance of employees (Graham, 1984:167; Armstrong and Dawson, 1985, Schemerhorn, 1993; Getahun Hailu, 1990).

### **2.3.1. Training policy**

In implementing TDP, it is essential to ensure that each organization has its own training and development policy and strategy. It has the following importance. It helps to highlight the organization's approach to the training function, provide guidance for design and execution and provides information regarding to the program to all employees. It helps in the identification of policy area in training and to communicate the organization's interest regarding to employees career development (Monappa and Siyadain, 1999; MCB, 2005; Wills, 1995).

### **2.3.2. Human resource training and development needs assessment**

Training and development need assessment is the first and the most important phase in the training and development process (Patton and Pratta, 2002:466). It is an important precondition to the design and delivery of successful training and development program. Training and development need assessment is the base for objective, content, method, trainer and trainee selection (Tyson and York, 1996:143).

Training and development needs analysis is a process of collecting data that allows the organization to identify and compare its actual level of performance with the desired level of performance (Cole, 1997:279; Bernardin, 2003:168). It is an assessment of the organization's job-related needs and the capabilities of the current work force (Denisi and Griffin, 2005; 325, Barbazette (2006:5).

Adequate and relevant data is essential to assess training and development needs and identify the actual gap exist within the organization to do so, managers should make use of methods like observation, analysis of job performance, employee conference and recommendations, analysis of job requirements, consideration of current and projected changes, surveys, reports, inventories and interviews (Decenzo and Robbins, 1988: 247).

Assessing and identifying training and development needs includes organizational analysis, job analysis, and individual analysis (Bratten and Gold, 1994; Rue and Byers, 1992; Kafyalew, 1990). Organizational analysis deals with identify the overall organizational need and change in strategies (Vohra, 2006). As a detailed examination of the job, its components, its various operations and the conditions it has to be performed. Every job has the intended standard of performance. Knowledge of the task will assist in identifying what knowledge, skills and attitude the employee should have to perform the job adequately (Mathis and Jackson, 1997; Monappa and Saiysadain, 1999).

Individual analysis is another component of diagnosing training needs. An individual obviously needs training when his or her performance falls short of standards that are when there is performance deficiency. Inadequacy in performance may be due to lack of skills or knowledge or any other problem. The problem of skills or knowledge can be remedied by training. Assessment of training must also focus on anticipated skills of an employee. The technology changes fast and new technology demands new skills. This will help him or her to progress in his/her career path, to handle more challenging tasks (Vohra, 2006).

### **2.3.3. Formulation of training and development objectives**

After identifying training and development needs the next step is defining objective of training and development. In the process of training and development activities, the needs assessment phase should provide set of objective for programs that might be designed (Gomez-Mejia, Blakin and Cardy, 1995). It should come up with precise and clearly defined objectives. This is because, it is the objectives that express the purposes to be achieved, provide the basis for planning of program contents, and selection of training and development methods, and permit control and evaluations of results. Objectives are statements, which stated intended outcomes of a training and development program. They state what trainees should accomplish when a program is over. They guide the selection of the program content and to some extent guide selection of methods and techniques. They also serve as the criteria against which a program can be evaluated when it

is over. In other words, they also serve as criteria against which the ultimate success of a program is evaluated (Heneman, et al., 1996).

The objective of a training and development should be related to the training and development needs identified in the need analysis phase, without clearly set objectives it is not possible to design a training and development program. Moreover, after it has been executed it will direct the other way of measuring its effectiveness (Aswathappa, 2002; Getahun, 1990). The success of training should be measured in terms of the objectives set. Good objectives are measurable objectives or training can be set in any area by using the following four dimensions (Mathis and Jackson, 1997) of quantity of work after training, resulting from training, of quality of work after training, times lines of work after training and cost saving as a result of training. Training objectives are essential for a successful training of HRTDP and they are used by the organization to evaluate the program's success. In this regard, Werther et al., (1985), stated that an evaluation of training needs results in training and development objectives and these objectives should state the desired behavior and the conditions under which it is to occur. They served as the standard against which individual performance and the program can be measured.

#### **2.3.4. Designing training and development programs**

Once an employee's training and development plan is drawn up it is then necessary to design the various training programs that will be offered. In each case then this involves setting instructional objectives, determining program content, and designating on training methods and techniques. The designing work may be done by specially designated training and development professionals especially for programs to be offered several items, or left to the individual instructors (Heneman et al., 1996).

Programs must be designed in a planned way in such a way that the objectives of the program could help organizations to grow, adapt to technological developments, fulfill social responsibilities and provide greater job satisfaction. Depending on the kind of needs to be addressed a number of TDP can be designed. Besides, it is important to be design programs based on training and development principles (Megginson, 1981).

According to Tracey (1984), the following principles of training and development have to be considered in designing programs. Training programs must be delivery system that is selected on the basis of training effectiveness, available technology, cost effectiveness and results, training programs must be validated to ensure effectiveness prior to full scale implementation, training programs must provide ample opportunities for trainees to apply and practice newly acquired knowledge and skills.

### **2.3.5. Implementation of training and development programs**

In the implementation of TDP the most important activities that should be performed includes; selecting the content of training programs, selecting appropriate facilities and premises of training programs, selecting the appropriate trainers and trainees, selecting appropriate time and training environment, selecting appropriate training and development methods(Campagna, 1998, Armstrong, 2001). The most widely used training and development methods or approaches are on- the- job and off-the-job training.

## **2.4 Methods of Human Resource Training and Development**

There are a variety of methods (techniques) of training and development of human resources, which have been explained by different authors, such as (Chandan, 1995; Harries, 1994) have classified in two major groups. These are on- the- job- training and off- the- job- training.

### **2.4.1 on-the- job training methods**

On-the-job training refers to learning while actually performing a particular work or job. It takes place in the work setting and during the actual work performance (Milkovich and Bourdea, 1991; Mathis and Jackson, 1997). On-the-job training activities include periodic performance reviews; observation and critique of how the junior manager is working, solving problems, and the managing; regular consultation on operating matters and the like. A number of specific methods are used in on-the-job training. Some of the most widely used methods are coaching, mentoring and job rotation.

- i. **Coaching;** is an important form of on-the-job training and development method. “It is the process of insuring that employee development occurs in the day to day supervisors-subordinate relationship” (Heneman et al., 1996). Therefore, the performance level and the condition under which it occurs must first been analyzed, and then, the necessary face-to-face communication between employee and supervisor or the subordinate and the supervisor must be made in view of improving and maintaining effective performance (Harris and Desimone,1994). Therefore, for coaching to be effective, supervisor-subordinate relationship should be based on partnership, mutual trust and confidence (Graham, 1989). However, there are problems in coaching. First; if coaches were incompetent, there would be high risk of transmitting incorrect working methods, Secondly; coaches may not have adequate time. Thirdly; most managers are ill prepared to coach employees and uncomfortable in those too (Gomez-Mejia, Blakin and Cardy, 1995).
- ii. **Mentoring;** is “a developmentally oriented relationship between senior and junior colleagues or peers” (Gomiz-Majia,Blakin and Cady, 1995). Moreover precisely, Anderson in Bhatta and Washington 2003, states that mentoring is “a nurturing process in which a more skilled or more experienced person, serving as a role model, teacher and sponsor, encourage, councils and briefs a less skilled or less experienced person for the purpose of promoting the latter’s professional or personal development.
- iii. **Job rotation;** is also another approach in training and development of employees as well as managers on their job. This approach involves assigning trainees on various jobs for a specified period of time with the objective of the broadening their experience. Job rotation, therefore, provides trainees the opportunity to work and be familiar with various departments, units and sections in an organization (Ramasamy, 2003).

#### **2.4.1.1 Advantage of on-the –job-training**

On-the-job training is suitable for imparting skills that can be learnt in a relatively short period of time, It has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation either physically or psychologically. It permits the trainee to learn on the

equipment and in the work-environment. On-the-job training methods are relatively cheaper and less time consuming.

#### **2.4.1.2 Disadvantage of on-the-job-training**

A large amount of spoiled work and scrap materials may be produced. The instructor may be poor teacher and may not have enough time to give proper training, valuable materials may be damaged. Training takes place under production conditions which are stressful .i.e. noisy, busy, and confusing and exposed the trainee to give comments by other workers.

#### **2.4.2 Off-the-job training and development methods**

Off –the-job training and development approaches conducted away from the work setting like in-service programs. In other words, the training can be conducted within or off the organization, but the trainees are not engaged in their usually task or production activities (Schermerhorn 1989; Graham, 1989). This type of training (Ramasamy, 2003) includes lectures, conferences, and case study, role-playing and management games.

- i. Lecture methods;* It is some of the knowledge based training method. This is most commonly used to speak to large group about general topics. The basic concept and theories, principles and a considerable knowledge of the particular subjects are imparted to the participants. This type of training is aimed at giving fundamental information to the trainees.
- ii. Conference method;* The concept of conference is developed to overcome the limitation of the lectures, conference emphasis on the one way communication i.e. trainer to trainee. The trainees are expected to offer their ideas and use their experience for solving the problems with the help of the trainers. In general it is effective method, the participating individuals' confer' to discuss points of common interest with each other.
- iii. Case study method:* In this type of training, trainees are given case studies of real or imagined events in an organization to study, analyze and given an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problem, techniques and experiences, which they will later face on the

job. The objective of this method is to help the trainees think logically and develop the ability to analyze alternative course of action systematically and objectively.

- iv. Role playing method:* Role-playing technique is used in a group where different persons are given the role of different managers. They are requested to solve a problem in a situation or arrive at a decision. At the end of the role playing session, the trainees are given feedback of their role-playing. This helps the trainees to develop their efficiency in the performing the job, sensitivity among the people and improves better human relations. More number of persons get training simultaneously under this type of training.
- v. Management games:* Are used to stimulate the thinking of people to develop their skills to run an organization or departments. These games are used to develop the skill in the area of investment production; sales, collective bargaining etc, a game consists of situation. Each team tries to win others and only one can win unless there is a drawback. A period is fixed for this training and it is made known to all the teams. Various situations are explained to the teams and they are requested to take decision on such given situations. The trainer gives the feedback to every team. Then each team evaluates its decisions and may change its decisions to arrive at better results. In the practical point of view, the lecture method, conference method and case study are mostly practiced in our context.

#### **2.4.2.1 Advantage of off-the – job-training**

According to Graham and Bennett (1998), among the major advantages of off-the – job- training methods, the trainee doesn't damage valuable equipment or produce spoiled work scrap. The trainee learns correct methods from the onset- in the long term off- the-job training may be less costly because it enables workers to reach higher standards of speed and quality. It is free from the pressures of payment – by results schemes, noise, danger or publicity. It is of high quality as it is given by a specialist instructor, the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particular difficult aspects.

#### **2.4.2.2 Disadvantages of off- the –job- training**

Increased cost for premises, equipments, travel instructor, etc and transfer of training due to difficulty of the job and the training setting. Lecture, discussion, case study, role play, demonstration audio visual methods, and videos can be included as the major techniques of off-the job- training method. To sum up it must be understood that there is no one perfect way to train any specific case when training is required. There is no one way without draw backs. There are many considerations that present themselves. Supervisors need to examine the pros and cons of each of the methods available and see what best suits their needs, problems and situations (Graham and Bennett, 1998).

### **2.5 Evaluating Training and Development Program**

Evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training needs assessment. Silberman (1990), also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time.

The implementation of training and development serves as transformation process. Untrained employees are transformed in to capable workers and present workers may be developed to assume new responsibilities. To verify the program's success, personnel managers increasingly demand that training and development activities be evaluated systematically. Lack of evaluation may be the most series problem in most training and development efforts. Any education is said to be efficient if the quality and quantity at maximum from the use of a given resource input. It is obvious that the educational products are the outputs of a system measured in terms of skills, attitudes transmitted to students. The wish of every country is to expand education to get maximum cost benefit return. To reach this goal, institutions should train their employees. In addition to training the content of the subject, the quality of trainers, the materials



used, training process, the efficiency of trainees should have to be evaluated continuously, because evaluation is the total value of training course and program in the context of improving effective performance towards organizational objectives

### **2.5.1 Purpose of evaluation of training and development programs**

The main purpose of evaluation is to collect and document learner performance in a training course, as well as on the job (Tracey, 1984; Silberman, 1990). Training and development program evaluation can serve for many purposes within an organization. According to Phillips, (Harris and Desimone, 1994). Evaluation can contribute to the organization to; determine whether a program is accomplished its objectives which is correcting the employees performance deficiency, identify the strength and weakness of the program, determine the cost/benefit ratio of a program, decide who should participate in the future program, identify the change brought in participant's capability, reinforce main points to be made to participants, gather data to assist in making future program, determine if the program was appropriate, establish data base to assist management in making decisions.

Moreover, evaluations help for the continual process of training. It can measure how far the process of learning and teaching is running correctly. Evaluation can give feedback about the objectives of training. Errors in training can be corrected immediately based on the feedback. This in turn helps to control wastage of resources.

The evaluation process is to be done continuously to examine the appropriateness and reliability of the training program and make the necessary correlation. So as to maintain the progress of the institution or objectives set to attain. The main objectives of evaluating the training programs is to determine if they are accomplishing specific training objectives, which are, correcting performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training program and not due to any other conditions. Training programs should be evaluated to determine their cost effectiveness S.srinivas, (unpublished module).

On the other hand, Clark (2000) identified five main purposes of the training in development programs evaluation control, research, intervention, power games and feedback.

However, according to Kirkpatrick (2000), there are three main reasons for evaluating training programs: to indicate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training department. But the overall goal of evaluating the training program is to identify and fix problems and make the system work better.

### **2.5.2 Selecting Criteria for training evaluation**

Effectively evaluating training requires the systematic collection of information from a variety of sources. As organizations use training to achieve a variety of organizational goals, there is no universal approach to evaluating training. Each organization must select the criteria that are most relevant to their organizational objectives. When choosing evaluation criteria, it is critical to identify what questions need addressing in the evaluation. Within the training community, the dominant approach to training evaluation categorizes it into four levels. These are: reactions level, learning, and transfer and results level. (Sitzmann *et al*, 2008). All these criteria help us to answer “effective training in terms of what? Reactions, learning, transfer or results?” thus, the objectives of training determine the most appropriate criteria for assessing the effectiveness of training.

### **2.5.3 Approaches to evaluation of training and development programs**

Training and development programs should always be evaluated using various techniques. Typically evaluation approaches include measuring one or more relevant criteria, such as attitudes or performance before and after the training and determining whether or not the criteria changed (Griffin, 2000; Kirkpatrick, 1997) also suggested four approaches to the evaluation of training and development. These include the systems approach, which is concerned with the improvement of training and development approach, the trainees oriented approach, which focuses on the training effects that are evaluated by trainees, the cost effective or statistical approach, which is concerned with measurement and the analysis of data in ways that support administrative decision making about training, and the research approach, which is concerned with both carrying out research in the training and development and systematically evaluating the effect of training and development program.

### **2.5.4 Stages of training and development program evaluation**

It is important to evaluate training in order to assess its effectiveness in producing the learning output was planned and to indicate where improvements or changes are required to make the training even more effective (Armstrong; 2001). Hence, the evaluation of training and development should be an in built activity that starts from the beginning. These are:-

- i. **Formative evaluation-** these phase includes all the evaluation of the needs and justification for the training, adequacy of preparation of work, participants' background and appropriateness, the availability of the necessary resources for the training in both quality and quantity for the training and development.
- ii. **Process evaluation-** this is the evaluation of the training while it is in operation. This is mainly done on the form of daily review. It mostly focuses on whether daily activities are begun accomplished according to plans.
- iii. **Summative evaluation-** at the end of the training event the whole program is evaluated to find out if it has achieved its immediate objectives. Participants' opinions are gathered through employing different data collection approaches and instruments.

## **2.6 The Benefits of Training and Development**

Training and development have a lot of advantages to employees and the organization if it is carried out in a planned and systematic way (Werther and Davis, 1989).

### **2.6.1 The Benefits of training and development for organization**

The advantage of training and development for the organization are numerous. The following are the major once it improves productivity: properly oriented new employees will get “up to speed” quicker and perform at higher quality levels than those not given such training. It saves time and effort: Formal orientation programs reduce the time and effort required for supervisors to train new employees. In addition to these, based on the kind of job needs the organization will develop future effectiveness. Some potential objectives are to help the organization grow, to adapt technical development to fulfill responsibilities and to provide greater job satisfaction (Holt, 1993; Megginson, 1981; Davar 1994). Now a day training and development is used by many

organizations for two main reasons. Through training and development important skills such as problem solving skills, communication skills and team building skills are developed. It enhances employee's commitment through motivation. That is why organizations are giving emphasis to train their human resources.

### **2.6.2 The benefits of training and development for employees**

The goal of human resource training and development is to increase the capabilities and potential of people providing learning opportunities. This can be ensured as far as possible that everyone in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively (Armstrong, 2005).

The theory that training should be viewed as an integral part of work, requiring the involvement and collaboration of all employees, leads to the logical conclusion that training concerns all the staff of an organization (Tyson and York, 1996). Hence training and development have a lot of advantage for individual as well as organization if carried out in planned and systematic way. Purcell (in Armstrong, 2005) noted that, intangible asset such as culture, skill and competence, motivation and organizational units are increasingly seen as a key source of strength in those organizations which can combine people and process together. Therefore continual need for process of staff development and training is to full fill an important part of this process (Lavrie, 1996).

Some authors express the advantage of training and development for employees. They say employees are trained how to apply their knowledge to practical aspects of the job, to improve productivity and quality, to help an organization fulfill its future personnel needs (Megginson, 1987; Mamoria and Pareek, 1980). More over Holt (1993) stated that, training and development develops realistic job expectation for new employees often they have inaccuracy on work expectation. It improves employment sustainability. This shows when there is turnover in break periods the new employees lack self-confidence and suffer from anxiety about their job.

Besides, training and development have benefits for the individual employee in this regard Werther *et al*, (1985) Mentioned the following benefits of training and development for the employees: helps the individual towards better decision making and effective problem solving skills, foster a sense of recognition, achievement, growth, responsibility and desire for advancement, aid in encouraging and achieving self-development and self-confidence etc.

Training and development in general has so many advantages for an organization as well as the individual and is an important tool for effective HRM. Therefore, educational organizations must give due attention for continues training and development of employees. It is also believed that through training and development the organization can solve the problem of employee's obsolescence and make them up-to-date, motivated and committed. At the present and future changing and competitive environment training and development of HR makes organizations successful competitors and give them strength for survival.

### **2.7 Training and Development in Ethiopia**

The Government of Federal Democratic Republic of Ethiopia recognizes that good economic sector policies depend on building human resource capacity, to successfully implement in the country's poverty reduction strategy. In 2001 the government of Ethiopia launched comprehensive National Capacity Building Program (NCBP) which is an extremely wide ranging and ambition program with the highest level government commitment.

Decentralized governance is increasing being favored as the most suitable mode of governance through which poverty reduction intervention can be conceived, planned, implemented, monitored and evaluated. This is because it is hoped that the process of decentralization facilitates greater participation of communities in project identification, planning and implementation, which in turn increases ownership, According to MCB ( 2002), decentralization is taken as a high value policy and used as an instrument of people's empowerment, or platform for sustainable democratization, a structure for mobilization of economic development, a weapon for people's reconciliation, social integration and well being, and a vehicle for the promotion of a culture of political, economic, civic and managerial/ administration good governance.

According to UNESCO (2005) although Ethiopians decentralization policy in transferring responsibilities and resources for managing basic coordination from region to the wordea levels has been welcomed, this is general concern that unless strong supportive mechanisms (developing capacity) are designed and provided at all levels to build planning and management capacities, the benefits of decentralizations in terms of improving service may not be realized.

To meet the challenges of poverty reduction, sustainable development and good governance by building capacity across the country and all sectors, Ethiopia has established the ministry of capacity building the present Ministry of Civil Services in October 2001 (MCB, 2002), the MCB provides a frame work of capacity building consisting of human sources, organization and institution, system and processes both across sectors and regions. It is a leading agency in coordinating capacity building initiatives and related activities of the ministry of Education, Civil service commission, Ethiopian science and technology commission, Ethiopian management institute, Civil service College, and System Research Institute.

## **2.8 Constraints of Human Resource Training and Development**

HRTD activities in organizations can be influenced by different factors. HRTD efforts are subject to certain common mistakes and problems. Most of the problems are resulted from inadequate planning and lack of coordination of efforts. According to (Mathis and Jackson, 1997) the common problems in HRTD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development of staff, trying to substitute training for selection, lack of training among those who lead the development activities, using “courses as the road to development”, encapsulated development attitude of managers, availability of resources and financial problems.

### **2.8.1 Management capacity**

If people want to be competent leaders, they need to have a composite capacity of knowledge, skills, values, character and attitudes working with in a facilitating environment, institutions and system. Leadership needs to have deep-rooted values of integrity respect for diversity, service to the public, self denial, and professionalism.

The attitude of managers is one of the crucial factors in HRTD. Mabey, Graham and Storey in Melaku (2004), states that “management tends to regard training as an operative expense rather than investment. Top level management makes decisions regarding the allocation of resources for training and development programs. Besides, support from top-level management is crucial in integrating training and development activities in the strategic plan. “In general if top-level management have no willingness and does not provide the necessary support it would be difficult to expect positive out comes from training and development programs or to initiate a program.

### **2.8 .2 Financial Problem**

One of the major problems that affect human resource training and development is financial problem. Most organizations do not have a separate budget for training and those that usually placed funding requests for training purpose from budgetary sources. It is obvious that shortage of founding availability will clearly affect the amount and quality of education and training that can be under taken UNISD (2000).

The other constraint to training and development is the availability of resources. HRTD is an expensive activity that requires expenditure of resources in terms of money, materials and facilities, times and personnel. Organizations that have considerable shortages in either of their resources face problems to conduct HRTD programs. It is one of the problems that affect HRTD. In the case of Ethiopia it is caused mainly by budgetary constraints (Getachew, 1998).

### **2.9. Conceptual Framework of the Study**

As it will be explained in the literature review of the next chapter, this study has conceptual frame work which is based on the process of human resource training and development. The first step in the training process in organization is the assessment of its objectives and strategies and policy. The next step is identifying training needs. Once training needs assessment is made, training and development goals and objectives must be formulated. Based on these objectives, the designing of training program, implementing the program, and monitoring and evaluating the

effectiveness of the program follow respectively. Finally assessing the constraints of TDP through monitoring and evaluation, organizational objectives and strategies.



*Figure 1. Conceptual frame work (modified) Source: Noe, 2011*



## CHAPTER THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling techniques, data collection instruments, data analysis and interpretations and also ethical considerations. .

#### 3.1 Research design

In this study descriptive survey research design was employed. Because the major goal of this study was to describe the practice and the problems of human resources training and development of Woreda Education Offices, as it exists at present, it is also relevant to gather detailed information concerning current status of human resources training and development of Woreda Education Offices. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events .

#### 3.2 Research Method

In this study survey method was selected and used to collect quantitative data, while for the qualitative data interview was employed (Muijs, 2004). 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 HRTD from the respecting individuals. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

### **3.3 Source of Data**

Both Primary and secondary sources of data were used for this study.

#### **3.3.1. Primary source**

Primary sources of data were obtained from Education Office heads, teachers' development process owners, and experts through questionnaires and interview on human resource training and development practice. These sources helped the researcher to acquire first hand information and to draw inferences.

#### **3.3.2 Secondary source**

Secondary sources of data were obtained through documentary analysis. For this purpose, the researcher was able to observe WEO relevant documents to obtain data on the selection of trainees, trainers and evaluation of training and development programs (Trainings and development Plan, annual report, programs for trainings, checklist document files ), to impact information for the study.

### **3.4 The Study Site**

The sites of the population for this study were all the seven woredas of Assosa Zone in Benishangul Gumuz Regional State, North Western Ethiopia. Assosa Zone is one of the three Zones in the Benishangul Gumuz Region of Ethiopia. Assosa is bordered on the south by the Mao-Komo special woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel, and on the east by the Dabus River, which separates it from Kamashi. The largest town in this zone is Assosa. The seven woredas in the study were: Assosa, Bambasi, Homosha, Kumruk, Menge, Shorkole and Oda.

### **3.5 Population**

“Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008, p.130).” Therefore, the populations that were

included in this research are all Heads/officials, processes owners, and experts of Assosa Zone Education Departments.

### **3.6 Sample size and Sampling Techniques**

Assosa Zone was selected through random sampling technique among the 3 zones of Benishangul Gumuz Regional State. To address the purpose of the research; all the seven Woreda Education offices were included by using Census method. Since census method will help to collect and analyze genuine data and strength the generalization. The population of the study include all education officials/heads/, experts and process owners of the selected education department's through census method. So, the researcher was used, one head, 5 experts, and 3 process owners from Assosa Zone Education Department; one head, all experts, and all process owners from each woredas of Assosa zone; a total of 8 officials (100%), 67 experts (100%) and 31 process owners (100%) from Assosa zone education departments. so researcher were include all the variables to study which was supported by Robinson (2009).

A total of 106 (100%) population were involved in this study. Census method was used to collect all the necessary data from the respondents because they were directly concerned with the issue of the study and the total number of the participants were manageable and easy to reach all of them within the scheduled time frame work

**Table 1: The population size under the study**

Name of the woreda/ Zone	Zone or woreda head			process owner			Experts			Total	
	population	participants	%	population	participants	%	population	participants	%	N	%
Assosa Z E O	1	1	100	3	3	100	5	5	100	8	100
Assosa woreda	1	1	100	5	5	100	10	10	100	15	100
Banbasi woreda	1	1	100	4	4	100	11	11	100	14	100
Homosha woreda	1	1	100	4	4	100	8	8	100	12	100
Kumuruk woreda	1	1	100	3	3	100	8	8	100	11	100
Menge woreda	1	1	100	4	4	100	8	8	100	12	100
Oda woreda	1	1	100	4	4	100	8	8	100	12	100
Sherkole woreda	1	1	100	4	4	100	8	8	100	12	100
Total	8	8	100	31	31	100	67	67	100	106	100

%=percent, N=number

### **3.7 Instruments of Data Collection**

The data gathering tool employed in the study were questionnaires, interview and document analysis.

#### **3.7.1 Questionnaires**

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education research. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: sex, age, educational back ground, work experience and current position. The second part of the questionnaires were prepared based on the review of literature and were used to collect data from relatively large number of respondents regarding training and development needs assessment practices (appendix-I, part II), training opportunities, delivery methods ,Implementation of training and development programs ,practices of evaluating effectiveness of training and development programs (see appendix-I, part II), training and development benefits ,major problems for preparing and implementing HR training and development programs (see appendix-,I part II). The questions were prepared in English and then translated in to "Amharic". Amharic was used for the reason that majority of the employees working at Woreda and zone level may not clearly understand English language. Besides, it is the official working language of the region. Thus, the researcher believed that this might have avoided language barrier while gathering appropriate data. The same question was set and distributed for all respondents.

#### **3.7.2 Interviews**

An interview can be defined as the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). The researcher designed 12 unstructured open ended questions to 8 Education Office heads that were centered on the practice and the problem of human resources training and development program with the intention to find out their perception. The interview is actually meant for addressing issues that the questionnaires could not address and to support the descriptive result. For this study, unstructured type of interview was prepared in English and translated in to Amharic to collect additional information from education office heads.

### **3.7.3 Document analysis**

The aim of the document analysis was to consider the implementation of Woreda Education Offices documents of human resources training and development. The researcher analyzed documents of human resources development plan, annual report , program for training, checklist document file and minutes.

### **3.8 Methods of Data Analysis**

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions was tallied, tabulated and filled in to SPSS version 16 and interpretation was made with help of percentage, mean, standard deviation and independent sample t-test. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). The interpretations were made for all five point scale measurements based on the following mean score results:

1. 1.00 – 1.49 = Strongly disagree
2. 1.50 – 2.49 = Disagree
3. 2.50 – 3.49 = undecided
4. 3.50 – 4.49 = Agree

5. 4.50 – 5.00 = Strongly agree

Apart from this, t- test was used to test statistically significant difference between the mean scores of the two independent variables (Experts and teachers' development process owner). The existing response differences were tested at 0.05 level of significance.

On the other hand, the data obtained from the document analysis, and unstructured interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

### **3.9 Validity and reliability checks**

Checking the validity and reliability of data collection instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and a pilot study was carried out to pre-test the instrument. In addition, to avoid ambiguity and unclear statements, the draft questionnaire was first tested with the Assosa town Education Office, 4 process owner, and Experts (8). The respondents of the pilot test were not included in the actual study. Based on the respondents' response some improvements were made on the questionnaire to make it clear and relevant to the basic questions so as to get more valuable information. For example, some questions which were found unnecessary were cancelled; some unclear statements were also elaborated. The objectives of the pilot test were to: (1) assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; (2) obtain teachers development process owner and experts suggestions and views on the items; (3) estimate reliability coefficients of the research questionnaires. Then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. Cronbach's Coefficient Alpha is a general form of the kuder Richard formula and can be applied to multiple choice and essay exams. Coefficient Alpha compares the sum of the variances for each item with the total variance for all items taken together. If there is high internal consistency, coefficient alpha

produces a strong positive correlation coefficient. A reliability test is performed to check the consistency and accuracy of the measurement scales. The researchers found the coefficient of Alpha ( $\alpha$ ) to be 0.85, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L., et al. (2007) also suggest that, the Cronbach's alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor. Finally necessary modification on 4 items and complete removal and replacement of 3 unclear questions were done.

**Table 2: reliability coefficient of the pilot test.**

No	Major categories of HRTD Practice	Reliability coefficient
1	Training and Development needs assessment practice	0.85
2	Training opportunities	0.81
3	Training and development methods	0.89
4	Implementation of training and development programs	0.83
5	Evaluations of training and developments programs	0.93
	Average reliability coefficient	0.85

### **3.10 Ethical consideration**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the student explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that is not offensive and disturb their personality. They are assured that the information they provided would be kept confidential. To ensure this, the student removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study.



## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data collected from respondents through questionnaires, interview and document analysis. The data collected from questionnaires were organized in tabular form and analyzed using percentages, mean scores, and t-test to see the difference between the mean scores. 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, identification of Training and Development Needs Assessment, Training opportunities, Training and Development Methods, Training and Development Programs, Evaluation of training and development programs, Constraints of Training and Development, Benefits of Training and Development Programs and Constraints of Training and Development

#### 4.1 Characteristics of Respondents

The study targeted at 31 Teachers' development process owner and 67 Experts working in Seven (7) woreda education offices and zone education Desk found in Assosa zone. A part from this, head of zone education desk and each woreda education offices were interviewed to triangulate the responses obtained on the practice of training and development programs in the zone.

A total of 98 questionnaires which were translated in Amharic were distributed to TDPO and Expert respondents of woreda education offices and zone education desk that were included in the study. Out of 31 questionnaires distributed to TDPO respondents 31(100%) were filled and returned. From 67 questionnaires that were distributed for Experts 67(100%) were filled and returned. In general out of 98 questionnaires distributed to respondents, 98(100%) were filled out and returned. On the

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basis of the responses that were obtained presentation, analysis and interpretation of data were made following each table.

As one can understand, employee's general characteristics like sex, age, qualification and work experience have an impact on the training and development programs and overall performance of organizational activities. With this assumption, the researcher has tried to analyze the demographic characteristics of sample respondents as follows

**Table 3: Characteristics of respondents**

No	Items		Respondents					
			TDPO		Experts		Total	
			No	%	No	%	No	%
1	Sex	Male	28	28.6	57	58.16	85	86.66
		Female	3	3.06	10	10.2	13	13.26
2	Age	20-30 years	12	12.2	33	33.7	45	45.9
		31-40 years	17	17.34	25	25.51	42	42.85
		41-50 years	1	1.02	6	6.12	7	7.14
		Above 50 years	1	1.02	3	3.06	4	4.08
3	Educational background	Below grade 12	-	-	-	-	-	-
		12 <sup>TH</sup> complete	-	-	-	-	-	-
		TTI	-	-	-	-	-	-
		Diploma	2	2.04	5	5.01	7	7.05
		12+3	-	-	1	1.02	1	1.02
		1 <sup>ST</sup> degree	29	29.6	61	62.24	90	91.84
4	Work experience	1-5 years	7	7.14	22	22.4	29	29.54
		6-10 years	11	11.22	23	23.46	34	34.68
		11-16 years	8	8.16	13	13.3	21	21.46
		Above 17	5	5.01	9	9.18	14	14.15
5	Work Experience On current position	1-5 years	23	23.46	51	52.04	74	75.50
		6-10 years	5	5.10	13	13.3	18	18.40
		11-16 years	1	1.02	2	2.02	3	3.04
		Above 17	2	2.02	1	1.02	3	3.04

TDPO=teachers development process owner, NO= number, %=percent

As table 3, indicates that, of the total 98 respondents, 31 (31.6%) were teachers' development process owners and 67 (68.4%) were experts. Of 31 the teachers' development Process owners 28 (8.6%) and 3 (3.0%) were males and females respectively. Whereas, from the total 67 experts 57 (58.16%) and 10 (10.24%) were males and females respectively, this indicated that the participation of females in these positions in the departments was low. There are many factors which affect female's access to these positions. Among these, some of the factors may be attributed to the low rate of female's participation in higher education during the previous times..

In terms of age distribution, 12 (38.73%) teachers' development process owners were in the age groups of 20-30years, the rest 17 (54.83%), 1 (3.22%) and 1 (3.22%) of teachers' development process owners were in the age group of 31-40, 45-50 and above 50years respectively. On the other hand 33 (49.25%) experts were in the age group of 20-30, the rest 25 (37.31%), 6 (8.95%) and (4.5%) experts were in the age group of 31-40, 20-30, 41-50 and above 50 years respectively.

Concerning educational back ground 29 (93.54%) of teachers' development process owners and 61 (92.42%) experts were degree holders, where as 1 (100%) expert was 12+3, 2 (6.45%) process owners and 5 (7.57%) experts where diploma holders. Therefore, from this it can be concluded that, woreda education offices are filled by qualified man power.

Regarding work experience, table 3 also shows respondents total experience and their experience on current position. Accordingly, 11 (35.48%), 8 (25.80%) , 7 (22.6%) and 5(16.12%) of the teachers' development process owners had a total experience of 6-10 years, 11-16 years , 1-5 years and 17 years and above respectively. Whereas 23 (34.32%), 22 (32.83%), 13 (19.40%) and 9(13.43%) of experts had a total experience of 6-10 years,1-5 years, 11-16 and 17 years and above respectively. From this it can be concluded that, the sample woreda education offices have more experienced teachers' development process owners and experts.

Concerning their work experience on current position, as indicated in table 3, item 5, 51 (76.11%) experts and 23 (34.32%) teachers' development process owners had work experience in their current position for 1-5 years. Whereas 13 (19.40%) ,2(3%) ,1(1.5%) experts and 5 (16.12%) , 1 (3.22%), 2 (6.45%) teachers development process owners had work experience in

their current position 6-10 years, 11-16 years and 17 years and above respectively. This shows that the majority of respondents work experiences on current position was low. This was because of the redesigned of Woreda Education Offices structure in 2011.

#### 4.2 Identify Training and Development Needs Assessment

The importance of conducting training and development needs assessment has briefly discussed in the literature review part of this paper. Training and development need assessment is the first and the most important step or phase in designing training and development programs. Organizations are expected to undertake training and development needs analysis before designing and implementing training and development programs. Therefore, respondents were asked to show their consensus about how Woreda education offices identify the needs for trainings and development programs and the response were analyzed as follows.

**Table 4: Views on Training and Development Need Assessment**

No	Items	Respondents				Total	
		TDPO		Experts		No	%
		No	%	No	%		
1	Has your organization conducted training and development need assessment since 2003 E.C?						
	A. Yes	13	41.9	27	40.3	40	40.8
	B. No	18	58.1	40	59.7	58	59.2
	Total	31	100	67	100	98	100
2	If your answer is “Yes” who is the responsible body to conduct training and development needs assessment?						
	A. All members of the office	1	7.6	4	14.8	5	12.5
	B. Teachers process owner	12	92.4	23	84.2	35	87.5
	Total	13	100	27	100	40	100
3	If your answer” No” what are the reasons for not conducting training and development needs assessment?						
	A. Lack of awareness about training and development needs assessment	3	16.7	8	20	11	18.9
	B. Budget constraint	6	33.3	14	35	20	34.4
	C. Lack of attention from top official	9	50	18	45	27	46.7
	Total	18	100	40	100	58	100

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No	Items	Respondents				Total	
		TDPO		Experts		No	%
		No	%	No	%		
4	Has your organization designed training and development program since 2003 E.C?						
	A. Yes	12	38.7	20	29.9	32	32.6
	B. No	19	61.3	47	70.1	66	67.4
	Total	31	100	67	100	98	100
5	If your answer for question no 4 is yes were there set objectives?						
	A. Yes	5	41.7	6	30	11	34.4
	B. No	7	59.3	14	70	21	65.6
	Total	12	100	20	100	32	100
6	If your answer for question no 5 is "Yes" were objectives specific measurable and clear?						
	A. Yes	2	40	2	33.3	4	36.6
	B. No	3	60	4	66.7	7	63.4
	Total	5	100	6	100	11	100

TDPO=teachers' development process owner, %=percent, No= number

As indicated in the table 4, question was raised to the respondents to respond whether training and development need assessment was identified in their offices since 2003 E.C. 13 (41.9%) of teachers' development process owners and 27 (40.3%) of experts replied that the organization conducts need assessment for training and development. On the other hand 40 (59.7%) experts and 18 (58.1%) teachers' development process owners confirmed that there was no practice of training and development needs assessment and they attributed the reason to lack of attention from top officials, budget constraints and lack of awareness about training and development need assessment and with the percentage of 18 (45%), 14 (35%), 8 (20%) and 9 (50%), 6 (33.3%), 3 (16.7%) respectively. Also absence of documents in the Woreda education offices which shows that there was no practice of training and development needs assessment. Towards this (Goldstein 2002), pinpoints' conducting a systematic needs assessment is a crucial initial step to training design and development and can substantially influence the overall effectiveness of training programs. Specifically, a systematic needs assessment can guide

and serve as the basis for the design, development, delivery, and evaluation of the training program; it can be used to specify a number of key features for the implementation (input) and evaluation (outcomes) of training programs. In line with this the information gathered through interview with Woreda education office heads was also confirmed that there was no needs assessment systematically conducted.

One woreda education office head stated that:

*“...For we didn't allocated enough budget to provide training at the woreda level, we didn't give much attention to carry out need assessments”.*

Further question was raised for those who responded there was training and development needs assessment about the responsibility of identifying needs. As indicated in table 4, item 2 revealed that, 1 (7.6%) of teachers' development process owners and 4 (14.8%) of experts responded that all members of the office were responsible for training and development needs assessment, were as 12 (92.4%) of teachers' process owners and 23(84.2%) Experts replied teachers' development process owners determine training and development needs.

As it is indicated in table4, item 4, respondents were also asked whether or not the organization has designed any training program, 19 (61.3%) teachers' development process owners and 47 (70.1%) of experts respectively disagreed with the issue. Therefore, from the response of the majority of the respondents it can be conclude that the organization has not designed training and development programs.

Another question was raised for respondents whether or not the objectives were set. As it indicated on table 4 item 5, 5 (41.7%) and 6 (30%) teachers' development process owners and experts respectively replied that objectives were set. But 7 (59.3%) and 14 (70%) teacher' development process owners and experts respectively replied the objectives were not set. Therefore, based on the response of the majority of the respondents it can be said that objectives were not set before designing any training and development programs. The traditional approach to devising training plans focuses on the needs to determine clear aims and objectives which all relevant to the learners concerned and enable the performance gap to be bridged when devising training plans (Attood and Dimmock 1996).

Regarding the question raised to know whether the objectives were specific, measurable and simple in language, which is raised for those who said objective were set 3 (60%) and 4(66.7%) teachers’ development process owner and experts respectively replied objectives were not specific measurable and simple in language, where as 2 (40%) teachers’ development process owners and 2(33.3%) experts replied objectives were specific measurable and simple in language therefore, based on the responses of the majority of respondents, it can be said that the objectives were not specific measurable and simple in language.

**Table 5: views on Approaches of Training and Development Need Assessment.**

No	Items	Respondents	No	X	SD	OvAll. X	T-value	P-value
1	Needs are assessed based on individuals skill, Knowledge and attitude.	TDPO	31	2.29	1.13	2.05	1.91	0.56
		Experts	67	1.82	1.12			
2	Needs are assessed based organization goals, objectives, culture etc.	TDPO	31	2.68	1.01	2.49	1.53	1.29
		Experts	67	2.31	1.14			
3	Training and development needs assessment are carried out through analysis of the task/ job performance deficiency of employee	TDPO	31	1.74	0.99	1.88	1.73	0.23
		Experts	67	2.03	1.13			

TDPO=teachers’ development process owner, SD=standard deviation, X=Mean, p-value at  $\alpha=0.05$  and degree of freedom=96

Scales;  $\leq 1.49$  = Strongly disagree,  $1.5 - 2.49$  =Disagree,  $2.5 - 3.49$  = Undecided,  $3.5 - 4.49$  = Agree  $\geq 4.5$  = Strongly agree

As it is indicated in table 5, item 1, question was raised to the respondents to rate about the techniques their offices used in assessing their training and development needs, teachers’ development process owners and experts with (X= 2.29, SD=1.13 and X=1.82, SD= 1.12) respectively disagreed that, training and developments needs were assessed through individual skill, knowledge and attitude analysis approach. The overall X= 2.05 shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, It can be conclude that needs were not assessed by individual analysis technique. The significance level

( $p=0.56$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of TDPO and Experts.

Training and development needs are assessed through analysis of organization's goals, objectives, culture was one of the questions rate for the respondents. As illustrated in table 5, item 2, teachers' development process owners with ( $X= 2.68$ ,  $SD= 1.01$ ) undecided on the point, on the other hand the experts with( $X= 1.14$ ,  $SD=1.14$ ) strongly disagreed on the point. The overall score 2.49 shows that disagreement of the total respondents with the point. But even if teachers' development process owner undecided that training and development needs were assessed through organization analysis approach, the absence of any objective evidence to substantiate their response . Therefore, based on this, it can be said that training and development needs were not assessed through organizational analysis approach. This implies that Woreda education offices were not used organizational analysis technique to identify training and development needs. The t-test revealed that the significance level ( $p=1.29$ ) is greater than 0.05 this shows there is no significance difference between TDPO and Experts views regarding needs are assessed through analysis of organization's goals, objectives, and culture. On the other hand Simmond (1995) explained that organizational as training need analysis in collaborates among others, identifying organizational goals and objectives, organizational structure, roles and tasks within the organizations, organizational culture, compensation systems, communication works, and relationships inside and outside the organization.

Question was raised to respondents to rate whether their offices use task analysis technique to assess training and development needs in their Woreda education offices. Based on the options set to rate question item3, in table 5, teachers' development process owners with ( $X= 2.77$   $SD=0.99$ ) undecided on the point, and experts with  $X= 2.36$ ,  $SD=1.13$ ) disagreed on the point. The overall score 2.56 shows the majority of the respondents were not sure about the point. But even if the overall score indicates as the respondents were not sure about training and development needs were assessed through task analysis approach, however the absence documents at the Woreda substantiate the response of the majority of Experts. Therefore, based on this, it can be said that training and development needs were not assessed through task analysis approach. The t-test revealed that the significance level ( $p=0.23$ ) is greater than 0.05



this shows there is no significance difference between TDPO and Experts views regarding needs are assessed through task analysis approach .

**Table 6: Views on Data Gathering Methods towards Training and Development Need Assessment**

No	Items	Responde nts	N o	X	SD	Oall X	T- value	p- value
1	Conducting survey is used to gather data for training and developments need assessment	TDPO	31	2.32	0.71	2.36	-0.22	0.82
		Experts	67	2.41	0.82			
2	Observation method is used to gather data for training and development needs assessment	TDPO	31	2.58	0.89	2.48	-0.78	0.43
		Experts	67	2.39	0.78			
3	Performance evaluation is used to collect data for training and development need assessment	TDPO	31	2.23	0.69	2.17	0.36	0.71
		Experts	67	2.12	0.67			
4	Conducting group discussion is used to gather data for training and development need	TDPO	31	3.13	0.96	2.79	1.25	0.21
		Experts	67	2.46	0.89			

TDPO=teachers’ development process owner, X=Mean, SD=Standard deviation, P-value at  $\alpha=0.05$  and degree of freedom=96.

Scales;  $\leq 1.49$  = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree,  $\geq 4.5$  = strongly agree

As depicted in item 1of table 6, teachers’ development process owners and Experts with the (X= 2.16, SD=0.71) and (X= 2.21, SD=0.82) respectively disagree that conducting survey method is used to gather data for training and development need assessment. The overall X= 2.36 shows that, the disagreement of the total respondents with the point. As can be seen from the overall mean, one can say that the offices were not conducting survey to gather data for training and development need assessment. In addition to this the researcher interview has objective evidence to substantiate the responses’ of the respondents. It can be said that the offices were not conducting survey to gather data for training development need assessment. The significance level (p=0.82) is greater than 0.05, this indicates that there is no significance difference between the opinions of TDPO and Experts.

For question raised to know whether the Woreda education offices used observation method to gather data for training and development need assessment on item 2, of table 6, shows that, teachers' development process owners with ( $X= 2.58, SD=0.69$ ) undecided on the point. But experts with ( $X= 2.39, SD=0.67$ ) disagreed. The overall  $X= 2.48$ , shows the disagreement of the majority of the respondents. The t-test revealed that the significance level ( $p=0.43$ ) is greater than 0.05 this shows there is no significance difference between TDPO and Experts views regarding whether the Woreda education offices used observation method to gather data for training and development need assessment .Therefore, based on the responses of the majority, it can be said that Woreda education offices had not been used observation methods as a data gathering tool in conducting training and development need assessment.

As indicated on table 6, item 3, further question also raised for respondents to rate whether performance evaluation was used to gather data for analysis of training and development needs. Both teachers' development process owners and experts with( $X=2.23, SD=0.96$ ) and( $X=2.12, SD=0.89$ ) respectively disagreed on the point. Therefore, based on the overall  $X= 2.17$  disagree on the point it can be said that, performance evaluation were not considered in conducting training and development need assessment. The significance level ( $p=0.71$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of TDPO and Experts.

Conducting group discussion used to gather data for analyzing training and development needs was one of the question raised for respondents to rate. As can be seen from table 6, item 4, responded, teachers' development process owner with the mean value 3.13 were not sure about the point and experts with the mean value 2.46 disagree on the point. The overall score 2.79 shows as the respondent commented nothing on the point. In relation to this, the interview result revealed that organizations did not carry out group discussion to conduct training and development needs analysis but to identify their weakness and strengths and to assess the overall performance of the organization. The significance level ( $p=0.21$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of TDPO and Experts.

### 4.3 Prioritizing Training and Development Needs

After the necessary data were collected and analyzed a number of training and development needs could be identified. However, it could be difficult to address all needs at a time due resource (finance, 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 and development needs.

**Table 7: Views on the Criteria to Prioritize Training and Development Needs**

No	Items	Respondents	No	X	SD	Oall X	T-value	p-value
1	Needs prioritized based in availability of budget	TDPO	31	3.76	1.16	3.71	1.91	0.59
		Experts	67	3.65	1.17			
2	Needs are prioritized based on urgency of the training need etc.	TDPO	31	2.61	0.99	2.34	1.75	0.08
		Experts	67	2.08	1.14			
3	Needs are prioritized based on trainees motivation	TDPO	31	2.29	1.07	2.03	2.34	0.74
		Experts	67	1.78	0.98			
4	Needs are prioritized based on the decisions of top officials	TDPO	31	2.61	1.22	2.51	-1.50	0.14
		Experts	67	2.42	1.29			

TDPO=teachers’ development process owner, X=Mean, SD= Standard deviation, significance value (P-value at confidence interval  $\alpha=0.05$  and degree of freedom =96)

Scales;  $\leq 1.49$  = strongly disagree,  $1.5 - 2.49$  =Disagree,  $2.5 - 3.49$  =Undecided,  $3.5 - 4.49$  = Agree ,  $\geq 4.5$  = strongly agree

As illustrated in table7, item 1, teachers’ development process owners and experts with (X=3.76, SD=1.16) and (X=3.65, SD=1.17) respectively agreed that needs were prioritized on availability of budget. The overall X= 3.71 indicated the agreement on the point. This implies that the majority of respondents agreed with the issue. Therefore, from the response of the majority, it is possible to conclude that there is a positive effort in considering the availability of budget in prioritizing needs. The information gathered through interview with woreda education office heads was also confirmed that needs were prioritized based on availability of budget. Similarly the finding of this study the p-value (0.59) is greater than 0.05 indicated that there is no significance difference between TDPO and Experts regarding needs are prioritized based on availability of budget.

One woreda education office heads stated that:

*“...depending on our budget we were giving opportunities for our employees to train in basic computer skill program”*

As it is indicated on item 2, table 7, respondents were also asked whether or not urgency of training needs were the criteria to prioritize needs. Accordingly majority of Experts with ( $X=2.06$ ,  $SD=1.14$ ) disagreed with the point. On the other hand Teachers' development process owners with the ( $X=2.61$ ,  $SD=0.99$ ) commented nothing. The overall mean 2.34 shows that, the disagreement of the majority of respondents with this point. The p-value also indicates that there is no significance difference between TDPO and Experts (0.08 greater than 0.05). Therefore, based on the majority of respondents, it can be said that urgency of needs were not the criteria to prioritize needs.

Respondents were also asked whether or not trainee's motivation was the criteria to prioritize needs. Teachers' development process owners and Experts with the ( $X=1.71$ ,  $SD=1.07$  and  $X=1.78$ ,  $SD=0.98$ ) respectively disagreed with this idea. The overall mean 1.74 shows that disagreement of the total respondents with the point. Therefore, from the response of the majority, it is possible to conclude that trainee's motivation was not the criteria to prioritize needs. The p-value 0.74 indicated that there is no significance difference between TDPO and Experts regarding views on trainee's motivation was the criteria to prioritize need.

Needs are prioritized based on the decisions of top officials was one of the questions raised for respondents to rate in table 7, items 4. Experts with ( $X=2.42$ ,  $SD=1.29$ ) disagreed that, needs were prioritized based on the decisions of top officials, while Teachers development process owners with ( $X=2.61$ ,  $SD=1.22$ ) were not sure about the point. The p-value of the items was (0.14) showing that no significance difference between the opinions of TDPO and Experts in rating the item. The overall mean 2.51 showed the total respondents were not sure about the issue. Therefore based on the majority experts disagreement, It can be conclude that decision of top officials was not detrimental factors to prioritize needs.

#### 4.4 Objectives and Focuses of HR Training and Development Programs

As it had discussed in the review of the literature, any training and development program should be systematically planned and any organization should have its own HR training and development plan. In many organizations, employees played important roles in designing and development of TDP. Hence, these programs should be planned with certain objectives to achieve desired results. Accordingly, after the identification of the training needs, objectives of the programs would be clearly and precisely set to indicate the expected outcomes of the training and development program and should be prepared before the program being launched. The objectives of the programs also should focus with the purpose to improve the process, techniques and quality of work/productivity, reduce cost of the production, and try to overcome the performance deficiencies in employees (Heneman, et.al, 1996). With this regard, respondents were requested to respond towards what are the objectives and focus areas of HR training and development program in Woreda education offices indicated in Table 8

**Table 8: Views on HR training and development objectives and focuses of the program**

No	Items	Respondents	No	X	SD	Oall X	T-value	p-value
1	My office prepared training and development program plans for its employees and managers since 2003 E.C	TDPO	31	3.6	0.61	3.65	-0.14	0.88
		Experts	67	3.7	0.91			
2	The TDP objectives had been set before preparing and implementing the program	TDPO	31	3.81	0.94	3.83	-.032	0.74
		Experts	67	3.86	0.77			
3	The objectives of the TDPs were clearly and precisely indicated the expected outcomes	TDPO	31	4.12	0.72	3.96	1.77	0.79
		Experts	67	3.8	0.83			
4	The main focus of the TDP was to introduce new methods, procedure, etc., to employees and officials	TDPO	31	4.42	0.50	4.22	1.49	0.14
		Experts	67	4.23	0.45			

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5	The main focus of the TDP was to improve performance deficiency of employees and officials	TDPO	31	3.97	0.60	4.05	-1.23	0.22
		Experts	67	4.13	0.62			

TDPO=teachers’ development process owner, significance value (P-value at confidence interval  $\alpha=0.05$  and degree of freedom =96)

Scales;  $\leq 1.49$  = strongly disagree,  $1.5 - 2.49$  =Disagree,  $2.5 - 3.49$  = Undecided,  $3.5 - 4.49$  = Agree ,  $\geq 4.5$  = strongly agree

As it is shown in Table 8 item 1, teachers’ development process owners and Experts with ( $X=3.6$ ,  $SD=0.61$ ) and ( $X=3.7$ ,  $SD=0.91$ ) respectively agreed that their respective departments prepared training and development program plans. The overall  $X= 3.65$  indicated the agreement on the point. This implies that the majority of respondents agree with the issue. Therefore, from the response of the majority, it is possible to conclude that their respective departments prepared training and development program plans. The information gathered through interview with woreda education office heads was also confirmed that their respective departments prepared training and development program plans. The p-value 0.88 indicated that there is no significance difference between TDPO and Experts regarding views on their respective departments prepared training and development program plans. From the above data, it is possible to conclude that the education departments considered the HR training and development programs were planned at their offices. Even though the education offices incorporated HRTD plan in their strategic plan still there is a gap in its implementation. However, the information gathered through interviews and document analysis proved that the implementation of HRTD was limited to the upper structures of the sector, MOE and the REB level.

Objectives are statements, which stated intended outcomes of training and development programs and should be prepared before the program launched. As it is indicated on item 2, table 8, respondents were also asked whether or not the TDP objectives had been set before preparing and implementing the program .Teachers’ development process owners and experts with ( $X=3.81$ ,  $SD=0.94$ ) and ( $X=3.86$ ,  $SD=0.77$ ) respectively agreed in the training and development programs they have attended, objectives had been set before preparing and implementing the program .The overall  $X= 3.83$  shows that, the agreement of respondents with this point. The p-value also indicates that there is no significance difference between TDPO and Experts (0.74

greater than 0.05). Therefore, based on the majority of respondents, it can be concluded that TDP objectives had been set before preparing and implementing the program.

For question raised to know whether the objectives of the TDPs were clearly and precisely indicated the expected outcomes on item 3, of table 8, shows that, teachers' development process owners and Experts with ( $X=4.12, SD=0.72$ ) and ( $X=3.8, SD=0.83$ ) agreed on the point. The overall  $X=3.96$ , shows the agreement of the majority of the respondents. The t-test revealed that the significance level ( $p=0.79$ ) is greater than 0.05 this shows there is no significance difference between TDPO and Experts views regarding whether the TDPs were clearly and precisely indicated the expected outcomes. Therefore, based on the responses of the majority, it can be said that the TDPs were clearly and precisely indicated the expected outcomes.

Concerning the focus of the training and development programs delivered in the departments those who had attended the programs expressed their opinion, in Table 8 item 4, teachers' development process owners and experts with ( $X=4.42, SD=0.50$ ) and ( $X=4.23, SD=0.45$ ) respectively agreed that the main focus of the programs was to introduce new methods, procedures, etc. to employees and managers. The overall  $X=4.22$  indicated the agreement on the point. This implies that the majority of respondents agree with the issue. Therefore, from the above information responded by those who attended the programs, we can conclude that the main focus of the training was to introduce new methods, procedures, etc., to employees and managers. The p-value 0.14 indicated that there is no significance difference between TDPO and Experts regarding views on the main focus of the training was to introduce new methods, procedures, etc., to employees and managers.

Table 8 of item 5 depicts the responses whether the main focus of the program was to improve the job performance of the employees and officials. Accordingly, teachers' development process owners and experts with ( $X=3.97, SD=0.6$ ) and ( $X=4.13, SD=0.62$ ) respectively agreed that the main focus of the programs was to improve the job performance of the employees and officials. The overall  $X=4.05$  indicated the agreement on the point. This implies that the majority of respondents agree with the issue. The p-value also indicates that there is no significance difference between TDPO and Experts ( $0.22$  greater than 0.05). Therefore, based on the majority

of respondents, it can be concluded that the main focus of the program was to improve the job performance of the employees and officials.

#### 4.5 Training and Development Opportunities

In the process of training and development, implementation involves the selection of the contents of the program, the selection of trainees, and qualified trainers, methods and facilities (Armstrong, 2001). For such purposes, the existence of clear selection criteria is an important aspect in human resource training and development practices. Therefore, with this regard respondents were requested to respond how are training and development opportunities offered to employees of the organization indicated in table 10 and 11.

**Table 9: Views on Training opportunities**

No	Items	Respondents	No	X	SD	Oall X	T-value	p-value
1	The office has selection criteria to select trainees	TDPO	31	3.93	0.44	3.73	1.06	0.47
		Experts	67	3.86	0.45			
2	Training opportunities are usually offered to individuals who has good personal relationship with top management/immediate boss	TDPO	31	2.13	1.33	2.30	-3.01	0.29
		Experts	67	2.48	1.05			
3	Training opportunities provided to the management personnel than to experts	TDPO	31	2.14	1.15	2.46	-0.12	0.83
		Experts	67	2.79	1.03			
4	Training given to individuals as means of incentives	TDPO	31	3.54	0.96	3.58	-0.76	0.45
		Experts	67	3.62	1.09			
5	The selection criteria are well known by employees	TDPO	31	2.81	1.08	2.58	1.78	0.77
		Experts	67	2.36	1.18			

TDPO=teachers' development owner process owner, X=Mean, SD=Standard deviation, p-value at  $\alpha=0.05$

Scales;  $\leq 1.49$  = strongly disagree,  $1.5 - 2.49$  =Disagree,  $2.5 - 3.49$  = undecided,  $3.5 -4.49$  = Agree ,  $\geq 4.5$  = strongly agree

As indicated in table 9, item 1, teachers' development process owners and experts with (X= 3.94, SD=0.44) and (X=3.86, SD=0.45) respectively agreed that the office has selection criteria to select trainees. The overall X= 3.73 showed that, the agreement of the total respondents.



Therefore, from the responses of the majority of the respondents, it can be said that there was clear selection criteria to select trainees. Information obtained through interviews with office head confirmed that there were to select trainees. Similarly the finding of this study  $p=0.47$  is greater than 0.05 indicated that there is no significance difference between TDPO and Experts views on regarding the office has selection criteria to select trainees.

As it was indicated in Table9, item 2 reported that whether training and development opportunities were usually offered to individuals who have good personal relationship with their immediate supervisor/boss. Regarding the issue, teachers' development process owners and Experts with ( $X=2.13,SD=1.33$ ) and ( $X=2.48,SD=1.15$ ) respectively disagreed that training and development opportunities were usually offered to individuals who had personal relationship with their immediate boss .The overall  $X =2.30$  shows the disagreement of the majority of respondents .Hence based on the overall mean value, it can be concluded that training and development opportunities were not usually offered to individuals who had personal relationship with their immediate boss. This contradicts the finding of Melaku (2004:92) that says the selection of trainees and trainers are based on personal relationships and organizations do not have clear selection criteria.The p-value (0.29) also indicates that there is no significance difference between TDPO and Experts regarding views training opportunities are offered to individuals who have good personal relations with the top officials. As Harries and Desimone (1994) four activities have to be accomplished: Selecting the person to deliver the program, selecting and developing the content of the program, scheduling and developing the content of the program and implementing or delivering the program.

It also indicated in table 9, item 3, respondents were asked to rate whether or not trainings are offered to the top officials than to experts. Teachers' development process owners with ( $X=2.74, SD=1.15$ ) and experts with ( $X=2.79, SD=1.03$ ) commented nothing with this point. The p-value (0.83) also indicates that there is no significance difference between TDPO and Experts regarding views trainings are offered to the top officials than to experts. The overall mean 2.46 shows, the disagreement of the total respondents. Based on the responses of the majority of experts, it can be said that training opportunities were not offered to management personnel than to experts.

Most of the time a rumor heard that trainings are considered as incentives to employees other than a means to improve their competence. To check whether the rumor is true or not respondents were asked to forward their view on the point. Accordingly, teachers’ development process owners and experts with (X=3.62, SD=0.96) and (X=3.65, SD=1.09) respectively agreed with this point. The overall mean 3.58 shows that, the agreement of the total respondents. Therefore based on the responses of the majority, it can be said that training opportunities were given to individuals as incentives. Similarly the finding of this study the p-value (0.45) indicated that there is no significance difference between TDPO and Experts views on training opportunities were given to individuals as incentives.

As indicated in table 9, item 5, respondents were asked to rate whether or not the selection criteria were well communicated. Accordingly, teachers’ process owners with (X=2.81, SD=1.08) commented nothing with this point and experts with (X= 2.36, SD=1.08) disagree on that, selection criterion are well known by all employees. The overall mean 2.58 shows the respondents responded as undecided .Based on the responses of the majority of experts, it can be said that the selection criteria were not well known by all employees. The p-value (0.77) was showing that no significance difference between the opinions of TDPO and Experts in rating the items.

**Table 10: views on Trainers Selection**

No	Items	Respon dents	N o	X	SD	Oall X	T-value	p- value
1	My office has clear and transparent criteria for selecting trainers	TDPO	31	4.00	0.93	3.91	0.44	0.50
		Experts	67	3.83	1.20			
2	Trainers are selected based on competitiveness	TDPO	31	4.03	0.98	4.11	3.39	0.52
		Experts	67	4.19	1.22			
3	Trainers are selected on the good will of top level Managers.	TDPO	31	2.39	0.71	2.42	-0.33	0.69
		Experts	67	2.46	1.14			
4	Trainers are selected through their personal relationships with the training and development coordinators/managers.	TDPO	31	1.87	0.67	2.07	-1.83	0.26
		Experts	67	2.31	1.26			

TDPO=Teachers’ development process owner, significance value (p-value) at  $\alpha=0.05$  and degree of freedom (df=96).

As indicated in table 10 item 1, teachers' development process owners and experts with the ( $X=4.00$ ,  $SD=0.93$ ) and ( $X=3.83$ ,  $SD=1.20$ ) respectively agreed that the office has selection criteria to select trainers. The overall  $X= 3.91$  showed that, the agreement of the total respondents. Therefore, from the responses of the majority of the respondents, it can be concluded that there was clear selection criteria to select trainers. Information obtained through interviews with office head confirmed that there were selection criteria to select trainers. Similarly the finding of this study  $p=0.5$  is greater than  $0.05$  indicated that there is no significance difference between TDPO and Experts views on regarding the office has selection criteria to select trainers.

A table 10, item 2 depicts that the responses whether trainers were selected based on competitiveness or not. Teachers' development process owners and experts with ( $X=4.03$ ,  $SD=0.98$ ) and ( $X=4.19$ ,  $SD=1.22$ ) respectively agreed on the point that trainers were selected based on competitiveness. The overall  $X= 4.11$  showed that, the agreement of the total respondents. Therefore from the responses of the majority of the respondents, it can be said that trainers were selected based on competitiveness. The  $p$ -value ( $0.52$ ) indicated there is no significance difference between TDPO and Experts views on regarding trainers were selected based on competitiveness.

As indicated in table 10, item 3 respondents were asked to rate whether or not trainers were selected on the good will of top level Managers. Teachers' development process owners and experts with ( $X=2.39$ ,  $SD= 0.71$ ) and ( $X=2.46$ ,  $SD=1.14$ ) respectively disagreed on the point that trainers were selected on the good will of top level Managers. The overall  $X= 2.42$  showed that, the disagreement of the total respondents. Therefore from the responses of the majority of the respondents, it can be concluded that trainers were not selected on the good will of top level Managers. The  $p$ -value ( $0.69$ ) indicated there is no significance difference between TDPO and Experts views on regarding trainers were selected on the good will of top level Managers.

Table 10, item 4 indicated that whether trainers are selected through their personal relationships with the training and development coordinators/managers, Teachers' development process owners and experts with ( $X=1.87$ ,  $SD= 0.67$ ) and ( $X=2.31$ ,  $SD=1.26$ ) respectively disagreed on the point that trainers were selected through their personal relationships with the training and

development coordinators/managers,. The overall X= 2.07 showed that, the disagreement of the total respondents. Therefore from the responses of the majority of the respondents, it can be concluded that trainers were not selected through their personal relationships with the training and development coordinators/managers. The p-value (0.26) indicated there is no significance difference between TDPO and Experts views on regarding trainers were selected through their personal relationships with the training and development coordinators/managers

#### 4.6 Training and development method

As it was mentioned in the literature part of this paper organization can use varieties of training and development methods that are appropriate to deliver the training and development contents. Having this in mind, questions related to training and development methods were raised to respondents. Based on the responses of the respondents the analysis was made as follows:

**Table 11: views on Training and Development Method**

No	Items	Respondents					
		TDPO		Experts		Total	
		No	%	No	%	No	%
	1.on –the- job training method						
	A. Mentoring	6	19.3	14	20.8	20	20.4
	B. Coaching	1	3.2	2	2.9	3	3.1
	C. Job rotation	-	-	4	5.9	4	4.1
	D. No on- the-Job training is practiced	24	77.4	47	70.1	71	72.4
	Total	31	100	67	100	98	100
	2.Off-the-job training method						
	A. Work shop & Seminars offered	27	87.2	62	92.5	89	90.8
	B. Trainees attends higher education	2	6.5	3	4.6	5	5.1
	C. Distance education	2	2.9	2	2.9	4	4.1
	D. Visits to other organizations	-	-	-	-	-	-
	Total	31	100	67	100	98	100

TDPO=teachers development process owner, %=percent, No=number

As indicated in table 11, the practice of on-the-job training and development methods by the Woreda Education Offices was assessed. As illustrated in item1, 24 (77.4%) of teachers’ development process owners and 47 (70.1%) experts took the position that, there was no on- the-job training in the offices, on the other hand 1 (3.2%) teachers’ development process owners and 2(2.9%) experts replied coaching was the method under on- the –job-training category

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applied in the offices. Therefore, based on the response of the over whelming majority of respondents, it can be said that the offices did not apply on-the-job training methods.

As indicated in the table above, question was also raised to know the methods under the off- the-job training category the offices use to implement training development program. The responses of this question reveals that, 27 (87.2%) teachers’ development process owners and 62 (92.5%) of experts replied workshop and seminars were the dominant methods used in implementing training and development programs. Therefore, based on the majority of respondents, it can be said that workshop and seminars were dominantly used in the offices to implement training and development programs under off-the –job-training category. Towards this Smith,(2000) suggests that this method develops learners who are inquisitive (have flexible thought processes, and are open to new ideas,) guide learners through the process of learning and applying effective oral and written communication skills, encourage learners to acquire the skills required to function in work environment.

Table 12: Views on Training and Development Offered

No	Items	Respondents					
		TDPO		Experts		Total	
		No	%	No	%	No	%
1	Did you receive training and development program since 2003 E.C?						
	A. Yes	30	96.77	63	94.03	93	94.90
	B. No	1	3.23	4	5.97	5	5.10
	Total	31	100	67	100	98	100
2	If your answer is ‘yes’ who prepared the program?						
	A. Woreda education office	-	-	-	-	-	-
	B. Zonal education office	-	-	-	-	-	-
	C. Capacity building office	-	-	-	-	-	-
	D. Regional education bureau	27	90	56	88.89	83	89.25
	E. Ministry of education	-	-	-	-	-	-
	F.D&E	3	10	6	9.52	9	9.67
	G. Others	-	-	1	1.59	1	1.07
Total	30	100	63	100	93	100	
3	What were the types of training program?						
	A. short- term training, seminars and conferences	30	100	63	100	93	100
	B. attending higher education	-	-	-	-	-	-
	C. Distance education	-	-	-	-	-	-
	Total	30	100	63	100	93	100
4	Which of the following topics training delivered?						

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A. strategic planning	19	63.33	21	33.33	40	40.01
B. Human relation skill	-	-	3	4.77	3	3.23
C. performance appraisal	4	13.33	15	23.81	19	20.43
D. Decision making	-	-	-	-	-	-
E. Financial management	-	-	-	-	-	-
F. Information Technology	5	16.67	23	36.50	27	29.03
G. A&C	2	6.67	1	1.59	3	3.23
H. A&F	-	-	-	-	-	-

No	Items	Respondents					
		TDPO		Experts		Total	
		No	%	No	%	No	%
5	Does your organization have the experience of arranging orientation programs to new employees?						
	Yes	4	12.90	12	17.91	16	16.33
	No	27	87.09	55	82.08	82	83.67
	Total	31	100	67	100	98	100
6	If “Yes what are the focus of the program?						
	A. Introducing tasks to be performed	3	75	5	41.66	8	50
	B. Introducing with co- workers	1	25	4	33.33	5	31.25
	C. To create awareness about the culture, rules regulation and polices of the office	-	-	3	25	3	18.75
	Total	4	100	12	100	16	100
7	If your answer is ‘no’ what are reasons not to arrange orientation programs?						
	A. less attention was given to orientation program	27	100	54	98.18	81	98.78
	B. the program is costly and time consuming	-	-	-	-	-	-
	C. With the assumption experienced individual exploited	-	-	1	1.82	1	1.21
	Total	27	100	55	100	83	100

TDPO=teachers’ development process owner, %=percent, No= number

As depicted in table 12, items 1, respondents were asked whether or not they have received training and development 30 (85.7%) of teachers’ development process- owners and 77 (86.5%) experts participated in various training and development programs where as 1 (3.23%) teachers’ development process owners and 4 (5.97%) experts were not participated in any training and development programs. Therefore, based on the responses of the majorities of respondents, it can be said that the majority of teachers’ process owners and experts were received training and development.

As indicated in the above table 12, item 2, 27 (90%) teachers' development process owners and 56 (88.89%) experts replied that training and development programs were prepared by Regional Education bureau. 3 (10%) teachers' development process owners and 6 (9.52%) experts replied that training and development programs were prepared both by Ministry of Education and Regional Education bureau. On the other hand 1 (1.59%) expert replied that the programs were prepared by other. There were no respondents who cite his/her office in arranging training and developments programs. But from the interview the researcher conducted with education office heads it is confirmed that, Woreda Education Offices facilitate or create conducive environment for implementation of training and development programs designed by Ministry of Education and Regional education bureau. This shows that the Woreda Education offices did not arrange and implement training and development programs by themselves. Also the response of the majority of respondents shows that regional education bureau organized the program in large number.

As indicated in table 12, item 3 respondents were also asked the types of training and development programs they have attended. The majority of the respondents, 30 (96.77%) teachers, development process owners and 63 (94.03%) of experts replied that short term trainings are the types of training development programs they have attended. In general, from the majority of respondents' response, it can be conclude that short term training such as workshops, seminars and conferences, where the dominant training and development programs.

Concerning the contents (topics) of the programs, Table 12, item 4 presented the following information. In relation to this, the greater proportion, 19(63.33%), 4(13.33%), 5(16.6%),2(6.67%) of teachers' development process owners and 21(%), 15 (23.81%) 22(34.92%), 1(1.59%),3(4.77%) of Experts respondents replied that they had taken training on strategic planning , performance appraisal ,strategic planning and performance appraisal, strategic planning and information technology and human relation skill respectively .This implies that even though employees had attended different training and development programs the kind training and development programs they have received were not directly related to the day- to -day operation of employees that can enhance their performance. This is probably because training and development needs were not carried out

and training and development programs were simply decided by top level managements. From this it is possible to infer that the training and development programs offered could not adequately improve the skill, knowledge and attitude of employees to perform their current and future job as well as the overall organizational performance. This is inconsistent with the notion that Employee training and development is designed to assist employees in acquiring better skills for their current job. The focus of employee training and development is on current and/or future job or the skills and knowledge required performing their job more efficiently (Decenzo and Robbins, 1999: 14).

Table 12 items 5-7 reports the information towards the delivery of orientation/induction programs. As it was observed in Table 12., in item 5, respondents were requested to respond whether their respective departments arranged or prepared orientation/induction programs to the new recruited employees, about 4 (12.90%) teachers' development process owners and 12 (17.91%) experts replied 'yes' orientation programs were arranged to new employees, Based on this response, question was raised in item 6 of table 4.8 to know the focus of orientation program is that, 3 (75%),1(25%) teacher's development process owners and 5(41.66%),4(33.33%),3(25%) experts respectively replied that, the programs were usually focused on introducing tasks to be performed , introducing with co-working and to create awareness about the culture ,rules regulation and polices of the office. However no records were found in the offices that witnessed the experience of orientation program. On the other hand, An overwhelming majority 27 (87.10%) of teachers' process owner and 55 (82%) of Experts replied that orientation/induction programs were not organized to the new recruits (employees). Based on this response, question was raised to know the reason for not arranging orientation program is that, 27 (100%) teacher's development process owners and 54 (98.8%) experts replied that, less attention was given to orientation program, and 1(1.82%) expert replied that, with assumption experienced individual exploited. From the above data it is possible to deduce that there was no any formal induction/orientation program organized to new recruits.

#### **4.7 The Practice of Evaluating Effectiveness of Training and Developments Programs**

As it had been discussed in the review of the literature evaluating training and development programs is one of the crucial issues in HRTD. Now a days, experts and managers attended a



number of training and development programs designed or arranged for education sector employees and officials by their offices or organizations. However, regardless of who designed/arranged the programs, evaluating the effectiveness and benefits is an important aspect. So, organizations evaluated the training and development they had delivered from the very beginning towards its effects on the trainees (Armstrong, 2001). Based on such assumptions respondents were requested to indicate their opinions towards How Woreda Education Offices evaluate the outcomes of training and development programs indicated in table 13

**Table 13: Views on Training and Development Evaluation**

No	Items	Respondents	No	X	SD	Oall X	T-value	p-value
1	The office has an experience of evaluation training and development programs	TDPO	31	1.77	0.95	1.74	0.26	0.79
		Experts	67	1.72	1.04			
2	There are standardized training and evaluation formats in the office	TDPO	31	1.90	0.98	1.76	1.34	0.18
		Experts	67	1.63	0.93			
3	There are relevant criteria to evaluate training and development programs	TDPO	31	1.97	0.91	1.88	0.86	0.39
		Experts	67	1.79	0.95			
4	The organization keeps records of all training	TDPO	31	2.35	1.44	2.13	1.88	0.65
		Experts	67	1.91	0.96			

TDPO=teachers’ development process owner, X=Mean, SD= standard deviation, P-value at  $\alpha=0.05$  and degree of freedom=96

Scales;  $\leq 1.49$  = strongly disagree,  $1.5 - 2.49$  =Disagree,  $2.5 - 3.49$  = undecided,  $3.5 - 4.49$  = Agree,  $\geq 4.5$  = strongly agree

As indicated in table 13, item 1, respondents were requested to rate about whether or not their offices had the experience of evaluating training and development programs. Teachers’ development process owners and Experts with the mean value (X=1.77, SD=0.95) and(X=1.72, SD=1.04) respectively disagree that, evaluation of training and development programs were carried out in their offices. Also overall X= 1.74 shows the disagreement of on this issue. The interview made with the Woreda education offices heads has objective evidence to substantiate the responses’ of respondents. The p-value (0.79) is greater than 0.05, shows there is significance difference between TDPO and expert’s views regarding the offices had the experience of evaluating training and development programs. But as (Saiyadain, 2003) evaluations of training and development effectiveness is the most critical phase is not only assessing the quality of

training imparted but also to see what future changes in training plan should be made to make it more effective .

One woreda education office head stated that:

*“...including me ,most of the staff members have got an opportunities to attend short term training programs at regional and federal level ,but honestly speaking there was no such trend to evaluate the outcomes of training”*

The respondents were also asked to give their view on the availability of standardized training and development evaluation formats in the offices. As indicated in table 13, item 2, with( $X=1.90$ ,  $SD=0.98$ ) and ( $X=1.63$ ,  $SD=0.93$ ) respectively reveal both teachers' development process owners and experts disagreed on this point. In general, the majority of both of the respondents disagreed on the presence of standardized formats to evaluate training and development programs. Thus it can be said that there were not training and development formats in the offices. Similarly the finding of this study the p- value (0.18) indicated that there is no significance difference between TDPO and Experts.

Further question was also raised for employees to rate on the availability of relevant criteria to evaluate training and development programs. Accordingly, as indicated in table 13, item 3, with( $X=1.90$ ,  $SD=0.91$ ) and( $X=1.63$ ,  $SD=0.95$ ) respectively reveal both teachers' development process owners and experts disagreed on this point. In general, the majority of both of the respondents disagreed on the availability of relevant criteria to evaluate training and development programs. Therefore, it can be said that their offices not use relevant criteria to evaluate training and development programs. The p- value (0.39) indicated that there is no significance difference between TDPO and Experts views regarding on the availability of relevant criteria to evaluate training and development programs.

As indicated in table 13, item 4, one of the questions raised to respondents was whether or not the organization keeps records of all trainings. With ( $X=2.35$ ,  $SD=1.44$ ) and ( $X=1.91$ ,  $SD=0.96$ )

respectively reveal both teachers’ development process owners and experts disagreed on this point. In general, the majority of both of the respondents disagreed on organization keeps records of all trainings. Also, the absence of any document concerning training and development programs provided at the woreda level substantiate the response of the majority of respondents. Therefore, based on the responses of the majority and from the observation made by the researcher, it can be said that there were not trend of organized records of all trainings. The p-value (0.65) shows that there is no significance difference between TDPO and Experts views on regarding the organization keeps records of all trainings. The above findings contradicts the idea that says training evaluation is the process of gathering information that helps to make sound decisions regarding training and redevelopment programs which involves activities of reviewing and measuring how well each training phases were carried out and the effectiveness of training programs as whole (Bramley, 1996: 5).

**4.8 Benefits of Training and Development**

Training and development programs are not designed and implemented for their own sake. Organizations and employees should benefit from the training and development programs offered. In this regard, respondents were asked to rate the benefit they have obtained from the training and development programs they had attended.

**Table 14: Benefits of Training and development**

No	Items	Respondents					
		TDPO		Experts		Total	
		No	%	No	%	No	%
1	Which of the following are the benefits of training and development?						
	A. Help to solve problems caused by knowledge and skills obedience	6	19.35	6	8.95	12	12.24
	B. help to a dap new working methods and technologies	4	12.90	1	1.49	5	5.10
	C. Reduce complain and absenteeism	-	-	-	-	-	-

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## PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT

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D. A,B &C	21	67.74	60	89.55	81	82.66
Total	31	100	67	100	98	100

TDPO=teachers' development process owner, %=percent, N=number

With regards to the benefits obtained from the training and development programs employees received, 6(19.35%), 4(12.90%), 21(67.74%) teachers' development process owner and 6(8.95%), 1(1.49%) Experts replied that training and development programs helps to solve problems caused by knowledge and skill obsolescence, and adapt new working methods and technologies.

most of the total respondents 21(67.74%) and 60(89.55%) teachers' development process owner and Experts respectively agreed that the Woreda Education Offices are benefited as a result of training and development programmed implemented in terms of improvements to solve problems caused by knowledge and skill obsolescence, improvement in adapting new working methods and technologies and improve job performance of employees. In consistent with the findings Armstrong (2005), pinpoint training is the planned and systematic modification of employees, behaviors through learning events, programs and instructions which enables individual to achieve the level of knowledge, skill and competence needed to carry out their work effectively. In support to this the goal of human resources training and development is to increase the capabilities and potential of people providing learning opportunities. This can be ensured as far as possible that everyone in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively (Armstrong, 2005).

### **4.9 Major Problems/Constraints to Prepare and Implement HRTDP**

As it had mentioned in review of literature, many organizations would face major constraints or problems to undertake human resource training and development program. Among these are the attitudes of the managers, financial, material and human resource problems and others. In this part of the study respondents were asked to identify the major constraints/problems faced by their respective departments/offices to prepare and implement effective and efficient HR training and development for its employees.

**Table 15: Major Problems of HRTDP Observed in Selected Areas**

No	Items	Respondents					
		TDPO		Experts		Total	
		No	%	No	%	No	%
1	Has your organization faced with any problem in implementing any training and developments program?						
	A. Yes	31	100	65	97.01	96	97.96
	B. No	-	-	2	2.98	2	2.04
	Total	31	100	67	100	98	100
2	If your answer is 'Yes' what the problems?						
	A. Attention was not paid by top official's	1	3.23	2	2.98	2	2.04
	B. Lack of skill	3	9.67	7	10.45	4	4.08
	C. Budget constraint	22	70.97	40	59.70	61	62.24
	D A&B	5	16.13	18	26.86	23	23.47
	Total	31	100	67	100	98	100

TDPO= teachers' development process owner ,%=percent ,N=number

As it can be seen from table 15 item 1, 96 (97.96%) of the total respondents replied that there were problems to implement training and development programs. In contrast 2 (2.04%) of the total respondents replied there had not been any constraint. Therefore from the response of the majority, one can say that there were problems in implementation of training and development programs.

Those who replied yes for item 1 was requested to point out the kind of problems their respective organizations had faced. As it is revealed in item 2 of table 15, ,22(70.97%) and 40(59.70%) teachers' development process owners and experts respectively replied that, budget constraints were the major problem in designing and implementing training and development programs. On the other hand 1 (3.23%) , 2(2.98% ) and 3(9.67%) , 7(10.45%) teachers' development process owners and experts respectively replied that, the lack of attention from top officials and lack of skill were the major constraints in designing and implementing training and development programs. In addition

5(16.13%) and 18(26.86%) teachers' development process owner and Experts replied that both lack of attention from top official's and skill were the major problems in designing and implementing training and development programs. In general from the response of the majority of the respondents, it can be said that, there were problems related to the attention of top officials and lack of adequate skill to implement training and development programs in the offices. In consistent with the findings one of the major problems that affects human resource training and development is financial problem. Most organizations do not have a separate budget for training and those that usually placed funding requests for training purpose from budgetary sources. It is obvious that shortage of founding availability will clearly affect the amount and quality of education and training that can be under taken UNISD (2000).Also Some of the problems were similar to the problems cited by Mathis and Jackson (1997) in the review of the literature.

## CHAPTER FIVE

### 5. SUMMARY ,CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

#### 5.1 SUMMARY

The major purpose of this study is to assess the practices and what have been carried out in Asossa Zone education desk and Woreda Education Offices in training and developing their employees, and also to investigate problems that have been adversely affecting in designing and implementing training and development program over the last three years (since 2003E.C).In order to achieve this purpose, the following basic questions were raised.

1. How do Woreda education offices identify the needs for trainings and development programs?
2. What are the objectives and focus areas of HR training and development programs in Woreda education offices?
3. How are training and development opportunities offered to employees of the organization
4. What are the trainings and development methods frequently used by Woreda Education Offices?
5. What are the monitoring and evaluation procedures being made in assessing the effectiveness of HR training and development program in the selected research areas?
6. What are the challenges or problems encountered the effective implementation of HR training and development in woreda education offices?

Descriptive research design was employed to assess and describe the problem in a broad

and wider magnitude. Questionnaires, interview guides and document analysis were used to collect relevant and adequate data from sample respondents. Percentage, mean and t-test were used to analyze the data.

To answer the research questions, descriptive survey method is employed. To this effect the study is conducted in all 7 woredas of Assosa Zone. A total of 106 teachers' development process owner, experts and Office heads are selected through census sampling technique. To gather necessary information on the issue 98 questionnaires are distributed to teachers' development process owners and Experts all are properly filled and returned.

In addition, unstructured interview is conducted with 8 office heads, to extract in-depth information regarding the practice of human resource training and development in their respective offices.

The data collected from teachers' development process owner and Experts through closed ended questionnaire is analyzed and interpreted by using different statistical tools like percentage, mean, standard deviation, independent sample t-test. The analysis of the quantitative data is performed in the help of SPSS version 16 computer program. The data gathered through unstructured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

### **Issues related to Training and development needs assessment**

- ☞ Training and development needs assessment is a continuous, systematic and participatory process that helps to identify knowledge, skill and attitude gaps that could be filled through training and development programs. The data obtained from questionnaire and interview reveal that there were no training and development needs analysis both in zone education head office and in the woreda education offices.
- ☞ Regarding the reason for not conducting training and development need assessment Both TDPO and Experts respondents asserted that lack of attention from top official, budget constraints and lack of awareness about training and development need assessment respectively were the major reasons that constrained the assessment of training and development needs.



- ☞ Regarding the approaches of training and development needs assessment, different approaches could be used to identify the gaps which exist between the actual and expected performances within organizations. However, the respondents confirmed that task, person and organizational analysis were not used to assess the training and development needs of the organizations.
- ☞ The practices related to data gathering methods for training and development needs were almost non-existent
- ☞ Regarding the criteria to prioritize the needs, as confirmed by respondent's availability of budget was the major factor considered in prioritizing training and development needs. However, employee's motivation/attitude and urgency of training needs were not considered to prioritize training and development needs.

#### **Issues related to the focus of training and development programs**

- Regarding focus of the training and development programs it was found out that majority of the respondents believed that the main focus of the programs was to introduce new methods, procedures, etc. to employees and managers.
- Majority of the respondents also asserted that the main focus of the TDPs was to improve the performance of employees and managers. Even though the majority of the respondents agreed on the issue, some claimed that there was no adequate effort done to improve the job performance of employees

#### **Issues related to training opportunities**

- Regarding selection criteria, to select trainees and trainers as confirmed by the majority of respondents it is found that the office had selection criteria to select trainees and trainers. Also both teachers' development process owners and experts replied that the selection criteria were fairly known by all employees.
- Good personal relationships were not found a mechanism to get training opportunities
- In most cases the findings also indicated that the appropriate trainers were selected through competitiveness.

### **Issues related to training and development methods**

- As confirmed by respondents the practice of using on – the- jobs training and development methods through coaching, mentoring, and job rotation was extremely low. Majority of teachers’ development process owners and experts confirmed that there was no on- the-job training method.
- As indicated by the respondents workshops/seminars and conferences were the most frequently used off – the- job method .whereas visiting other organizations and distance education were not used to train and develop employees of the organization.

### **Issues related to implementation of training and development programs**

- The majority of experts and teachers’ development process owners replied that they have got training and development. It was also found that training and development programs were arranged mainly by Ministry of education and Regional Education Bureau, in contrary nonexistent at Zonal and woreda levels. The majority of respondents indicated that they had been participating in short term trainings, such as workshops, seminars and conferences. Strategic planning and performance appraisal were the types of trainings attended by most of teachers’ development process owners and experts
- Regarding the arrangement of orientation/induction programs, the findings of the study revealed that an overwhelming majority of the respondents confirmed that there was no any formal induction/orientation program organized for new recruit employees or for those new job/position holders. Less attention given to orientation program was found to be the major reason for absence of the program

### **Issues related to training and development program evaluation**

- As confirmed by the respondents experience , standardized and relevant criteria to evaluate training and development program as well as keeping records of training and development was found to be nonexistent in organization.

### **Issues related to benefits of training and development programs**

- Regarding the benefits of training and development programs ,the majority of respondents

confirmed that training and development programs help in solving problems caused by knowledge and skill obsolescence, to adapt new working methods and technologies, and reduce complain and absenteeism.

### **Issues related to constraints of training and development programs**

- As confirmed by respondents, lack of adequate budget followed by less attention from top officials and lack of skills, were the major factors that constrain the training and development programs of organization.

## **5.2 Conclusion**

- Conducting training and development needs assessment is an essential process which helps to identify performance gap and to determine whether training and development programs are the most cost effective solutions and important for the organizations. It is obvious that conducting training and development program without making needs assessment would have a risk of overcrowding or doing too little training and development activities, missing the desired target and wasting the limited resources (Brown, 2002:569). However, the finding of the study revealed that there were no practices of assessing training and development needs in all education offices of Assosa zone. From this it can be concluded that the training and development programs that had been implemented in the education sector of the zone were not based on continuous, systematic and comprehensive analysis of tasks, person and organization. Therefore, it can be said that all attempts and efforts made to develop training and development programs could not achieve their intended goals. That is because the programs were no designed based on accurate identification of gaps actually exist. Thus, employees were not exposed to appropriate training and development programs that improve their knowledge, skill and attitudes and enhance the overall performance of the organization. As the result, both employees and the organizations did not benefit from the training and development programs implemented in the zone.
- All of the training and development programs were mainly arranged by Regional education

Bureau and ministry of education, the offices were not in a position to set appropriate training and development programs and set objectives by themselves. Moreover, at all levels much emphasis had been given to short-term training and development programs such as seminars, workshops and conferences. However, no attention had been paid to arrange orientation programs, and to train teacher process owners and experts through on-the-job training and development method.

- Even though , the respondents confirmed that improvement has been observed on how to solve problems caused by knowledge and skill obedience, in adapting new working methods and reduce absenteeism with no mechanisms to evaluate the outcomes of training and development programs, it can't be concluded that the offices benefited from training and development programs implemented
- Training and development practices in education offices were not free from constraints. Among these, lack of budget, lack of attention from top officials and lack of skill, in descending order, were found as the major constraints in the Woreda Education Offices

### **5.3 Recommendation**

1. Training and development programs could be effectively achieved if they were planned based on the identified training and development needs of the organizations through systematic, continuous and participatory needs assessment. Otherwise, it would be wastage of resources and could not improve the knowledge, skill and attitude of individuals and achieve the desired goals of the organization. Therefore, it is recommended that

- Zone and Woreda Education Offices should create close relationship and /or work in cooperation with public college (GilGel Belese TTC) and private colleges in the zone and identify the training and development needs of employees and their organization.
- Zone and Woreda Education Offices should organize committee that comprises representatives of process owners and Experts in their organization that have the knowledge, skill, experience and commitment to conduct the training and development needs assessment and provide them with the necessary resources and facilitate

conditions that help them identify the gaps through measuring each employees work against the performance established for the job, examining the knowledge, skill and attitude specified on the job description required to perform the job and analyzing the effectiveness and the problems of the organization in achieving its goals.

- Zone and Woreda Education Offices should conduct continuous and frequent discussion with its employees on the major success and problems of the organization in general and strengths and weakness of employees to identify the gaps actually exist that can be solved through training and development programs.

2. Designing and implementing Training and development program at organizational level benefits all of the employees in one way or another .Therefore, both Zone and Woreda education offices will expected to arrange and implement training and development programs at their organization levels .Thus BenishangulGumuz Region Education Bureau provide technical assistance to zone and woreda education offices in developing and implementing their own organizational training and development program. The other recommendation is the organization should give a chance for employees to participate in the designing and development of the organization training. This can help the organization to easily understand the need and want of employees regarding the training that the organization will deliver and give awareness for them about the types of training that will be provided.

3. The practice of using only off- the- job training and development methods and diving less emphasis to on – the- job training and development methods has to be changed in such way that both methods have to be complimentarily utilized depending on the nurture and content the programs, the availability of resources, interest of trainees, knowledge, skill and ability of supervisors and/or trainers or based on the policy of the organization. In this regard, it is recommended that

- Zone and Woreda Education Offices have to provide intensive trainings on techniques how to implement on- the- job training and development methods in their organizations and provide with necessary training and development resources.
- Zone and Woreda Education Offices should assign experienced employees

who facilitate, coordinate and follow up the implementation of on-the-job training and development methods.

- Zone Education Desk and Woreda Education Offices should encourage employees to upgrade their professional competence through distance education by giving them permission to attend tutorial class and paying fees for the courses and provide opportunities of education for its employees to join universities and colleges through summer courses and regular programs.
- Zone Education Desk and Woreda Education Offices should set plan and allocate budget to share experiences and develop such culture among different process owners within the organization and with other organizations at least twice a year.
- Consensus should be reached through regional meetings towards long-term training, professional development and on-the-job training and development programs.

4. The absence of induction programs reduced the motivation and performance of new employees and such programs were neglected as a method of training. Therefore, it is recommended that induction programs should be arranged to new employees and new position holders before they had started to perform their jobs. It is also recommended that short formal orientation programs should be arranged with the senior staff members of the offices to create easy communication in the office

5. Evaluation has paramount importance to identify the problems organizations encountered and may encounter in the course of designing and implementing the training and development programs. It also helps to make immediate and rational decisions with regards to the process, outcomes, goals and/or sustainability of the program based on the results of the evaluation. Therefore, it is recommended that

- Zone and Woreda Education Offices should develop clearly defined evaluation criteria and standardized formats to assess the worth, impact, result and effectiveness of the programs.
- Zone and Woreda Education Offices should provide continuous trainings to

employees on how to assess, record, maintain and report their day-to –day progress obtained as a result of the training and development programs they have attended.

6. Some of the major constraints to prepare and implement TDPs for employees and officials included in general the low commitment of managers, absence of needs assessment, lack of sufficient budget, and etc. Therefore, it is recommended that:

- At Zone and Woreda level awareness creation workshop should be organized towards the significance of TDPs for top-level managers and for those who will be appointed before they start their jobs.
- REB should organize awareness creation workshop for top-level managers to rise up their commitment and level of attention towards TDP.
- Zone Education Desk and Woreda Education Offices should develop justified training and development plans based on the identified needs and submit to Woreda cabinet for adequate allocation of budget for training and development programs.
- Zone and Woreda Education Offices should develop/design convincing and attractive training and development proposals and request NGOs to provide them funds that help to implement the training and development programs.

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Appendix – I

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIP

A study on” Human Resource Training and development practice in woreda Education offices of Assosa Zone

A questionnaire to be filled by experts and teachers’ development process owners.

The main purpose of this study is to investigate the practice and the problems of human resources training and development programs in woreda education offices of Assosa zone

The research study findings and the recommendation will serve as an input in Woreda Education Offices of Assosa Zone in relation to training and development of their human resources. Therefore your response is necessary for attainment of the objectives of the study.

Be aware that the information procured through this questionnaire is solely used for the research purpose only and it will be strictly keep confidential.

Remark:

- A. No need of writing your name.
- B. Mark “X” sign in front of alternatives.
- C. If it is needed, you can give more than one answer.

**Part One: Back Ground of respondents**

1. Sex:      A, Male            B. Female     

2. Age:    A. 20-30 years

B: 31-40 years

C. 41- 50 years

3. Educational back ground

A, below grade 12  D, Diploma

B, 12<sup>th</sup> complete  E. 1<sup>st</sup> degree

C, 12+ TTI

4. Work experience

A, 1-5 years  C.11-16 years

B, 6-10 years  D. 17 years and above

5. Current position

A. Education office head

B, Teachers' development process owners

C. Experts

6. Experience of the current position

A, 1-5 years

B, 6-10 years

C, 11-16 years

D. 17 years and above

**Part Two:**

**A .Regarding Training and Development needs assessment practice**

1. Has your organization conducted training and development need assessment since 2003 E.C?

A. Yes  B. No

2. If your answer is “Yes” who is the responsible body to conduct training and development needs assessment?

A. All members of the office

B. Teachers process owners

3. If your answer” No” what are the reasons for not conducting training and development needs assessment?

A. lack of awareness about training and development needs assessment?

B. Budget constraint

C. Lack of attention from top official

4. Has your organization designed training and development program since 2003 E.C?

A. Yes  B. No

5. If your answer for question no 4 is yes were there set objectives

A. Yes  B. No

6. If your answer for question no 5 is “Yes” were objectives specific measurable and clear ?

A. Yes  B. No

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**PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT**

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7. Indicate your response to the following items by making "X" mark in the box which indicated the extent to which your agreement or disagreement (SA=strongly agree, A= Agree, U=undecided, D=disagree SD= strongly disagree).

No	Question items	Rating scales				
		SD	D	U	A	SA
1	Needs are assessed based on individuals skill. Knowledge and attitude.					
2	Needs are assessed based on organization goals, objectives, culture etc.					
3	Training and development needs assessment are carried out through analysis of the task/ job performance deficiency of employees					

8. indicate your response to the following items by making ' X' mark in the box which indicates the extent to which your agreement or disagreement (SA=strongly agree, A= agree U=undecided, D= disagree, SD= strongly disagree)

No	Question items	Rating scales				
		SD	D	U	A	SA
1	Conducting survey is used to gather data for training and developments need assessment					
2	Observation method is used to gather data for training and development needs assessment					
3	Performance evaluation is used to collect data for training and development need assessment					
4	Conducting group discussion is used to gather data for training and development need assessment					

**PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT**

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9. Indicate your response to the following items by making 'X' mark in box which indicates the extent to which your agreement or disagreement (SA=strongly agree, A= Agree U=undecided, D= disagree SD= strongly disagree)

No	Question items	Rating scales				
		SD	D	U	A	SA
1	Needs prioritized based in availability of budget					
2	Needs are prioritized based on urgency of the training need etc.					
3	Needs are prioritized based on trainees motivation					
4	Needs are prioritized based on the decisions of top officials					

**B Focus of training and development program**

10. Indicate your response to the following items by making 'x' mark in the box which indicates the extent to which your agreement or disagreements (SA= strongly agree, A= agree U=undecided D= disagree SD= strongly disagree)

No	Objectives & focuses of Training and development programs	SA	A	UD	DA	SDA
1	My office prepared training and development program plans for its employees and managers since 2003 E.C.					
2	The training and development objectives had been set before preparing and implementing the program.					
3	The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.					
4	The main focus of the training program was to introduce new methods, procedures, etc., to employees and officials.					



**PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT**

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5	The main focus of the training program was to improve performance deficiency of employees and officials.					
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**C. selection criteria**

11. Indicate your response to the following items by making 'x' mark in the box which indicates the extent to which your agreement or disagreements (SA= strongly agree, A= agree U=undecided D= disagree SD= strongly disagree)

No	Question items	Rating scales				
		SD	D	U	A	SA
1	The office has selection criteria to select trainees					
2	Training opportunities are usually offered to individuals who has good personal relationship with top management/immediate boss					
3	Training opportunities provided to the management personnel than to experts					
4	Training given to individuals as means of incentives					
5	The selection criteria are well known by employees					

12. Indicate your response to the following items by making 'x' mark in the box which indicates the extent to which your agreement or disagreements (SA= strongly agree, A= agree U=undecided ,D= disagree SD= strongly disagree)

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**PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT**

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No	Question items	Rating scale				
		SD	D	U	A	SA
1	My office has clear and transparent criteria for selecting trainers.					
2	Trainers are selected based on competitiveness					
3	Trainers are selected on the good will of top level Managers.					
4	Trainers are selected through their personal relationships with the training and development coordinators/managers.					

**C. Training and development methods**

1. Which of the following training and development methods are mainly used in your organization?

A .On-the-job training method

B. Off-the-job training method

2. Which type of on- the- job training method used in your organization? (you can choose more than one )

A. mentoring

B, Coaching

C. Job rotation

D. Non- the job training is practiced

2. Which type off- the job training method used in your organization? (You can choose more than one )

A. workshop and seminars

B, trainees attend higher education

C. Distance education

D. Visits to other organizations

**D. Implementation of training and development programs**

1. Did you receive training and development program since 2003 E.C?

A. Yes  B. No

2. If your answer is 'yes' who prepared the program?

A. woreda education office

B. Zonal education office

C. Capacity building office

D. Regional education bureau

E. Ministry of education

F. D&E

G. others

3. What were the types of training program?

A. short- tem training, seminars and conferences

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PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT

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B. attending higher education

C. Distance education

4. Which of the following topics training delivered?

A. strategic planning

B. Human relation skill

C. performance appraisal

D. Decision making

E. Financial management

F. Information Technology

G. A&C

H.A&F

5. Does your organization have the experience of arranging orientation programs to new employees?

A. Yes  B. No

6. If “Yes what are the focus of the program?

A. Introducing tasks to be performed

B. Introducing with co- workers

C. To create awareness about the culture, rules regulation and polices of the office

7. If your answer is ‘no’ what are reasons not to arrange orientation programs?

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**PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT**

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- A. less attention was given to orientation program
- B. the program is costly and time consuming
- C. With the assumption experienced individual exploited

**E. Evaluations of training and developments programs**

Indicate your response to the following items by making 'x' mark in the box which indicates the extent to which your agreement or disparagement (SA=strongly agree, A= agree, U=undecided, D disagree SD= strongly disagree)

No	Question items	Rating scales				
		SD	D	U	A	SA
1	The office has an experience of evaluation training and development programs					
2	There are standardized training and evaluation formats in the office					
3	There are relevant criteria to evaluate training and development programs					
4	The organization keeps records of all training					

**F. Training and development program benefits**

1. Which of the following are the benefits of training and development?

- A, Help to solve problems caused by knowledge and skills obedience
- B. help to a dap new working methods and technologies
- C. Reduce complain and absenteeism  D. A/B &C

**G. Constraints of training and development programs**

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## PRACTICES OF HUMAN RESOURCE TRAINING AND DEVELOPMENT

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1. Has your organization faced with any problem in implementing any training and developments program?

A. Yes  B. No

2. If your answer is 'Yes' what the problems?

A, Attention was not paid by top official's  D. A and B

B. Lack of skill  C. Budget constraint

Appendix – II

**The Interview to be answered by Education Offices heads**

This interview guide is prepared to direct the interviews to be carried out to elicit information that helps to conduct a study about a type that is entitled (Status of human resources training and development in woreda Education Offices of Assosa Zone ). There you are kindly requested to express your opinion frankly because your genuine responses are the meanest to arrive at a reliable result. Besides, it helps focus on questions that cover the main areas of the study to cross- check the collected data.

Be aware that the information procured through this interview is solely used for the research purpose only and it will be strictly keep confidential.

1. Has your organization conducted training and development needs assessment?

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2. Who identifies training and development needs in your organization?

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3. Does your organization prioritize its training and development needs, how?

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4. Does the organization set objectives for training and development? Who are Involved?

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6. Are the objectives set SMART?

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7. What factors the organizations consider in selecting training and development methods? Which methods were used in delivering the program?

8. What are the selection criteria of trainees?

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9. Have you attended any training and development? What are its relevance's?

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10. Does the organization conduct evaluation of training and development? When and How?

---

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11. What benefits your organization and employees have got from training and development?

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12. Would you mention problems your organization faced in conducting training and development?

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**በጅማ ዩኒቨርሲቲ ትምህርት ሙያልማት ተቋም  
ትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል**

በመምህራን ልማት የሥራ ዕድትና በትምህርት ባለሞያ- ች (ኤክስፐርት) የሚሞላ ይህ መጠይቅ የተዘጋጀው በቤንሻንጉል ጉሙዝ ክልላ- መንግስት በአሶሳ ዞን ሥር ባሉት ወረዳ ትምህርት ጽ/ቤቶች የሰው ሃብት ሥልጠናና ልማት መረሃግብር ትግበራን ለመገምገም ሲሆን መረሃግብሩም ከ2003-2005ዓ.ም ያለውን የሚያካትት ይሆናል።

የዚህ ምርመር አላማ በወረዳ ትምህርት ጽ/ቤት በኩል የሚገባ የሰው ሃብት ሥልጠናና ልማት ችግሮችን በመለየት ለሚመለከባቸው አካላት ማሳወቅና ጠቃሚ የሆኑ መፍትህ ሀሳቦችን ለመጠቀም ነው።

ይህ ጥናታዊ ዕቅድ የሚሰራው ለትምህርት ዓላማ ሲሆን በገንዘብ ማንነት ላይ ምንም ጉዳይ አያደረስም። ሆኖም ግን ይህን ጥናታዊ መጠይቅ በመሙላት የምትሰጡት መረጃ ለተገቢው ዓላማ የሚውል ሲሆን ለጥናታዊ ዕቅድ ስኬተማነት የገንዘብ በባላማነት መጠይቆችን መሙላት ትልቅ አስተዋጽኦ አለው። ስለዚህም ግልጽነትን በተላበሰ መልኩ መጠይቁን ገንዘብ ለማግኘት በትኩረትና ጠቃሚነት።

ማሳሰቢያ:-

ስም መጻፍ አያስፈልገም

ገቢ- ን በገንዘብ ክፍል የተሰጡትን መመሪያ- ች በመከተል የ(✓)ምልክት በማስቀመጥ ተሰማሚውን መልስ ይምረጡ።

ከምስጋና ጋር!

**ክፍል አንድ**

1. ጾባ

ሀ/ ወንድ

ለ/ ሴት

2. ዕድሜ

ሀ/ ከ20-30

ለ/ ከ31-40

ሐ/ ከ41-50

መ/ ከ50 በላይ

3. የትምህርት ደረጃ

ሀ/ ከ12+ኛ ክፍል በታች

ለ/ 12+ኛ ክፍል ያጠናቀቀ

ሐ/ 12+ተተይ

መ/ 12+1  ሠ/ 12+3  ረ/ ዲፕሎማ

ሸ/ የመጀመሪያ ድግሪ

ቀ/ ሁለተኛ ድግሪ

4. የሥራ ላይ ልምድ

ሀ/ ከ1-5 ዓመት

ለ/ ከ6-10 ዓመት

ሐ/ ከ11-16 ዓመት

መ/ ከ17 ዓመት በላይ

5. በአሁኑ ሰዓት ያሉበት የሥራ ኅላፊነት

ሀ/ የመምህራን ልማት የሥራ ሂደት

ለ/ የትምህርት ባለሞያ (ኤክስፐርት)

6. አሁን በያዙት የሥራ ኅላፊነት ስንት ዓመት አገልግለዋል

ሀ/ ከ 1-5 ዓመት

ለ/ ከ6-10 ዓመት

ሐ/ ከ11-16 ዓመት

መ/ ከ17 ዓመት በላይ

**ክፍል -2 ሀ/ የሰው ሃብት ስልጠናና ልማት ፍላጎትን በተመለከተ የሚሞላ**

1. ጽ/ቤቱ የሰው ሃብት ስልጠናና ልማት አስመልክቶ የፍላጎት መረጃ ይሰጠዋል?

ሀ/ አ-

ለ/ አይደለም

2. ምላሾች አይ ከሆነ መረጃ የማይሰጡበት ምክንያት ምንድነው?

ሀ/ በሰው ሃብት ስልጠናና ልማት ላይ የግንዛቤ ጥረት በመኖሩ

ለ/ የባጀት ዕጥረት

ሐ/ ማኔጅመንት ትኩረት ስለማይሰጥበት

3. ምላሾች አ- ከሆነ መረጃውን የመሰብሰብ ኅላፊነት የማይሰጡ?

ሀ/ ሁሉም የጽ/ቤቱ ሠራተኞች  ለ/ የመምህራን ልማት የሥራ ሂደት

4. ጽ/ቤቱ የሰው-ሃብ ሥልጠናና ልማት ፕሮግራም አዘጋጆች ያውቃል?

ሀ/ አ- ለ/አይደለም

5. ለጥያቄ 4 ምላሾች አ- ከሆነ የሥልጠናው አላማ ተቀምጦአል?

ሀ/ አ- ለ/አይደለም

6. ለጥያቄ 5 ምላሾች አ- ከሆነ የተቀመጡት ዓላማ- ች በአንድ ሀሳብ ላይ ያተኮሩ ምልክት ሚችሉና በቀላሉ ለመረዳት የሚያስችሉ ነበሩ?

ሀ/ አ- ለ/አይደለም

7. በሠንጠረዥ ውስጥ የቀረቡት ሐሳቦች የሥልጠናና ልማት ፍላጎት ምዘናን ለማወቅ የተነደፉ ናቸው። ስለዚህም ለቀረቡት የጥያቄ ሐሳቦች በጣም ስማማህሁ ከሚለው ጀምሮ በፍጹም አልስማማም አስከምለው ድረስ በመምረጥ

(√) ምልክት ስንድባደረጉ በትህትና ሰጠዎታላሁ

በ i (በጣም ስማማህሁ)=5

i (ስማማህሁ)= 4

አ(አልወሰንኩም)=3

አል(አልስማማም)=2

በአል(በፍጹም አልስማማም)=1

ተ.ቁ	የጥያቄ ሀሳቦች	በአል	አል	አ	i	በ i
1	የስልጠና ፍላጎት የመረጃ አሰባሰብ የግል ችሎታን፣ ሰው-ቀትንና ፍላጎትን ባማክል መልኩ ይደረጋል					
2	የስልጠና ፍላጎት የጽ/ቤቱን ግብና አላማ ባገናዘበ መልኩ ይከናወናል					
3	የሥልጠና ፍላጎት የምመዘነው፡ ተጠያቂነትና ተፈጻሚነትን በሚጠይቅ ሁኔታ ነው					

8. በሠንጠረዥ ለቀረቡት የጥያቄ ሀሳቦች በጣም ስማማህሁው ከሚለው ጀምሮ በፍጹም አልስማማም ስከምለው ድረስ በመምረጥ(√) ምልክት ስንድባደረጉ በትህትና ጠይቃላሁ

በ i(በጣም ሰማማሕሁ)=5  
 i( iስማማሕሁ)= 4  
 በከ i(በክፍል iስማማሕው)=3  
 አል(አልስማማም)=2  
 በአል(በፍጹምአልሰማማም)=1

ተ.ቁ	የጥያቄ ሀሳቦች	በአል	አል	አ	i	በ i
1	የጽ/ቤቱ የስልጠና ፍላጎት የሚለየው መጠይቅ አዘጋጆች መረጃ በመሰብሰብ ነው					
2	የጽ/ቤቱ የስልጠና ልማት ፍላጎት የሚለየው በምልክባ ነው::					
3	የሥራ አፈፃፀም ግምገማ ንደ መረጃ ግብዓት ያገለግላል::					
4	የቡድን ውይይት ለስልጠና ፍላጎት መለያ የመረጃ ምንጭ ሆኖ ያገለግላል::					

9. በሠንጠረዥ ለቀረቡት ጥያቄ ሀሳቦች በጣም iስማማሕው ከሚለው ጅምር በፍጹም አልስማማም iስማማሕው ድርስበመምረጥ (✓) ምልክት iንድባደረጉ በትህትና iጠይቃለው::

በ i(በጣም ሰማማሕሁ)=5  
 i( iስማማሕሁ)= 4  
 አ(አልወሰንኩም)=3  
 አል(አልስማማም)=2

ተ.ቁ	የጥያቄ ሀሳቦች	በአል	አል	በጥ i	i	በ i
1	የስልጠና ፍላጎት ቅደምተከተል የሚለየው በተመደበው በጀት ላይ ተመርኩዞ ነው::					
2	ቅድሚያ የሚሰጠው የሥልጠና ፍላጎት የሚወሰነው በስልጠናው አጠዳፊነት ነው					
3	የስልጠና ፍላጎት ቅድሚያ የሚያገኘው የስልጣኑ ፍላጎት ባይቶ ነው					

4	የሰልጠና ፍላጎት የሚወስነው በከፍተኛ አመራሮችነው					
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በአል(በፍጹምአልሰማማም)=1

### ክፍል 3 / የሰልጠናና ልማት ዓላማና ትኩረቶች

10.በሠንጠረዥ ለቀረቡት ጥያቄ ሀሳቦች በጣም ስማማገው ከሚለው ጀምሮ በፍጹም አልሰማማም ስለሚለው ድርስበመምረጥ (✓) ምልክት ስንድርደረጉ በትህትና ሰጠዎታል፡፡

በ i (በጣም ሰማማገሁ)=5

i( ስማማገሁ)= 4

አ(አልወሰንኩም)=3

አል (አልሰማማም)=2

በአል (በፍጹምአልሰማማም)=1

ተ.ቁ	የጥያቄ ሐሳቦች	በአል	አል	አ	i	በ i
1	ጽ/ቤተችን ከ 2003 ጀምሮ የሰልጠናና ልማት ዕቅድ አዘጋጅቶአል					
2	የሰልጠናና ልማት ዓላማ ሰልጠናው ከመሰጠቱ ቀደም ብሎ ይዘጋጃል					
3	የሰልጠናና ልማት ዓላማው በትክክል የምጠበቀውን ወጠት የምያሳይ ነው					
4	ሰልጠናና ልማቱ አዳድሶ ሰልፋችን /ሂደቶችንና የመሳሰሉትን ለማወቅ የሚረዳ ነበር					
5	የሰልጠናና ልማቱ ዓላማው ያከፈጸጸም ክፍተቶችን ለመሙላት ነው					

### ክፍል 3 ለ/መመልመያ መስፈሪቶች

10.በሠንጠረዥ ለቀረቡት የጥያቄሀሳቦች በጣም ስማማገሁ ከሚለው ጀምሮ በፍጹም አልሰማማም ስለሚለው ድርስ በመምረጥ(✓) ምልክት ስንድርደረጉ በትህትና ሰጠዎታል፡፡

በ i(በጣም ስማማገሁ)= 5

i( ስማማገሁ)=4

አ(አልወሰንኩም)=3

አል(አልስማማም)=2

በአል(በፍጹምአልስማማም)=1

ተ.ቁ	የጥያቄ ሀሳቦች	በአል	አል	አ	i	በ i
1	ጽ/ቤቱ የስልጣኖች መመልመያ መስፈረት አለው.					
2	ግለሰቦች የስልጠና ዕድል የሚያገኙት ከጎላፊ- ች ጋር ባላቸው ቅርብ ግንኙነት ነው.					
3	የአስተዳደር ሰራተኛ ክትምህርት ባለሞ- ች የተሻለ የስልጠና ዕድል ያገኛሉ.					
4	የመመልመያ መስፈራቶቹ በሁሉም ሠራተኛ ዘንድ ይገኛል.					
5	ሠራተኞች ለአሰልጣኝነት የሚመለመሉት ባላቸው ብቃት ነው.					

**ክፍል.4 ሐ/ የስልጠናና ልማት ስልቶች**

የትኛው የስልጠና ልማት ስልት ነው በፅ/ቤቱ የሚዘወተረው

**1. የስራ ላይ ሥልጠና**

ሀ. በሥራቸው ገቢና የረዥም ጊዜ ልምድ ባላቸው ባለሞያ- ች መሰልተን

ለ. በከፍተኛ ባለሞ- ች ክትትልና ገዛ□

ሐ. ደረጃቸው በመቀራረብ ሥራ መደብ ላይ በመዘዋወር መሥራት

መ. የሥራ ላይ ሥልጠና በፍጹም አልተተገበረም

**2. ከሥራ ቦታ ውጭ የሆነ ሥልጠና**

ከስራ ቦታ ውጭ ከሆኑት የሥልጠና ስልት በፅ/ቤቱ የሚዘወተረው የትኛው ነው?

ሀ. ወርክሾፕ ገና ሴሚናር □

ለ. ስልጣን የከፍተኛ ት/ት ገንዘብ ልማድ □

ሐ. የርቀት ት/ት መከባተል

መ. ተመሳሳይ ከሆኑ ሌሎች ጽ/ቤት ልምድ መጋራት

**ክፍል 5 መ/የሰው-ሃብ ሥልጠና ልማት አተገባበር**

1. ከ 2003 ዓ.ም ጀምሮ ስልጠና ስልጥነው ያውቃሉ?

ሀ/አሆ ስልጥኛለው

ለ/ በጭራህ ስልጥኝ አላውቅም

2. ለተራቁጥር 1 ምላሾች አ- ከሆነ ስልጠናውን ያዘጋጀው አካል ማነው?

ሀ/ የወረዳት/ት ጽ/ቤት

ለ/ የዞን ትምህርት መምሪያ

ሐ. የወረዳው አቅም ግንባባ ጽ/ቤት

መ. ክልል/ት/ቤት

ሠ. ትምህርት ሚኒስቴር

ረ. ሌሎች

3. የሥልጠናው መረጃ ምን አይነት ነበር?

ሀ/ አጫጭር ሥልጠና- ችፍሮች ስምደታና ስፈራ ስራዎች

ለ/የክፍተኛ ት/ት መከባተል

ሐ/ የርቀት ትምህርት መከባተል

4. የወሰዱት የሥልጠና አይነት

ሀ. ስትራቴጂክ ዕቅድ

ለ. የሕዝብ ግንኙነት ክህሎት

ሐ የሥራ አፈፃፀም ግምገማ

መ. ውሳኔ አሰጣጥ

ረ. የፋይናንስ አጠቃቀም

ሰ. በኢንፎርሜሽን ቴክኖሎጂ

5. ጽ/ቤቱ ለአዳዲስ ሠራተኞች የኦሪገናል ፕሮግራም ያዘጋጀል?

ሀ/ አ-

ለ/አይደለም

6. ለተራቁጥር 5 ምላሾች አ- ከሆነ ፕሮግራሙ ምን ላይ ያተኮረ ነው?

ሀ. በ ጽ/ቤቱ የሥራ-ባህል ደንብ መሠሪያና ፖሊሲ ላይ ግንዛቤ መፍጠር

ለ. በጽ/ቤቱ በሚከናወኑ ተግባራት ላይ

ሐ. ከሠራተኛ ጋር ማስተዋወቅ

7. ለተራ ቁጥር 5 ምላሽ በጭራህ ከሆነ አፊንተሽን ፕሮግራም የማይዘጋጅበት ምክንት ምንድነው?

ሀ. ለአፊንተሽን ፕሮግራም አናሳ ግንዛቤ በመስጠቱነው

ለ. ፕሮግራሙ ወጭና ጊዜን ስለማያባክን ነው

ሐ. ልምድ ያላቸው ሥራተኛ ከሆነ ሞራላቸው ነጻይነትን በማሰብ

**ክፍል -6 ሠ/የሰው-ሃብት ስልጠና ልማት ግምገማ**

11. በሠንጠረዥ ለቀረቡት የጥያቄ ሀሳቦች በጣም ስለማይሰሩ ከሚለው ጅምር በፍጹም

አልስማማም ስለሚለው ድረስ በመምረጥ(√) ምልክት አንደግደረጉ በትህትና ሰጠዎታል:::

$ni(\text{በጣም ስለማይሰሩ}) = 5$

$i(\text{ስለማይሰሩ}) = 4$

$h(\text{አልወሰንኩም}) = 3$

$ha(\text{አልስማማም}) = 2$

$na(\text{በፍጹም አልስማማም}) = 1$

ተ.ቁ	የጥያቄ ሀሳቦች	na	ha	h	i	ni
1	ጽ/ቤቱ የስልጠና ልማት ፕሮግራሞችን የመገመገም ልምድ አለው.					
2	ጽ/ቤቱ ስንዳርዱን የጠበቀ የመገምገሚያ ፎረም አለው.					
3	ሥልጠና ልማትን መገምገም የሚስችል መስፈሪት አለ					
4	ጽ/ቤቱ የሚሠጡትን ስልጠና መዝገብ ያስቀምጣል					

**ረ/ የስልጠና ልማት ጥቅሞች**

1. የትኛው ከስልጠናና ልማት ሚገኝ ጥቅም ነው

ሀ. በክህሎትና ውቅት ማነስ ምክንያት የሚያጋጥሙ ችግሮችን መፍባት

ለ. አዳዲስ የሥራ ስልቶችንና ቴክኖሎጂ-ችን መጠቀም ማስቻል



ሐ. ከሥራ መቅረትና አቤቱባን ለማስቀረት

መ. ሁሉም

### ሰ. የስልጠና ልማት ተግዳሮት

1. ጽ/ቤቱ የሰው ሃብት ስልጠናና ልማት ለመተግበር ችግር ገጥሞባል?

ሀ/ አ-  ለ/አይደለም

2. ለተራ ቁጥር-1 ምላሽ አ- ከሆነ ችግሩ ምንድን?

ሀ/ የክህሎት ችግር  ለ/ የበጀት ችግር  ሐ/የበላይ ሐላፊዎች ትኩረት ያለመስጠት

መ/ ሀ እና ሐ