

**PRACTICES AND CHALLENGES OF EMPLOYEES ON-JOB TRAINING AND
DEVELOPMENT IN EDUCATION OFFICES OF KAFFA ZONE**

BY

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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JIMMA, ETHIOPIA

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JIMMA, ETHIOPIA

DECLARATION

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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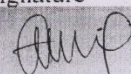

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As a member of examining board of the final thesis of MA open defense, we certify that we have read and evaluated thesis prepared by Tekalign Birhanu under the title "Practices and Challenges of Employees On-Job Training and Development in Education Offices of Kaffa Zone" and recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Arts in Educational Leadership.

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I certify that all the correction and recommendation suggested by the Board of Examiners are incorporated in to the final thesis entitled "Practices and Challenges of Employees On-Job Training and Development in Education Offices of Kaffa Zone" by Tekalign Birhanu.

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ABBREVIATIONS AND ACRONYMS

AIMM-	Availability of Instructional Media & Methodology
ASTDC-	American Society for Training and Development Conference
CSRP-	Civil Service Reform Program
HR-	Human Resource
HRD-	Human Resource Development
HRT-	Human Resource Training
HRTD-	Human Resource Training and Development
HRTDP-	Human Resource Training and Development Program
MOFED-	Ministry of Finance and Economic Development
SNNPR-	South Nations Nationalities and Peoples Region
SPSS-	Statistical Package of Social Science
TD-	Training and Development
TDP-	Training and Development Program

Abstract

Now days, organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment they need to develop their human resources. This is because the survival and growth of any organization depends on the quality of human resources. Having this in mind this study was conducted to assess practices and challenges of HRTD in the selected education offices of Kaffa zone, SNNPR State, Ethiopia. The study used both primary and secondary data sources. Descriptive survey was employed taking a sample of 69 respondents selected through census sampling technique to collect data through questionnaire. Data were analyzed and interpreted using descriptive statistics based on SPSS 20 and qualitative techniques used to take the story from the participant viewpoint while quantitative techniques used for summarizing large amount of data and reaching generalization based on statistical estimation. The findings of the study showed that the employees have good awareness towards HRTD concepts and they were able to relate those concepts with HRTD. However, the results indicate that the education offices were not in a good track in the process of HR training and development through need assessing, planning, implementation, and evaluation. The findings also indicated that the education offices were not in position to do need analysis and confronted with the variety of challenges in the practices of HRTD. Generally, based on the findings the education offices didn't have good HRTD system. To minimize problems in the practice of HRTD first and foremost, in the education offices, HR should get due attention since it is an engine for other resources. To the effective success of HRD, proper need assessment and good planning is the ultimate backbone of the program. Moreover, to overcome the challenges of HRTD practice there is a need for skilled human and financial resources and providing the necessary technical and interpersonal support to make HRTD process more sustainable.

Key words: *challenges, human resources, human resource training, practices*

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CHAPTER ONE

INTRODUCTION

This chapter presents an overview of empirical justification about HRTD. It starts from different empirical frameworks which serve as the background of the study followed by the statement of the problem, research questions, objectives, significances, scope and organization of the study.

1.1 Background of the Study

Employees training and development play an important role in the effectiveness of education sectors to investing human resources through improving individual employee capabilities and organizational capabilities. Training and development is very important in education offices because education sectors becoming more competitive and producing skilled citizens in their organizations. According to Leonard Nadler (1989), Human resource development is a series of organizational activities, conducted with in a specialized time and designed to produce behavioral change. HRD is the frame work for helping employee develops their personal and organizational skills, knowledge, and abilities. HRD includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organizational development. HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counseling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continuous way. Because the process has no limit the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process. Organizations can facilitate this process of development by planning for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development (Nadler L.1989).

According to Doctor Daher HR training is the process of improving and polishing the required skills to an employee in order to make him/ her skilled and perfectionist in the job which he/ she dos. Training is purely job focused but development is psychology and soft skills oriented. Booth training and development are continuous and core tasks of organization, but employee training will be for the particular job to develop skills in concern particular job for a particular period and will be given periodically. Whenever, updating of skills needed for performing particular job and

moreover training is meant for the purpose of development of technically among employees (<http://www.economicdefinition.com>).

Training and development is a structured program is different methods designed by professionals in particular job. It has become most common and continuous task in any organizations for updating skills and knowledge of employees in accordance with changing environment. Optimization of cost with available resource has become pressing need for every organization which will be possible only by way of improving efficiency and productivity of employees possible only by way of providing proper employee training and development conditioned to that it should be provided by professionals(<http://www.economicdefimition.com>).

Human resource training and development has long been considered as an important aspect of educational development. It promotes the attainment of education goals and objectives of organization through enhancing the capacity of available manpower. It also plays a great role for the attentive performance of an organization. It also enables to bridge the gap between the actual and desired performance by bringing employee to the desired standard or competence (Sambasivam and Kebede, 2013).

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 Mickenna, 1984: 2004). Therefore, the need for training is to help employees up to date their skills then to cope with the rapidly growing science and technology (Koonth and Weinric, 2003: 272).

However, ineffective HRD practice can bring many problems, such as reduced employees` enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Fiona and Alan, 2005). Developing an effective HRD practice is a difficult task since it demands to look in to the needs of the employees and ensure that the practices are aligned with both organization and employees need.

Therefore, problems in HRTD systems arise when the training and development practices fail to accommodate employees` needs. So if an organization wants to entrance employees` satisfaction and retain its` employees, it should concern with improving the skills, knowledge, attitudes and behavior of employees in organization settings for the benefit of both employee and organization.

However, as this study, training and development programs provided in the selected area faced different problems. For example some employees complain that the training offered to employees are not directly related to daily tasks, sometimes the time given to the training was not proportional to the contents of the training and etc. moreover, a number of researchers have been conducted so far in search of solutions for problems in education offices. The problems are related to human resource training and development of which education offices are pearly addressed. To the knowledge of researchers, no study was conducted to investigate the practice and challenges of human resource training and development in education offices of Kaffa zone.

Therefore, the researcher initiated to assess the practices and challenges of human resource training and development in education offices of Kaffa zone of south nations, nationalities and peoples region (SNNPR).

1.2. Statement of the problem

Human resource development is the fundamental factor for achieving organizational objectives and becoming international discourse (Ashkezari & Aneen, 2012). Based on HRD- South Africa (2013), discussion counties should practice a systematic strategy for HRD in support of development. This is because the growing complexity of the workforce accelerated through the dynamic impact of globalization on national economy has just the quest of HRD at the center of public policies and development strategies.

Similarly, Livingstone and Raykob (2005) supported that learning and development of employees is the key factor for the expansion of the global economy and innovation in the education sector. According to Kebede and Sambasivam (2013), human knowledge increasingly become, a crucial factor for competitive success understanding factors that contribute knowledge to workplace environment are essential to every organization.

As a result, personnel training, development and education are the major ways that institutions attempt to maintain the competency levels of their human resource and increase their adaptability to changing organization demand. Thus employees face the need to constantly upgrade their skills and develop an attitude that permits them to adapt change. Machineries, materials and money can not be manipulated and property utilized without skilled and trained manpower, persons knowledge and skill do not exist forever unless it is refreshed and develop through learning and training (Tamirat, 2010).

There are different factors that affect the training and development practice of organization. Among factors that hinder the practice of training and development, economical, social, technological and governmental changes. Training and development practice can be influenced by perceptions of the individuals on method of delivery, content of the training, selection and evaluation of the program (Laird, 1985).

The current education and training policy of the country under its educational management part indicated the importance of employee`s development that management of personnel including professional growth with overall rights and duties added to this criterion for professional development of employees will get continuous education and training (Endale Berhanu, 2019).

The efforts being made for the delivery of efficient and effective HRD programs were encouraging to maximize the productivity of employees and to improve their performance, but behavior and performance do not always reflect the extent of training and delivered. Generally as a researcher observation, the absence of well-established HRTD plan, inadequate need assessment, poor practice and lack of evaluation criteria are some of the major problem of human resource development. Moreover, as indicated in introduction part, HRTD program offered at the selected area have been observed through work experience of the researcher to have some problems regarding the issue. For example, it has been observed that the offices were not effectively asses the employee`s training need, inappropriate plan of HRTD in education office is additional problem, and also the absence of clear HRTD evaluation criteria is deep matter in education office. So this indicates that there is an important research gap to be filled. Hence, this study is designed to assess the practice and challenges of human resource training and development in education offices of Kaffa zone and the study is expected to answer the following basic questions.

1.3. Research Question

- To what extent human resource and training development is practiced in Kaffa Zone Education Offices?
- What are the challenges that hinder training and development in education offices of Kaffa zone?

1.4 Objectives of the study

1.4.1 General Objective

The overall objective of the study was to assess the existing human resource training and development practice and challenges prevailing in three Woreda education offices of Kaffa zone.

1.4.2 Specific Objectives

1. To identify how training and development needs were assessed by the education offices of Kaffa zone.
2. To assure the appropriateness of HR training and development planning in education offices of Kaffa zone.
3. To assess the using of instructional media of HRT in education offices of Kaffa zone.
4. To assess the current human resource training and development practice in education office of Kaffa zone.
5. To examine how the evaluation of HR training and development programs that the education offices of Kaffa zone.
6. To identify the challenges encountering the practices of HRTD in education offices of Kaffa zone.

1.5 Significance of the Study

A study on human resource training and development practices and challenges is one important aspect of development research. Thus, the importance of this research can be pointed out from different beneficiaries view.

- The study helps to reflect the current status of human resource training and development in education offices.
- The study areas will may help develop the guidelines to address problems and improve their understanding in the practice of Human resource training and development
- The study will enrich the literature on training and development to uncover the problem for large scale research.

1.6. Delimitations of the study

This study was geographical delimited to Kaffa zone, Southern Ethiopia. Again, this study was subjected to examine the practices and challenges of human resource training and development endeavors are being made in three woreda education office of Kaffa zone. Because of the researcher's nearest to the study area, this researcher is only subjected to education sectors in

Kaffa zone. Additionally, objective of this study is to examine the practices and challenges of human resource training and development in education offices of Kafa zone in three woredas, Gimbo, Gewata and Gesha.

1.7. Limitation of the study

The study was specifically focused on assessing the practices and challenges of HRT in three education offices of kaffa zone. Regardless of the fact that the researcher tried to do all the best to maximize its fruitfulness the study is subjected to some limitations because of its scope. As it was focused on three woreda education offices it is difficult to conclude about the practices and challenges of HRT in other woreda education offices of kaffa zone. Thus, the findings of the study were limited to those areas and conclusions and recommendations are limited to the challenges and practices of HRT. Since this study employed descriptive survey design and more depend on quantitative technique, but did not developing with interview

1.8. Operational Definition of Key terms

The following definitions of terms used in this study are adapted from related literatures and modified to suit the study.

Human Resource: refers to the set of individuals or personal who make up the work force of an organization, business sector, or economy who responsible for performing the tasks given to them for purpose of achievement of goals and objectives of the organizations which is only through proper recruitment and selection (Robertson, J T 1985)

Human resource training: It reflects activities that are intended to influence the ability and motivation of individual employee for the safe of better performance

Human resource development: it is a framework for helping employees developing their personal and organizational skills, knowledge and abilities to meet current and future job demands.

Challenges: For this study challenges are obstacles or impediments that hinder effectiveness of human resource development practices in the selected sector bureaus.

Practice: doing an activity or training regularly so that you can improve your skill; the time you spend doing something.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

Doing a review of literature is a critical issue in order to create depth understanding of the research under study and it is used to build a foundation for important ideas. It also as part of research, used to describe the results of closely related studies and to establish the importance of the current study in relation to previous studies. This chapter presents about different concepts so as to give comprehensive understanding about human resource training and development. Accordingly, an overview, historical perspective, components, processes, principles, a strategic perspective, benefits, challenges, theories, empirical evidences and best experience of some countries and the case in Ethiopia in relation to the subject under study are discussed.

2.2. An Over view of Human Resource development

According to Singth (2012), Human Resource Development implies that the talents and energies of employees in an organization as potential contribution in turn this has a critical role for the creation and realization of the organizations vision and goal. Human resource development is continuous process with a set of systematic and planned tasks in which organizations design to provide its members with opportunity to learn necessary skills to meet short and long term organizational goals (Harris et. al., 2006). Bhupendra (2009) also indicated that, HRD as a systematic and planned activity includes training and development, career planning, and performance appraisal for organizational development. Similarly, Harris (2008) described HRD as well organized learning activity to improve organizational performance and personal growth organized by an organization. As Matthews et al. (2000), though the existence of automated activities in the organization worldwide human resource development is a prominent issue to adapt the real experiences what are going on. Thus, HRD is a subject playing paramount significance at a national level and it is much more of sensitive issue that due attention should be given by both developed and developing countries to attain organizational development through modernizing its employees` skills (Michael, 1995).

Nadler (1989: 6) Nadler was a professor in human resource development who had defined human resource development as the operations that provides experience and learning at a certain period of time that can be used for improving job performance. There are three types of operations, i.e.,

training, education, and development that are: Firstly, training which means the changes which occur in a short period of time that provides knowledge, skills and attitudes that help improve job performance in the current work position. Secondly, education which means that changes that occur during the middle period that provide learning for the job, prepare the personnel for promotion or increase technical capacity in the current work setting. Thirdly, development means the attempts to change, in the long run, so that the individual can perceive and can catch up with future changes which is congruent with the ideas presented by Leathebarrow, Fletcher and Donald (2010: 201). This work stated that the human resource development is an integral part of organizational operations that emphasizes learning, training and development, which are learning in the work place, professional development and lifelong learning, organizational development and learning in the organization. However, in-terms of practice, many people still mention training in the work place and employ training methods targeting at learning in the work place.

At the same time, Gilley and Egglund (1989: 13) had stated that human resource development means the systematic designating and setting of frameworks of the activities in order to increase knowledge, skills, and competency to improve the workers' behaviors. There are three parts of development, First, individual development which is developing knowledge, skills and behaviors in current job operation. Second, career development, which is the analysis of interests, values, competency and each individual's needs for development. This is related to skills required for future work such as career planning, career counseling and guidance, and thirdly, organization development, which means the development and problem solving for the organization which is related to the organizational structure, organizational culture, the process and strategy related to human resources.

Human resource development is organizational development that results in the establishment of a learning organization which is a concept that integrates learning and working. They can be continually combined into a system that consists of three parts, i.e., the individual level, group level, and the overall level (Woolner, 1992: 41). In addition, Werner and DeSimone (2006: 5) have defined the meaning of human resource development as systematic planning activity that is designed by the organization in order that the personnel will have the learning opportunities and increase necessary skills for their current and future work demands. The most important thing in human resource development is learning. Thus, activities relating to human resource development should begin as soon as workers take up the job and should continue throughout the worker's professional life. There is designation of human resource development

programs that responds to the strategic changes effectively and productively. However, human resource development also means the process of developing human resources, which is achieved through organizational development by training and personnel development in order to improve performance. The components of this process are training and development, organizational development, improvement of organizational performance, work process and development at the individual level. (Richard A. Swanson and Elwood F. Holton III, 2009: 4). In addition, the development of human resources also means the development of knowledge, skill and potential of the individual, which are in accordance with the organizational strategy so that the organization can fulfill its goal (Armstrong and Baron, 2002; quoted in Phichit Thepphawan, 2011: 156). In addition, human resource development is the integration of training and development, professional development, and organizational development in order to improve the level of efficiency in the organization (McLagan, 1989).

Furthermore, Deb (2010) stated that it is not sufficient to address people as strategic asset of the organization but to believe that they are the real and the most important asset of any organization and employees with their potential bringing oversize value. Hence, to be survivor in the present scenario of competition, the organizations have to design some appropriate HRD strategies to build their workforce in the organized manner. Finally, Rao (2005) highlighted that HRD as an activity and as a process plays a crucial and noteworthy role in identifying the hidden potential of the workforce employed in the organization is vital.

Table 2.2. Definitions of Human Resource Development in Different Scholars

Author	Definitions
Nadler (1970)	Human resource development means the process that enables the personnel to receive experiences and learning at a certain periodperiod of time in order to change the individual`s behaviors.
McLegan (1989)	Human resource development means the integration of training and development, the professional development and the organizational development in order to increase productivity at the organizational and individual levels.
Gilley and England (1989)	Human resource development means organizing activities or within organization learning for improving performance and growth of the workers with the purpose of improving work, personnel and organization.
Nadler L (1989)	Human resource development means the process of enabling the personnel to receive experiences and learning at a designated period of time in order to improve working ability and to promote personnel growth.
Watkins and Marsick (1995)	Human resource development means the integration of concepts such as training, professional development, and organizational development in order to create learning within the organization and the concepts shall be systematically applied throughout the organization.
Swanson (1996)	Human resource development means the process of development and the process of providing expertise to the personnel via organizational development and training. The purpose of the development is to improve performance.
Swanson (2009)	HRD means the process of development and the release of expertise to the personnel with the purpose of improving performance and work process team work performance at the individual level HRD tries to instill all this via training and development, organizational development, the improvement of performance, organizational learning, professional management, leadership and development, etc.

Source: Swanson and Holton, 2009.

Table 2.2 has shown the definitions, human resource developments which are employed by each scholar which differ from each other. As for concepts, they are widely quoted. For this study, the researcher has chosen human resource development components such as training and development because it has been found that they are the concepts that are widely used in human resource development. As for education and learning, it is another factor that affects personnel development. Such factors are consistent with the concepts of human resource development, which require personnel development that will increase skills, knowledge and capability among teaching staff. All these requirements will contribute to the advantage in achieving sustainability in the process of competition. These concepts are congruent with the ideas of, Nadler and Nadler (1980: 5) for whom human resource development is a process that enables the individual to receive experiences and learning during a designated period of time in order to improve working capacity by providing training, education and development.

2.3. Historical Perspective of Human Resource Development

As indicated by Rao (2005), the early part of the century witnessed a concern for improved efficiency through careful design of work. Emphasis of improved efficiency had been shifted to the availability of the managerial focused on the demands. These encompass technical personnel, responses to the new legislation and regulatory framework of the government increased concern for the quality of work. HRD has been growing at a very fast pace in the recent past. Formally it was introduced by Len Nadler in 1969 in American Society for Training and Development Conference (ASTDC). In public sector HRD as a concept it was introduced in 1980s (Rao, 2005). HRD focuses on the developmental aspect of HR with the pragmatic and a flexible approach. Therefore the intended purpose of HRD efforts are to gain competitive advantage through a superior workforce (Pattanayak, 2005).

As stated by Rao (2005), HRD concept has passed the seven chronological sequences. The first one is the commodity concept in which HR was seen as a commodity that would be bought and sold and wages were decided on the basis of demand and supply forces. Secondly, the factor of production concept that labor is treated as any other factors of production the third one is the good will concept it states welfare measures like safety, first aid, rest room to boost up the morale of workers, and enhancing their performance in the organization. The fourth concept is the paternalist in which management assumes a fatherly

and protective attitude towards employers and signifies to satisfy various needs of employees. Fifthly, the humanistic concept which deals about how to improve the productivity, physical, social and psychological needs of workers. The sixth concept is about human resource concept which considers employees as the most valuable assets of an organization and continuous effort to realize organizational goals and aspiration of employees. The last concept is the emerging concept HRD is states about how employees should be accepted as partners in the progress of an organization to have a feeling that the organization is their own.

2.4. Components of Human Resource Training and Development Practice

To attain a total all-rounded development HRD is important for matching the individual skill with organizational needs (Jacobs & Jones, 1995). HRD promotes dignity of employment in an organization and provides opportunities for teamwork and personal development need for a career development. Hence, Singh (2012) found that a well-planned system is a central part of HRD in every organization. HRD components which are important for better functioning of a given organization are the following:

2.4.1 Training and development:

Training and development is an important function of human resource management (Kanu Raheja, 2015). It aims to improve employees` skills by making them learn new techniques of doing work. It helps, updating their knowledge of doing work which results in increasing their efficiency and hence, results in increasing productivity of an organization (Kanu Raheja, 2015). Training and development is a function of human resource management concerned with organizational activity aimed according to Khan (2012), training involves provide the employees the knowledge and skill needed to a particular current job or task while development is preparing employees for future work responsibilities, increasing capacities and help them to perform their current job. Hence, a competitive success of an organization is achieved through the skills and potentials of the people that they possess (Leimbach et al., 1998). Training will improve the employees` performance and productivity. A part from recruiting, selecting, orienting and placing employees in jobs do not success. In most cases, there may be gap between employee knowledge and skill and what the job demands that could be filled through training programs (Abdullah, 2009). Training can be given internally and externally, could be on-the-job at the work station and

off-the-job through lecture and demonstration, while externally, by universities and colleges to develop depth expertise (Gomez-Mejja, 2007).

Training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Harrison observes that the name was endlessly debated by the Chartered Institute of Personnel and Development during its review of professional standards in 1999/2000. "Employee Development" was seen as too evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to be comfortable with. "Human Resource Development" was rejected by academics, who objected to the idea that people were "resources" — an idea that they felt to be demeaning to the individual. Eventually, the CIPD settled upon "Learning and Development", although that was itself not free from problems, "learning" being an over general and ambiguous name. Moreover, the field is still widely known by the other names.

2.4.2: Training

Training is a process in which people acquire knowledge, skills and attitudes that they need to perform their jobs well for the achievement of their organizational goals (Mathias and Jackson, 1998). Similarly, De Cenzo and Robbins (1996) defined training as learning experience which seeks a relatively permanent change in an individual to improve that individual's ability to perform his or her job effectively.

Training may in other way mean changing what employees know, how they work, their attitude towards work, or their interaction with their co-workers or supervisors. In fact there is a correlation between training expenditures of an organization and economic performance measures, such as return on assets and productivity, service delivery etc (D' Arcimoles,1997).

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several

responses an organization can undertake to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning 'It should be reserved for situations that justify a more directed expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' He also commented that the conventional training model has a tendency to emphasize subject-specific knowledge, rather than trying to build core learning abilities'.

According to Prasad (2006), Training is an act of imparting and developing specific skills for a particular purpose. Irwin and Ford (2002) also look training as the systematic acquisition of skills, rules, concepts or attitudes that result in improving performance in other environment.

Burcley and Caple (2000) define training as a systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience, to achieve effective performance in an activity or range of activities. Goldstein and Ford (2001) add that training is the systematic acquisition of skills, rules, concepts, or attitudes that result in an improved performance.

Armstrong (2003) concurs with other authors in defining training as a planned and systematic modification of behavior through the learning event, programs and instruction which enable individuals to achieve the levels of knowledge, skill and competencies needed to carry out their work effectively.

Training in view of Decenzo and Robbins (1996) is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Decenzo and Robbins typically say training can involve the changing of skills, knowledge, attitudes, or behavior. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their coworkers or supervisor. Decenzo and Robbins see training as more present-day oriented, its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is the process of teaching employees the knowledge or skills they need to better perform their current jobs. That is training aims to help employees meet the goals of the company as well as their own goals.

Sims (1993) summarizes the above definitions by defining training as a systematic planned approach to teaching knowledge, skills, abilities, and attitudes, with certain features. Furthermore, training is a process of changing behavior and motivation to improve the match

between employee characteristics and the demands of a job. The process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels. Improved competence and performance, in turn, imply that there have been measurable changes in knowledge, skill, abilities, attitudes, behavior.

2.4.3 Development

Before we begin our study of the factors affecting the implementation of the training programs to the public institutions in Tanzania, it is important to understand exactly what we mean when we say development: Development describes the growth of humans throughout the lifespan, from conception to death.

The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development.

The scientific study of development is important not only to psychology, but also to sociology, education, and health care. Development does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development throughout life.

2.4.4 Difference Between Training and Development

Training:- means learning skill and knowledge for doing a particular job and increase skills required for a job.

Development:- refers to the growth of an employee in all respect it concerned with shaping the attitudes.

Table 2 .4.4. The difference between Training and Development

Training	Development
- Generally imparts specific	- <i>Is more general in nature skills to the employees. And am at overall growth of the executive.</i>
- Is concerned with maintaining current job performance.	- <i>Build up & competencies improved for future performance.</i>
- Is short term perspective.	- Is long term perspective.
- Is job centered in nature.	- Is career concerned in nature.

Career Development: Kebede and Smbavasima (2013) argued that no HRD function can be acceptable to the people of any organization, if it fails to provide opportunities for individual employees to have bright career prospects. It is for the purpose of HRD integrated career planning and development with it. Proper career planning also leads to career development. It develops the career of every individual executive, which results in adequate growth of the career of every employee (Abdulahi, 2009). Hence, successful planning is closely linked with career planning and development (Van Dijk, 2004). Upton & Engan (2003), noted that career development focuses on the alignment of individual subjective career aspects and the more objective career aspects of the organization in order to achieve the best fit between individual and organizational needs as well as personal characteristics and career roles.

Organizational development: It focuses on the performance of the organization as whole (Singh, 2012). According to French and Bell (1999) it is a long-term effort supervised and assisted by top managers, to improve an organization's vision, learning, and problem solving processes. As outlined by Singh (2012), this can be done through an ongoing, collaborative management of organization culture to enhance the effectiveness of an organization and the well-being of the employees. Moreover, organizational development involves tasks that should be attended to both organizational variables (such as: structure and systems) & employees variables (such as: competence, skills and attitudes) (Vijay, 2007).

Performance appraisal: is an important part of HRD, which enables organizations to understand where their employee stand, what is expected from them, what they actually do, where they lack capacity and how they can be updated (Boswell, 2002). Performance appraisal is a review and an assessment of an employees' performance of assigned duties and responsibilities. Performance development serves several purposes in the organization for instance; it provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Beffoe, 2012). Therefore, performance appraisal is more than simple checklist actions whether activities are performed or not that organizations sought to review their effectiveness and make further management decisions.

2.5. Factors Affecting Human Resource Development

The study on factors affecting human resource development helps increase the ability to designate the structure of the appropriate roles, strategy and the operation of human resource development. However, human resource development which creates learning for solving operational problems is not sufficient to meet the demand and expectation in everyday settings. In some organizations, the personnel possess knowledge and ability but lack the will to achieve the goals and are not willing to work hard. This can often be linked to Thai culture, which places a greater emphasis on family compared with westernized countries where work is more important in everyday life.

Human resource development factors can be divided into three groups, which are:

- 1) External organization factors such as globalization, technology and innovation, economic conditions, demographic and workforce structure and consumer behavior.
- 2) Internal organization factors, which are organizational, culture, organizational structure, human resource and organizational management.
- 3) Individual's factors which are values, attitudes, personality, motivation, perception and learning ability.

2.6. Processes of Human Resource Training and Development Practice

As revealed by Harris et al. (2006), in today's changing environment, employees at all levels need additional capacity building and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employees' management development programs. Harris et al. (2006) identified five HRD processes which encompass needs assessment, planning and design objectives, implementing actual programs and conducting evaluation and follow up. Thus the five processes of HRD practices will recycle continuously as follow diagram.

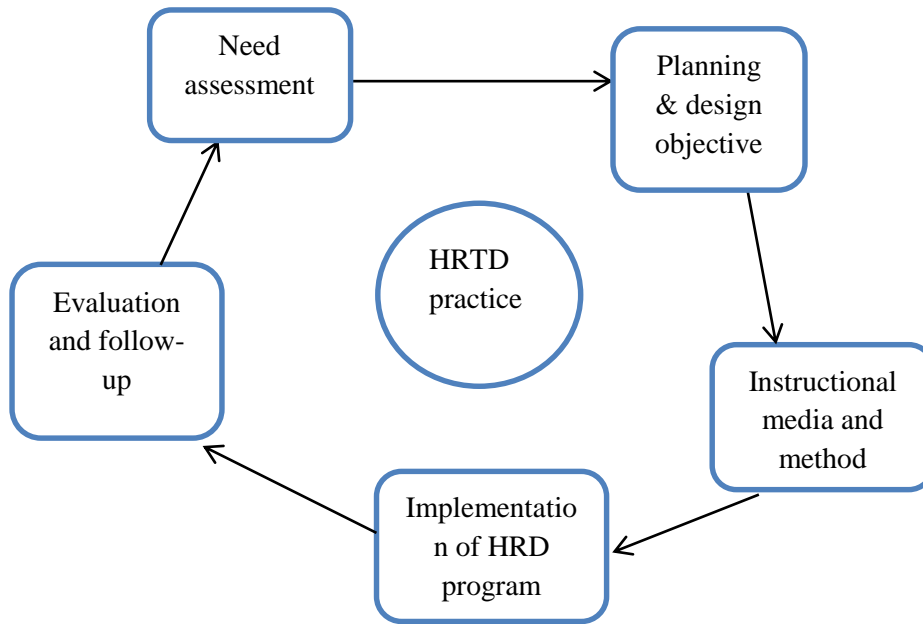


Figure 1. conceptual Framework Designs in the Study

2.6.1: Need assessment:

According to Ministry of Interior and Japan International Cooperation Agency, training need assessment is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the level of the present situation in the target surveys, interview, observation, secondary data and /or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated in to a training need.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be the performance that does not meet the current standard but it prescribed or best way of doing a task and that variance from it is creating a problem, and its process helps the trainer and the person requesting training to specify the training need or performance deficiency (Jean Berbazette, 2006).

A training program should be launched only after the training needs are assessed clearly and specifically. The effectiveness of a training program can be judged only with the help of training needs identified in advance. In order to identify training needs, the gap between the existing and required levels of knowledge, skills, performance and attitudes should be specified.

The problem areas that can be resolved through training should also be identified.

Need assessment is simply a tool for making better decision, and also provide valuable guidance for tactical decisions such as when an organization wants to determine what programs and projects should be developed to improve aid effectiveness (Ryan Watkins & Yusra L.Visser, 2011). According to U.S.OPM the purpose of a training needs assessment is to identify performance requirements and the knowledge, skill, and abilities needed by an agency`s work force to achieve the requirements. An effective training needs assessment will help direct resources to areas of greatest demand. A needs assessment is the process of identifying the “gap” between performance required and current performance (U.S.OPM, 2015). When a different exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap. Generally this is the first task that organizations to identify human resource development needs (Charles, 2006). Since human resource development is a need-oriented effort, determining the level, type and duration of the training and development is of prime importance at this stage of the process (Bhupendra, 2009). Therefore the dominant framework for identifying organization`s HRD is needs assessment focusing on organizational analysis, task analysis and person analysis.

2.6.2: Planning and objective designing:

Once HRD needs are clearly identified, the next process is to establish objectives. An objective is specific outcome that the employee capacity building program is intended to be achieved (Scarpello & Ladvinka, 1988). The objectives and scope of a training program should be clearly defined. Training objectives should be carefully considered in any programs. These questions are useful for identifying training objectives: how are the customer requirements and business objectives transmitted through the organization; which areas require improved performance; what changes are planned for the future? Training objectives should be able to satisfy what the trainee will be able to do when he/she goes back to work on completion of training. The objectives specified for the training program should be less ambitious than actually intended. It is due to the reason that training programs cannot always address all the problems. A comparison of operational requirements and existing human resource skills will help to determine the specific training needs of employees operational requirements depend on the performance needed to achieve organizational objectives. A well-defined set of performance standards should be created. Learning takes

time and teaching in segments is better than in one go. Several short sessions spread over a long period, enable the trainee to learn, reinforce and review.

It is one of the most important stages of the training process since it establishes inter-relationship amongst all the key items in other phases of the training cycle. Each plan of training should comprise the objectives of the program, its contents, length of the program, its venue, training techniques to be used, particulars of the trainers and cost estimates along with funding source necessary for the implementation of the program. Line management should contribute to the creation of draft programs and the final responsibility for the implementation of training programs should be borne by them.

The content of the training program should be determined entirely by the training needs analysis. It will be greatly influenced by the level of participants and training objectives. The length of the program is determined by its content. However, training techniques used greatly influence the length of a training program. Generally it is desirable not to have a very long training program in order to sustain the interest of the participants. Learning takes time and teaching in segments is better than in one go. Several short sessions spread over a long period, enable the trainee to learn, reinforce and review.

Amount of Learner involves measurement of how much trainees have learnt during training. Learning outcomes are used to determine the extent to which trainees are familiar with principles, facts, techniques, skills or process presented in training program. Typically, tests are used to assess learning. The extent to which the trainees are able to transfer learning to their job cannot be gauged at this stage.

2.6.3: Instructional media and methodology

The instructional method and media depend on the program content and intern developed by HRD needs identification and established objectives (Werther & Davis, 1996). The objective is to teach specific skill, provide need knowledge, or try to influence attitudes the content, method, and media must match with the job requirement of the organization and the learning style of the participant. The methods and processes of training should be related directly to the needs and objectives of the organization. It should be conducted as far as possible in the actual job environment so as to be meaningful to be effective, training should be based on the tested principles of learning. Training material should be properly organized. A complete outline of the whole course should be distributed in advance so that the trainees can prepare themselves before coming to the training place. Training material should be

prepared by training section in consultation with line supervisors or training committee. The methods and processes of training should be related directly to the needs and objectives of the organization. It should be conducted as far as possible in the actual job environment so as to be meaningful to be effective, training should be based on the tested principles of learning.

2.6.4. Implementation of the HRTD Program:

As Harris et al. (2006), HRD program is aimed at enabling organizations to achieve objectives and the program is set up after having clear-cut objectives in mind. Moreover, proving answer to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the program (Chatterjee, 1995).

2.6.5: Evaluation of HRTD Practice:

Is the final phase of HRD program to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been equipped (Bhupendra, 2009). It is most commonly interpreted in determining the efficiency and effectiveness of a program in relation to the desired goals and objectives. HRD is doing an investment in people to update their competence (Ahuja, 1988). As indicated by Milkovich and Boudreau (1991), the major reason for management investment in HRD program is that to capacitate employees to perform better to meet organizational objectives. Therefore, evaluation is crucial mechanisms to assess the effectiveness and efficiency to organization.

It is important to evaluate the success of training programs in order to assess their effectiveness. The reasons for evaluating training programs are as under: -

- i. To determine whether the programs are meeting objectives is boosting learning and resulting in transfer of training to the job.
- ii. To ascertain the feedback from the trainees regarding the content and administration of the program. For example, schedule, accommodation, quality of reading materials and trainers etc.
- iii. To take stock of the financial benefits and cost of the program.
- iv. To compare the costs and benefits of different training programs in order to choose the best program.

Evaluation is an integral part of training. It compares the objectives of training with the outcomes to answer the question about the degree of success of the training program.

Harris suggests four levels at which evaluation can take place Harris (2000) as follows

- Trainee Reaction: - The reaction of trainees to the training experience itself. Trainees are asked to give a feedback at the conclusion of the program regarding the quality of the program, content, facilities and trainers. Reactions are useful for identifying what trainees thought was useful and what inhibited learning.
- Amount of Learning: - It involves measurement of what trainees have learnt during training. Learning outcomes are used to determine the extent to which trainees are familiar with principles, facts, techniques, skills or process presented in training program. Typically, tests are used to assess learning. The extent to which the trainees are able to transfer learning to their job cannot be gauged at this stage.
- Behavior Change: - At this level, evaluation tries to measure the extent to which the trainee's behavior changes on the job as a result of participation in the program. The managers and peers provide ratings of job performance of the trainee where he exhibits the behaviors emphasized in the training program.
- Concrete Results: - They are a measure of training program success in terms of increased productivity, reduced accidents or other training program objectives. Evaluation is a phase that provides a stable foundation on which further improvement of training can be built in the future.

2.7. Challenges for human Resource training and development

According to Simachew Amare (2014), An emerging knowledge economy creates major challenges for human resource development in the organization. The major challenges that comfort the human resource development function in organizations in meeting the objectives that aligning human resource development to strategic priorities, Building knowledge productive learning cultures developing managerial and leadership capability, upholding cultural values and norms, understanding of different needs and interests allocating sufficient financial resource and using it wisely, developing comprehensive human resource strategy, Accepting modern technological changes and developments, creating positive working environment and sustaining the efforts.

2.8. Human Resource Development in Ethiopia Context

As indicated in Federal Civil Service Proclamation No. 515/2007 in Ethiopia under capacity building HRD needs consorted and integrated efforts which are taken a critical to enhance

the capacity of the civil service to implement government policies and strategies effectively and efficiently. HRD is the major task for scaling of best practices and to promote activities in the public service delivery system. To establishment structures with strong implementing capacity needs continuous HRD for implementation of the civil service Reform Program (CSRP) at all levels of the government structure is important issue (Adebabay & prinks, 2010). So as to strengthen the reform agenda; awareness creation is one that civil servants develop attitude towards serving the public. To understand government`s policies and strategies and capable to implement government by ensuring efficiency, effectiveness, accountability and transparency HRD plays a dominant role in the education sector.

The government is giving due attention to HRD. To this end various measures including legislative frameworks and establishing modern HRD systems will be taken to upgrade the implementation capability of the civil service on top of the leadership development programs. Hence, HRD program enables civil servants responsive to public demand to implement government policies in effective manner (MOFED, 2011). According to MOFED (2012) survey some of government institutions have shown gains in efficiency and effectiveness. However, most institutions are at earlier stage and need more interventions due to low level of human resource development. As a researcher observation the employee training strategies were not included in educational sector development program at Ministry of education level for example; (ESDP V), but mostly focus on pre-primary, primary, secondary, and higher education level. Any education sector employees training must be familiar in ESDP to enhance education sectors performance.

2.9. Summary

This chapter reviews literature on human resource training and development. It establishes the point that human resource training and development is probably the single most important issue affecting the ability of customs to achieve its assigned objective effectively and efficiently. Without providing an exhaustive list of issues that would need to be looks in to assess the availability of this human resource training and development practices, there are few priority areas that could be investigates as starting points for more in-depth investigation.

Human resource development is organizational development that results in the establishment of a learning organization which is a concept that integrates learning and working. HRD

focuses on the developmental aspect of HR with the pragmatic and a flexible approach. Therefore the intended purposes of HRD efforts are to gain competitive advantage through a superior workforce (Pattanayak, 2005). The five HRD processes which encompass needs assessment, planning and design objectives, facilitating available instructional media and methodology, implementing actual programs, and conducting evaluation.

The major challenges that confront the human resource development function in organizations in meeting the objectives that aligning human resource development to strategic priorities, Building knowledge productive learning cultures developing managerial and leadership capability, upholding cultural values and norms, understanding of different needs and interests allocating sufficient financial resource and using it wisely, developing comprehensive human resource strategy, Accepting modern technological changes and developments, creating positive working environment and sustaining the efforts.

2.10. Conceptual Frame Work

In this chapter , I discussed the experiences of the training and development system of employees in education sectors. However, extensive use has never been made of any one system. In this research, my aim is to examine the practices and challenges of employee training and development in education offices of Kaffa zone. A number of research questions have emerged from this goal which requires me to study the interactions, actions and engagements of employee training. My aim in this research is not to test theory but instead to generate theory from my field work on the practice of employee training in education offices. Thus, this research will be guided largely by the principles of grounded theory.

This approach is supported by Creswell (1998) as he notes that both case study and grounded theory are applied to the study of a phenomenon when it is important for the researcher to study people's interactions, actions and engagements in a process. In addition, according to Thomas and James (2007, p18) 'grounded theory methods are now among the most influential and widely used modes of carrying out quantitative research when generating theory is the researcher's principal aim'. In this Chapter, I explain the grounded theory approach which sets the framework for my data collection, analysis and theory generation in order to explain the practice of employee training and development.

In particular, I will explain what grounded theory is and discuss some of its procedures and principles that are used in this research. Specifically for this research, I will be using a constructivist grounded theory approach which according to Charmaz (2005, p. 509) ‘adopts grounded theory guidelines as tools but does not subscribe to the objectivist assumptions in its earlier forms’. I have chosen this approach, since similar to Charmaz (2005) I maintain a view that one’s knowledge, values and prior experience contribute to the research outcomes. Therefore, in the final section of this chapter, I will explore the constructivist grounded theory approach which according to Charmaz (2005, p10) fosters ‘integrating a subjective experience with social conditions in our analysis’.

Grounded Theory methods which were first described by Glaser and Strauss (1967), have become by far the most widely used framework for analyzing qualitative data (Bryman 2008, Thomas and James 2006). According to Strauss and Corbin (1990; p5) ‘grounded theory derives its theoretical underpinnings from Pragmatism (Dewey, 1925 and Mead, 1934) and Symbolic Interactionism (Park and Burgess, 1921; Thomas and Znaniecki, 1918; Hughes, 1971; Blumer, 1969)’ and though one need not subscribe to these philosophical and sociological orientations to use the method, two important principles drawn from them are built into grounded theory.

Firstly, according to Strauss and Corbin (1990), since phenomena are not conceived of as static but as continually changing in response to evolving conditions, an important component of the method is to ‘build change, through process, into the method’. Secondly, they note that strict determinism is rejected, as is non-determinism; Actors are seen as having, though not always utilizing the means of controlling their destinies by their responses to conditions to make choices according to their perceptions, which are often accurate, about the options they encounter.

CHAPTER THREE

The research design and methodology

3.1. The research Design

The research design adopted in this study was descriptive survey study design, which is a common characteristics shared by qualitative and quantitative research (Cohen, 2007). The purpose of descriptive is to describe some aspects of phenomenon. Descriptive survey research design gather a data at a particular point in time with the intention of describing the nature of existing conditions, or determining the relationships that exists between specific events (Abiy, 2009).The study employs quantitative and qualitative method of mixed research type concurrently. Quantitative research used for summarizing large amount of data and reaching generalization based on statistical estimation whereas qualitative research used to take the story from the participant viewpoint providing the rich, descriptive data that sets quantitative results in to their human context (Cohen, 2007). These method uses because the strength of both quantitative and qualitative research can provide the best understanding.

3.2. Sources of data

The sources of data for this research were both primary and secondary sources. The primary sources were collected by using a structured questionnaires having closed ended from cluster supervisors, woreda education offices expertise, work process coordinators, training coordinators and woreda education office heads. The secondary sources of data were obtained through document analysis from woreda education offices records or documents consisting of HRTD plans, lists of training needs, training attendance, and evaluation scores of training.

3.3. Population Sample and Sampling techniques

3.3.1. Sample Size and Sampling Techniques

Since the researcher has a work experience of seventeen years as a teacher and a principal in different woredas of Kaffa Zone Secondary Schools under woreda education offices. As this reason so familiar to education offices task behavior and their organizations component to select the sample of employees. Therefore, the practices of training and development in education offices were poor, and because of this, three woreda selected purposively among the twelve of woreda education offices of Kaffa zone. In the determination of sample size the three criteria were very

important to gather the required data from sample respondents. These included the level of precision, the level of confidence or risk and the degree of variability in the attributes being measured that enable the researchers to determine appropriate sample size (Miauou & Michener, 1976). In selected three woreda there are 48 experts and supervisors, 6 work process coordinators, 9 training coordinators, and 3 office heads.

Then, the three woreda cluster supervisors and expertise 48 (100%) had been selected using purposive sampling method for their close working relating with training and development activities and they are believed to have in the information required. 6 (100%) work process coordinators, 9 (100%) training coordinators, and 3 (100%) office heads were selected through the purposive sampling technique. This was because in order to collect relevant information about the practice and challenges of HRTD, the number of the population pertaining to the required features is small and easily accessible within short period of time for data collection. The total sample population for this study was 66 (100%). The researcher believed that the sample was increase the validity of the study results.

Table 3.3.1. Summary of sample size and population in each selected woreda education offices.

No	Woreda	Sample cluster center secondary school	Total population of employees			Sample population	%
			M	F	t		
1	Gesha	Deka	22	-	22	22	100%
2	Gewata	Konda	22	-	22	22	100%
3	Gimbo	Gimbo	19	3	22	22	100%
Total			63	3	66	66	100%

Table 3.3.2. Population, Sample Size and Sampling Techniques.

No	Respondent	Population			Sample Size			%	Sampling Technique	Reason
		M	F	T	M	F	T			
1	Office Head	3	-	3	3	-	3	100	Census	Their number is manageable
2	Supervisors & Experts	45	3	48	45	3	48	100	Census	Their number is manageable
3	Work Process Coordinators	6	-	6	6	-	6	100	Census	Their number is manageable
4	Training Coordinators	9	-	9	9	-	9	100	Census	To get dependable information
Total		63	3	66	63	3	66	100		

3.4. Data Collection Instrument

The data collection tools that were used in this study were questionnaires for primary sources of data and document analysis for secondary source.

Questionnaires

Questionnaires are developed with the researchers in 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. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires give better uniformity across measurement situations rather than interviews. Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaire plan is relatively easy (Haines, 2007). Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. Hence, questionnaires were prepared in English Language and administered to all respondents with the supposition that they can understand the language. The questionnaire was consisting of two parts. The first part deals with the general background of the respondents. The second part was containing the total number of closed ended question items that pertain to the basic questions of the study. A questionnaire was prepared by the researcher to collect information from respondents and filled the questionnaires because the researcher believed that they are rich the information required to accomplish the research. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely.

Document analysis

Document analysis was used to collect relevant data for the study, for example, education offices records or documents consisting of HRTD plans, lists of training needs, training attendance, and evaluation scores of training were reviewed and analyzed to collect secondary information`s about human resource development practices of education offices study.

3.5 Procedures of data collection

The researcher used a series of data gathering procedures. To gather the required data from the study area data instruments were made. The data was gathered by using questionnaire and document analysis. During this time, secondary data sources pertaining to the subject under study

were reviewed. In order to administer data collection through questionnaire the researcher selected five enumerators and gave them one day training with regard to the entire purpose of the study. Then, the questionnaire was administered in the selected woreda education offices during working hours (Monday to Friday) through the researcher's close supervision. This is because the respondents were available only during working days in morning and afternoon. After data were gathered using questionnaire the interviews and focus group discussions were conducted by the researcher with key informants and discussants. To this end, the researcher has successfully completed the fieldwork by creating smooth relationship with employees working. The result of the pilot testing was statistically computed by the SPSS 20.0 program.

The Cronbach's Alpha Model the data was based on used the pilot test, for the analysis reliability coefficient of the instrument was found to be 0.8868 (88.68%) and, hence, was taken to be reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable (George & Mallery, 2003). The table below indicates the computed reliability coefficient of the pilot study.

After review of the related literature, all instruments developed by the researcher, then in order to establish validity the proposed questioners are tried in working school of the researcher. After they tried out, each items and instruments carefully examined, improved, and restructured and made for final data collection. Next, improved questionnaires distributed to be filled by the respondents.

3.6. Reliability Test Result

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly

accepted value using the Spearman-Brown formula, the correlation coefficient is 0.85; in this case the formula for reliability as follow (Cohen, Manion and Morrison, 2007)

$$\text{Reliability} = \frac{2r}{1+r}, \text{ which is } \frac{2 \times 0.85}{1+0.85} = \frac{1.70}{1.85} = 0.919 \text{ (Cohen, Manion and Morrison, 2007)}$$

Given the maximum value of the coefficient is 1.00

it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

Table 3.6: Reliability test table

Field	Number of Items	Cronbach's Alpha test
Need assessment of training	5	0.871
Planning HRTD program	5	0.879
Availability of instructional media	5	0.880
Implementing training program	5	0.880
Evaluating training program	3	0.832
Challenges of HRTD	13	0.934
Total	36 (entire)	0.929

Source: own occupation (2021)

The Cronbach's coefficient alpha was calculated for each field of the questionnaire. The table 4.2 above, depicts that the values of Cronach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's Alpha is in the range between 0.871-0.934. This range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.929 for the entire questionnaire which indicates very good reliability with compered the maximum value 1.00 (Cohen, Manion and Morrison, 2007).

3.7. Methods of data Analysis

Following the completion of data collection data processing was conducted through filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis

very easy. To solve such problems manual editing, coding, data entry, and consistency checking were done. To analyze data both quantitative and qualitative techniques were employed. The data collected from questionnaire were analyzed through quantitative descriptive statistical tools such as percentages and frequencies, mean and standard deviations using SPSS version 20.0 computer software and descriptive statistics such as tables and numbers with percentage as well as mean and standard deviation. Qualitative method of data analysis also employed for feedbacks obtained through open ended questionnaires, and secondary data sources and the data collected analyzed and interpreted in the form of narration. Finally, the results were discussed and interpreted to draw important conclusions and recommendation.

3.8. Ethical consideration

Attempts made to formulate the research process professional and ethical. To this end, the researcher tries to clearly inform to the respondents about the purpose of the study that it is purely for academic reason. The researcher introduces its purpose in the introduction section of the questionnaire and interview guide to the respondents, and confirms that subjects, confidentiality would be ensure. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources use for this research are appropriately acknowledged. The right to maintain privacy guaranteed anonymity; guaranteed confidentiality; and avoiding harm this all were accordingly applies in this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the discussion and analysis of the feedbacks gathered from the respondents through questionnaire.

The study tried to assess practices and challenges of human resource training and development in selected education offices of kafa zone. In this chapter the major findings of the study were analyzed and discussed in line with the stated specific objectives that lead to draw conclusion and recommendations.

4.1. Response Rate on Questionnaire

For this study, a total of 66 questionnaires were distributed to the employees currently working in three selected education offices to assess practices and challenges of human resource training and development. All distributed questionnaires were filled up and returned with response rate of 100% concerning the subject under study by go to education offices continuously.

Table 5.1: Response rate

Offices	Questionnaire distributed	Questionnaire returned	Response rate
Gesha	22	22	100 percent
Gewata	22	22	100 percent
Gimbo	22	22	100 percent
Total	66	66	100 percent

Source: own computation (2021)

4.2. Demographic Characteristics of the Respondents

This part commences with the analysis of demographic data gathered from the respondents using frequencies and percentages. Accordingly, the general respondent`s characteristics including: sex, age, educational background, current position, total experience and current position experiences are presented in below.

Table 4.2.1: Sex of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	63	95.5	95.5	95.5
Female	3	4.5	4.5	100.0
Total	66	100.0	100.0	

Source: field survey (2021)

From the table 4.2.1 above it is possible to deduce the following facts. The overwhelming majority of the respondents were 63 (95.5%) males and the rest 3 (4.5%) were females. This implies that the education offices were dominated by male employees and females` participation was low relative to male.

Table 4.2.2: Age of respondents

Age	Frequency	Percent	Percent	Cumulative Percent
20-30 years	5	7.6	7.6	7.6
31-40 years	22	33.3	33.3	40.9
41-50 years	31	47.0	47.0	87.9
Above 50 years	8	12.1	12.1	100.0
Total	66	100.0	100.0	

Source: field survey (2021)

The description pointed out the above table 4.2.2 is that the age interval of the respondents. In this regard, the majority 31 (47%) of the respondents in the selected education offices were found in the age interval of 41-50 years which signifies that the offices have mature staffs who have productive and potential prospects.

The following 22 (33.3%) of the respondents were found in the age of 31-40 years that is also matured and powerful aged groups. The rest 8 (12.1%) of the respondents were found above 50 years and 5 (7.6%) s are ages between 20-30 years. Generally the majority of the respondents of the offices were middle aged that they have good productive prospects.

Table 4.2.3: Educational background

	Frequency	Percent	Valid Percent	Cumulative Percent
First Degree	66	100.0	100.0	100.0

Source: field survey (2021)

Educational background of the respondents is an important factor in undertaking their respective responsibilities and to make critical decisions in their working education offices. Considering the respondents level of education, 66 (100%) of the total respondents were 1st degree holders that all are well-educated employees so as to increase of their job performance.

Table 4.2.4: Experience of respondents in Current position

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	22	33.3	33.3	33.3
6-10 years	25	37.9	37.9	71.2
11-16 years	16	24.2	24.2	95.5
Above 16 years	3	4.5	4.5	100.0
Total	66	100.0	100.0	

Source: field survey (2021)

Table 4.2.4, also depicts that the work experience of current position of the respondents. The majority of 25 (37.9%) of the respondents have relatively medium service times which they have need continuous training and developments for their performance achievement. Following 33.3%

them have 1-5 year work experience in those offices and the rest 24.2% ranged from 11-16 years and the 3 (4.5%) respondents have above 16 years experiences.

Table 4.2.4.1: Average Experience of respondents in current position

	N	Mean	Std. Deviation
experience	66	2.00	.877

Source: field survey (2021)

The average experience of respondents in current position mean value is (2.00) with the standard deviation (0,877) which this indicates the respondents have much experiences to the current position and they are familiar for the offices information and tasks.

Table 4.2.5: Current position of the respondents

Current position	Frequency	Percent	Valid Percent	Cumulative Percent
Head office	3	4.5	4.5	4.5
Work process Coordinator	18	27.3	27.3	31.8
Experts	18	27.3	27.3	59.1
Supervisor	27	40.9	40.9	100.0
Total	66	100.0	100.0	

Source: field survey (2021)

Majority 40.9% of the respondent current position was supervision in those selected offices. The other work process coordinators and experts both have the same numbers 18 (27.3%) and the rest 4.5% of the respondent head offices are 3.

Table 4.2.6: Total experience of respondents

Total experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	4	6.1	6.1	6.1
6-10 years	5	7.6	7.6	13.6
11-16 years	29	43.9	43.9	57.6
Above 16 years	28	42.4	42.4	100.0
Total	66	100.0	100.0	

The above table 4.2.6, shows the total experience of the respondents that majority have 11-16 years total experience which was 29 (43.9%) and the next 42.5% (28) respondents have above 16 years experiences. So majority of the respondents were more experienced and the rest (7.6%) of the respondents have 6-10 year total experience and 4 (6.1%) of respondents have 1-5 years experiences which they are recruited directly in those offices.

Table 13.2.6.1: Average of total experience of the respondents

	N	Mean	Std. Deviation
Total experience	66	3.2273	.83750

The average of total experience of the respondents mean value is (3.227) with the standard deviation (0.837) which this indicates the respondents have more experiences to the work place and different position and they are rich with different work place trends to share matured idea and experiences.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

4.4. Descriptive Statistics Scale Type of Questionnaire

In this part descriptive statistics in the form of mean and standard deviation were presented to illustrate the feedback of the respondents. The feedback of the respondents for the variables indicated below were measured on five point liker scale with measurement value 1=strongly disagree; i.e. very much dissatisfied with the case described; 2= disagree, i.e. not satisfied with the case described; 3= neutral, i.e. uncertain with the case described; 4= agree, i.e. feeling all right with the case described and considered as satisfy; and 5= strongly agree, very much supporting the case described and considered as highly satisfy. To make easy interpretation, the following ranges of values were reassigned to each scale: 1-1.8=strongly disagree; 1.81-2.6= disagree; 2.61-3.4= neutral; 3.41-4.2=Agree; and 4.21-5= Strongly agree best, 1977 (cited in Yonas, 2013). To

analyzed the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 20 software (Tena, Behilu, Alemayew, 2018).

4.5. Need Assessments of Training and Development

This section deals with the item related to need assessment of training to achieve training and development in education offices. Each item is analyzed based on the data obtained through questionnaires responded by education office heads, experts, supervisors, work process coordinators, and training coordinators and further backed by the data obtained from document analysis accordingly. Having this, the statistical tools such as: mean and standard deviation were used to analyze the results for all sub-constructs stated in the following table.

Table 4.5.1: Training needs assessment

Items	N	Mean	Std. Deviation
1. offices conducted human resource training skill inventory	66	2.97	1.081
2. Each individual employees participated in identified training and development needs	66	2.44	.963
3. Training and development needs assessment has been identified through analysis of the employees skill	66	2.59	.944
4. training and development needs assessment has been identified through employees knowledge	66	2.58	.860
5. Training and development needs assessment has been identified through employees attitude	66	2.48	.881
Average	66	2.61	.975

The table 4.5.1 above, shows that the human resource training need assessment practices of the education offices. The scored mean value of the training need assessment through the conducting skill inventory standpoint as indicated in the table above was 2.97 with the standard deviation 1.081. This indicates that the respondents not agreed but neutral or uncertain with the case in their responses. We can conclude that the education offices conducted unclearly as much skill inventory as a component of need assessment and they were poor practices of conducting skill inventory through need assessment point of view.

As it is also evidenced in the Table 4.5.1 above, the scored mean value of the second sub-construct, i.e. each individual employees participation in training and development need identifying through need assessment viewpoint was mean value 2.44 with standard deviation 0.963, indicating that the respondents “dis agreed” on and feel all right with the case described and the sub-constructs standard deviation was 0.963. The results of this analysis proved that respondents of the offices were not participated in need assessment of training and development. From this it is possible to deduce that the respondents were poorly participated in training and development need identification.

The scored mean value for the third item, i.e. need assessment conducting depend on employees skills standpoint was 2.59 indicating that the respondents like the above sub-constructs disagreed on this sub-constructs. The sub- constructs standard deviation was 0.745, which is low conveying that the relative similarity of the respondent responses. This implies that staffs of the education offices have uncertainly provided to participate the employees in assessing the training need. From this description one can clearly conclude that the respondents were not familiar in the identification of employee training need assessment point of view. Table 4.5.1 above item four, displays that the scored mean value for the fourth sub-construct i.e. measuring employees need assessment of training and development employees` knowledge perspective was 2.58 with a standard deviation of 0.860, which signifies that the respondents dis agreed on rating with a relatively high homogeneity in their responses. The scored mean value of this sub-construct point out that the respondents were not identified in need assessing through with their knowledge. This means there was poor need assessment of employee training as their knowledge variation. Training programs should be designed after comparing knowledge and skills against job requirement. Where there is a gap a training program should be designed to bridge the gap. This is what is called competency based training. When we asked respondents on whether training are designed to reflect job requirement while said training are designed basing on gaps on knowledge and skill required to perform a task. The above findings are contrary to Harris (2000) who advocates that any training programs should be designed to ascertain the feedback from the trainees regarding the content and administration of

the program, to take stock of the financial benefits and cost of the program and to compare the costs and benefits of different training programs in order to provide the best program.

The fifth item that, need assessment of training of employees` through the variation of employees attitude perspective was 2.48 with the standard deviation of 0.881, which indicates that the respondents disagreed in their responses. Most of the education offices have less /poor activity in assessing employees training need as the gap of individual attitude. Within the training context, needs assessment provides a picture of skills and knowledge of the people in an organization. Here, training needs assessment can determine level of optimal performance and standards for excellence, evidence of individuals` actual performance level, attitudes affecting performance and root causes of performance problems. By systematically, analyzing needs organizations can identify solutions to performance problems that will provide the best return on training and development investment (Nancy, 2012). However, in the sector bureaus as the finding implies that the existence of problems with respect to training needs assessment which is a determining factor for human resource development. This shows that much was not done from this perspective in order to realize organizational goals.

As it was observed in the above Table 4.5,1 summary of need assessment of training viewpoints consider mean 2.606, which shows that the respondents disagreed with the offices practicing need assessment of employees training.

Based on the information obtained from the above data it is possible to conclude that the education offices did not sufficiently conducted the assessing training and development needs in refute to the ideas suggested by (Gomez-Mejia and Cardy, 1995) and (Getachew, 1998). The information collected through questionnaire reveals that there was no major effort done in analyzing tasks performed by individuals to conduct training and development needs assessment. They attributed the factors with the lack of interest and knowledge.

As it was observed in the above Table 4.5.1, it is focused on the factors that, the offices considered during TDP implementation. Even though training and development needs were not identified in a systematic way, however, based on the above data it is possible to conclude that the availability of training was not considered as much as to the employee needs. It seems most of the training

programs are imposed from top management hence not reflecting the needs of trainees. This makes trainees lose interest on the existing training programs. This is contrary to Amstrong (2006) who contents that “any training program should be related to the work contents of trainees. It is important for the Ministry to agree on training needs and priorities in order to yield the expected results.

Need assessment practices of the education offices towards human resource training and development was measured on questionnaire provided to them comprise: skill inventory, participation of the employees, depending through employee skill, knowledge, and attitudes which are crucial for better training and development of human resources. Training must be directed toward the accomplishment of some organizational objectives, such as more efficient production methods, improved quality of products/services or reduced operating cost. This means that organizations should commit resources to those training programs that can best help in achieving its objectives. This can only be achieved if proper training needs assessment is properly done. As it was discussed in the review of the literature, conducting training development needs assessment is the initial and important step in human resource training and development practices. In a systematic model of training needs assessment, analysis is concerned with identifying the work, which is not performed and the standards of training and development programs that give a solution. Moreover, conducting the training needs assessment in this way requires systematic analysis and specifies training (Watkins, L. 2011).

4.6: Human resource training and development programs planning

The next activity of human resource training and development is preparation of employees training and development plans by filling in the key objectives, the core competencies that need development and the action plan for achieving those goals (indeed career guide, 2021). And we can see the education offices, how performed the planning of human resource training and development as following table 4.5.1

Table 4.6.1: Human Resource Training and Development Program Planning

Items	N	Mean	Std. Deviation
1. Office plans HRTD strategies accordingly.	66	2.864	1.094
2. Office setting HRTD goals and objectives.	66	2.682	1.153
3. Human resource training topics are identified on plan.	66	2.076	.847
4. Training time breaks sufficiently on plan.	66	2.773	1.120
5. Number of participants & their jobs are specifically described.	66	2.636	1.118
Total average of HRTDP planning	66	2.606	1.135

Source: field survey (2021)

The table 4.6.1, above shows, that the planning activities of the education offices toward human resource training and development. The scored value of the respondents on performing strategies through planning standpoint as indicate in the above table was mean 2.864 with a standard deviation 1.094, this indicates that the majority of respondents un know the presence or absence of strategy for training and development in their offices`.

The scored mean value for the second sub-construct that, stated goals and objectives of the human resource training and development through planning was 2.682 with standard deviation 1.152, which indicate the respondents also neutral for those activity in education offices. It means the there was no clear and defined goal and objectives of human resource training and development in those selected education offices. i.e. setting training performance goals and objectives which is the crucial factor in facilitating human resource development. Abdullah (2009), stated in his study once training and development needs are clearly identified, the next process is to establish or setting performance objectives. Objectives are specific outcomes that the training and development program is intended to achieve. These objectives define the performance that the trainee should be able to display after training. However, in the education offices with regard to setting performance goals and objectives due attention was not given as the determinant factor for human resource development. This may reduce organizational effectiveness and efficiency.

The third item of planning HRTD was consider the identification of course contents /topics/which indicated as above table 4.6.1, the respondents response mean 2.076 with standard

deviation 0.847. this indicates the respondents disagreed with the training content identification provision. It means the education office doesn't provide the human resource training and development contents through planning of employees' training. 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 course contents /topics/ is an important aspect in human resource training and development practices.

Time table of training and number of trainees should briefly announced in planning human resource training. As an above table 4.5.1, items fourth & fifth indicates mean 2.773 & 2.636 with standard deviation 1.120 & 1.118 consider the respondents neutral /uncertainly with the education offices' time table decision and trainees identification of training.

As table 4.6.1, above average depicts that, the scored mean value of the major construct i.e. the planning of HRTDP in the education offices was relatively low 2.606 with the average standard deviation 1.135 which represents that the mean of each sub-construct means. This indicates that, planning as an important factor of human resource training and development. However, due emphasis was not given by the education offices towards the issue. On the other hand, as the study findings revealed that the training plan performed by education offices was not properly and effectively. From this fact it is possible to infer that the offices were not in a good track in planning human resource training and development.

Planning the employees training is crucial activity to conduct effective training and development in education offices. It will need to consider the budget, the number of employees been trained and the specification of each training topics /courses when determining which action it will take to train and develop the employee, when and where those training will occur, what the content of the training will be and what materials it will need to make the training program successful. The speed of change in technology is so fast in the 21st Century that forces individuals to learn new things from time to time. The change of technology has even forced Education Office to introduce modern system in its operation. Therefore it is expected that the training programs are designed

to increase knowledge, skills and lead individuals to easily adapt to new changes in work procedures and methods.

Planning the human resource training and development of education offices was measured based on questionnaires provided to the employees of the offices which comprise. Performed strategies, stated goals and objectives, course topics, time breaks, and identifying participants which are crucial planning parts for training and development of human resources in education office. No action without planning, so planning is a mandatory activity for every organization to develop employee capacity for their daily performance increasing properly.

4.7: The availability of instructional media and methods of training and development

The availability of instructional media and methods are an important kind of training and development for employees. The researcher's to measure how the education offices adjust the training materials and methods for transfer good training, which consider with the sub-constructs that, collecting available aids, developing strategies for training programs, depending trainees centered methodology, preparing modules, and supporting with audio-visual aids are the point of view as following table with the respondents descriptive statistical data.

Table 4.7.1: The availability of instructional media and methods of training and development

Items	N	Mean	Std. Deviation
1. Offices collect the available aids for HRTD program.	66	2.273	.953
2. Office develops the strategies for training programs	66	2.091	.836
3. The given training method is depends on trainer centered	66	2.152	.932
4. All trainers get the module with hard or soft copy	66	2.076	.917
5. The given training is supported with audio-visual technology	66	2.076	.900
6. Average	66	2.136	.910

Source: field survey (2021)

The table 4.7.1 above clearly shows that, the majority of respondents were “disagree” with item i.e. offices assess available aids for training program with the scored mean value 2.273. The scored mean value points out that the dissatisfaction of the respondents with the case described and the standard deviation was 0.953. From this fact one can deduce that the education offices

were not collect available materials for training program. This implies that the education offices have limitations in collecting available material for training program.

As it is also illustrated in the table 4.7.1 above, in the second item i.e. develop strategies for training programs and modules the respondents` response scored mean value was 2.091. This signifies that the respondents` agreement response rating scale was “disagree” response rating scale implying that the dissatisfaction of the respondents with the issues described and the standard deviation was 0.836. From this item one the education office were not in a position to consider develop strategies of training programs as most importance for the human resource training and development.

When we come to the third item i.e. trainees centered training methods the average scored mean value of respondents response was 2.152 with the standard deviation 0.932. This shows that the majority of the respondents were “disagreed”. The scored mean value of this sub-construct conveys that the respondents were disagreed with the case described i.e. trainees centered training methodology which is the crucial factor in facilitating human resource training and developments are clearly identified, the next process is to establish materials and instructional methodology. However, in the sector offices with regard to setting trainees centered training methodology due attention was not given as the determinant factor for human resource development. This may reduce human resource training and development in education office.

In the Table 4.7.1 above, the forth item i.e. distribution of modules accordingly most of the respondents were “disagreed” response rate with the scored mean value 2.076, and the standard deviation 0.917. This implies that large number of respondents were disagreed towards the education offices action in distribution of course modules which play a paramount role to capacitate the employees potential. From this perspective the offices were not distribute modules for the trainees.

As it is indicated in the Table 4.7.1 above, the scored mean value rating of the item i.e. the assessment of the aids for internal and external training and development was 2.17 signifying that “disagree” agreement rating scale which indicates that the dissatisfaction of the respondents

with the case described and the standard deviation was 0.801. Moreover, as the information obtained from the respondents` response the education offices have limitation in searching audio-visual aids and very low linkage with to build HRD through training. This finding is inconsistent with Getahun (2007), in his empirical study conducted in some public banks in Addis Ababa. From this it is possible to deduce that the education offices were lagging behind in assessing aid opportunities for both internal and external training which is the most critical issue to develop the capacity of the employees` potential and better performance of organizational tasks.

As Table 4.7.1, above average depicts that, the scored mean value of the major construct i.e. the availability instructional materials and methodology of training and development in the education offices was relatively low 2.136 with the average standard deviation 0.910 which represents that the mean of each items means. This indicates that, the availability of instructional material and the relevant methodology of training and development as an important factor for developing continuous human resource development. However, due emphasis was not given by the education offices towards the issue. On the other hand, as the study findings revealed that the preparing and collecting the instructional aids and methodology by offices was not sufficient and satisfactory. From this fact it is possible to infer that the offices were not in a good track in supporting the training and development with proper aids and effective methodology. The researcher believes that an effective training should involve transfer learning. Transfer learning is only possible when training materials are provided to trainees. These will enable them to share these materials to participants hence multiplying the impact of training. The researcher wanted to know whether the currently training programs are providing trainees with insufficient training materials.

4.8 Human resource training and development practice

Personnel training and development is one of the major ways that work organizations attempt to maintain the competency levels of their HRD and increase their adaptability to changing organizational demands. With regard to the respondents reaction with the practice of TD the following statements were given to indicate their degree of agreement in Table 4.8.1 below.

Table 4.8.1: descriptive statistical data for practicing HRTD

Items	N	Mean	Std. Deviation
1. Our office provided on-job TD programs sufficiently	66	2.167	.852
2. The whole employees attended on-job training program	66	2.152	.881
3. The training program is well performed on time	66	2.212	.903
4. The content of training considered on prioritizing needs	66	2.197	.808
5. The trainees appreciate with high motivation through training	66	2.288	.907
Average	66	2.212	.886

Source: field survey (2021)

As it can be seen from the Table 4.8.1 above, the scored mean value of the first item i.e. the education offices provided on-job training and development programs sufficiently was 2.167, indicating that the respondents “disagreed” in their agreement response showing that they feel all right with the case described. The standard deviation of this item was 0.852 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the offices were not provide on-job training and development programs properly that may help to upgrade employees` knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

The Table 4.8.1 above also reveals that, the scored mean value of the respondents to the second sub-construct i.e. the whole employees attended the training program was 2.152 signifying that “disagree.” This shows that the respondents were dissatisfied with the case described and the standard deviation of the items was 0.881 which is relatively low being evidence for the relative homogeneity of the responses.

When we come to the third item i.e. the training program is well performed on time the average scored mean value of respondents` response was 2.212 with the standard deviation 0.903. This shows that the majority of the respondents were “disagreed”. The scored mean value of this item conveys that the respondents were dissatisfys with the case described.

In the table 4.8.1 above, the fourth item i.e. The content of training considered on prioritizing on employees needs most of the respondents were “disagreed” response rate with the scored mean value 2.197 and the standard deviation 0.808. This implies that, large numbers of the respondents were disagreed towards the education offices` content of the training which depends on prioritizing need which plays a paramount role to increase the organizational success. From this perspective the education offices are not courageous in training need priority and its action.

As it can be shown from the Table 4.8.1 above, considering the trainees appreciate the training with high motivation through training in the organizations the respondents` scored mean value was 2.288. This shows that the majority of the respondents were disagree and the standard deviation was 0.907. From this one can deduce that the offices have to do a lot of tasks in training and high motivation with satisfaction of employees training facilitation

As Table 4.8.1 above, depicts that, the scored mean value of the average of total construct i.e. the practice of training and development in the education office was relatively low 2.212 with the average standard deviation 0.886 which represents that the mean of each sub-construct means. This indicates that, training and development as an important factor for building continuous human resource development. However, due emphasis was not given by the education office towards the issue. On the other hand, as the study findings revealed that the training conducted by education offices was not sufficient and satisfactory. From this fact it is possible to infer that the education offices were not in a good track in practicing training and development. This finding is similar with that of Abebe`s (2008), finding as he confirmed that training and development is very low in the public sector bureaus while he has conducted the study concerning human resource management decentralization because of lack of commitment, lack of managerial capacity, inappropriate selection criteria and insufficient budget at SNNP. Srimannarayana (2006) also found that consistent results that the organizations in public sector have not been doing better with respect to training due to ineffective training need assessment.

Human resource development practice as a continuous process, which matches organizational needs for human resources and the individuals need for a career development. It enables the individuals to gain their best human potential by attaining a total all-rounded development. It also promotes dignity of employment in an organization and provides opportunities for teamwork and personal development. Hence, a well-planned HRD system must be a central part of human resource management in every organization. This section, presents the practice of human resource development from training and development. Training and development implies to the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities. Today we believe that an organizations` competitive success is achieved through people. It follows that the skills and performance of people are critical. Many organizations spend much money on training, believing that training will improve their employee`s performance and productivity. Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be the gap between employees knowledge and skill and what the job demands. The gap must be filled through training and development programs.

4.9 Human resource training and development program Evaluation

Evaluation of training compares the post-training results to the objectives expected by managers, trainers and trainees. Regarding the respondents reaction the following statements were given to them to indicate their degree of agreement stated in Table below. **Table 4.9.1: descriptive statistical data on evaluation of HRTD program**

Items	N	Mean	Std. Deviation
1. Well- designed questionnaire or evaluation form is distributed for participants before and after training by office.	66	2.197	.827
2. Office compares the trainee`s previous sense of duty with the after-training or present one.	66	2.303	.911
3. Trainee`s ability evaluated by office to handle more challenging jobs very effectively.	66	2.318	.826
Average	66	2.303	.859

Source: field survey (2021)

As it can be described in the Table 4.9.1 above, the respondents “disagreed” on the item one including, providing the evaluation forms` distribution to trainees as a questionnaire form after training with the scored mean value of 2.197, and with the standard deviation

0.827 implying that the respondents were dissatisfied with the cases described. From this fact it is possible to conclude that the offices were not designed the evaluation forms to evaluate the training effectiveness. Moreover, the education offices were not facilitates to evaluate the validity of training to their organization.

As it can be presented in the Table 4.9.1 above, the respondents were dissatisfied with the evaluation of human resource training and development in line with the stated objectives with scored mean value of 2.303 indicating that they disagree with the case described and the standard deviation was 0.911. Based on the findings it is possible to infer that the organizations were not doing in a way that to link the evaluation of HRTD with the stated objectives.

In addition, the Table above reveals that, the scored mean value of the respondents` response on the item i.e. evaluation check-list implementation, comparing and constructing pre and post trainees` performance, and evaluating the ability of trainees` done more challenging job which fall between ranges of 2.197-2.318 with the standard deviation 0.826 – 0.911. This depicts that the overwhelming majority of the respondents disagree and they were dissatisfied with the cases described. In short, based on the information given the education offices were not well in evaluating human resource training from these issues perspective.

When we come to the last summary which is indicated in the Table 4.9 above, is about evaluation of training efforts. Evaluation is the final phase of the training and development program. It is a means to verify the success of the program. The total scored mean value response of the respondents was 2.303 implying that the overwhelming majority of the respondents were “disagree” with the case described and the standard deviation was 0.859. The total scored mean value displays that the respondents were dissatisfied with the issue. Based on this finding one can deduce that the education offices were very reluctant in evaluating the worth, effectiveness and the efficiency of training given to the trainees helping them to get feedback for their improvement. As Ahuja (1998), noted that the concept of evaluation as the determining factor to assess the effectiveness and efficiency of a program in relation to its objectives. Gupta and Singh (2006) also pointed out that in their study on the basis of correlation analysis there is a positive correlation between HRD and evaluation of training and development efforts. From this

perspective it is possible to put an implication that, if the education offices are ineffective in taking training evaluation they could not identify whether they have good performance or not and what to be taken if the problems occur in their overall tasks. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, evaluation should be done. The management axiom that “nothing will improve until it is measured” may apply to training assessment. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice.

4.10: Challenges of human resource training and development practice

This section assesses and examines the major challenges or constraints that hindered human resource training and development practices in the education office. As it was revealed from the questionnaires and other secondary sources there were some challenges that encountered education offices in the practice of human resource training and development indicated in Table 4.10 below.

Table 4.10: Descriptive Statistical Data of Challenges of human resource training and development

Items	N	Mean	Std. Deviation
1. Absence of training and development needs assessment practice	66	2.833	1.03155
2. Absence of transparent and clear on-job TDP guidelines	66	2.864	1.135
3. Lack of adequate budget	66	3.459	1.127
4. Lack of trainers capacity	66	2.318	.880
5. Absence of monitoring and evaluation of TD program	66	3.364	1.017
6. Giving priority to other activities due to shortage of time	66	2.470	1.070
7. Absence of planning and clear training objectives	66	3.410	1.095
8. Inappropriate selection of trainees	66	2.182	.927
9. Inappropriate selection of trainers	66	2.318	.914
10. Lack of enforcement and accountability	66	3.530	1.126
11. Lack of managerial and leadership capacity	66	3.485	1.193
12. Lack of awareness of employees towards the concept of HRTD	66	2.303	.911
13. Lack of awareness of managers towards the concept of HRTD.	66	3.410	1.095

Source: field survey (2021)

As it can be clearly evidenced in the Table 4.10 above, different human resource training and development challenges are illustrated which include: 1-13 sub-constructs but the respondents response were agreed on item no. 3,7, 10, 11, and 13, which are: lack of adequate budget, absence of plan and clear objective, lack of enforcement and accountability, lack of managerial and leadership capacity, and lack of awareness of managers towards the concept of human resource training and development with the total average scored mean value of 3.459 showing that the respondents answered the statements given with agreement rating scale “agree” and the standard deviation was 1.127. From this one can understand that the sub-constructs indicated in the Table are key human resource development challenges of the education offices that need to be overcome. From this fact it is possible to conclude that in the education offices there were challenges that hindered and constrained the efficiency and effectiveness of human resource development practices.

Habib (2012), found that similar findings with this study designing comprehensive HRD strategies, linking with strategic priorities, lack of technology, creating positive HRD climate, promoting positive workforce attitude, lack of sufficient budget and accepting modern technological changes as the key challenges in public sector in developing countries. Wachira (2012), also pointed out in his study giving due emphasis for personal and professional development is considered as the basic challenge that need to be addressed in the practice of human resource development in Africa which supports the findings of this study. Moreover, this study came with consistent findings assessed by Gebrekidan (2011), as he outlined that inadequate training, lack of accountability and enforcement and lack of good merit system as bottleneck problems that organization should tackle in achieving HRD in his systematic review conducted in some Africa countries.

Generally, in this study as the respondents response the major challenges of human resource training in the education offices are; lack of sufficient budget for training and education, absence of planning and unclear objective, lack of enforcement and accountability, lack of managerial and leadership capacity, and lack of awareness of managers towards the concept of

training and development were becoming the great challenges for the effective practice of HRD in the education offices.

4.11. Document Analysis

The researcher was collected data from the woreda education offices document, which is annual plan, training need lists of the employee, the attendance of trained employees, and the scores of employees training evaluation as properly. From the researcher observation the documents show as following discussion.

- Human resource training and development strategy was not included on the annual plan of woreda education offices.
- In the education offices, employee training need was not collected as specifically in the list.
- The supporter available aids and the training methodology were unthinkable in the education offices.
- Employees training practices was not implemented in education offices.
- The evaluation of employees training was also as like above.

Generally the document analysis was showed the failure of human resource training and development in the education offices of kaffa zone.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter the study was summarized with the included contents as shortly, and the conclusions of the research findings that have been analyzed and discussed in the previous chapter are briefly presented. Furthermore, based on the findings of the study possible recommendations and implications are made.

5.1. Summary of the major findings

The main objective of this study was to assess the practices and challenges of human resource training and development in education offices of Kaffa zone. In order to meet this purpose, basic research questions related to the extent that assessing TD needs in education offices, HRTDP planning, AIMM, conducting TD, and HRTD evaluation were raised. Therefore, attempt was made to investigate factors that become the challenges of HRTDP implementation in education offices of Kaffa Zone.

To search answers for these questions, a descriptive survey method was employed. The data collected from the closed ended questionnaires was analyzed and interpreted using different statically tools such as frequency, percentage, mean, and standard deviation. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

1. The finding of the study revealed that the assessing employee needs of training and development in education offices was ineffective through skill inventory, participation of the employees, depending through employee skill, knowledge, and attitudes.
2. The study results indicated that the planning of human resource training and development program in education office was unprepared properly through based on questionnaires provided to the employees of the offices which comprise, Performed strategies, stated goals and objectives, course topics, time breaks, and identifying participants.
3. The study indicated that the supplying available instructional media and methodology of

training and development in education offices of Kaffa zone was inadequate. This indicates that, the availability of instructional material and the relevant methodology of training and development as an important factor for developing continuous human resource development. However, due emphasis was not given by the education offices towards the issue.

4. It was made known by this study that, conducting training and development in education offices of Kaffa zone was found to be insufficient. However, due emphasis was not given by the education office towards the issue. On the other hand, as the study findings revealed that the training conducted by education offices was not sufficient and satisfactory. From this fact it is possible to infer that the education offices were not in a good track in practicing training and development.
5. The finding of the study showed that the training and development program evaluation in education offices was given low attention.
6. The result of this study showed that the main obstacles that operate against the practice and implementation of HRTD were lack of adequate budget, poor planning and un cleared objectives of HRTDP, lack of enforcement and accountability, lack of managerial and leadership capacity, and lack of awareness of managers towards the concept of HRTD was found to be moderatel affected the real implementation of HRTD in education offices of Kaffa zone.

5.2. Conclusion

Based on the overall findings and specific conclusions made this study on Human Resource training and development in selected education offices may have several implications.

Implication for development: In the current global thinking, development should be integrated, holistic process that meets people`s economic, social, political and cultural needs and improves the quality of life. As it has been evident from the previous discussions, one of the objectives of human resource development practice is to bring development. So that human capital can be a means for development human resource and development are the two sides of the same coin.

Implications for organizations: HRD increases competency level of employees by updating their knowledge and skills. Comprehensive abilities of the employees increase and enhance their horizons of vision and performance. Employees become more committed towards the organization and a sense of belongingness is developed among them and team-spirit in the organizations goes up. Proper implementation of HRD in an organization trust and openness is created among the employees and they began to respect each other which helps in developing a cohesive working environment. Moreover, HRD involves HR aspects like skills, knowledge, creative abilities and talents which help in shaping aspects like values, beliefs and attitude according to the changing needs and aspirations of individuals along with that of the organization. In general, HRD improves the problem understanding and solving capability of employees and dedication is developed in the employees towards the organization.

Implication for further research: since HRD research is one of a developmental research but studies are very limited in this area south nation, nationalities, and people`s region in kaffa zone particular. Therefore, this study may pave the way for further researches to be conducted especially, in the role of human resource development on employees` performance, HRD practice in private sector organizations and comparative research in both private and public sectors to investigate to what extent they are practicing HRD and what lessons could be learned from one organization to the other.

Based on the major findings, the following conclusions were drawn.

1. The finding of the study indicated that education offices` assessing employees needs of training and development that helps to practice HRTD in education offices was found ineffective. From this we can conclude that education offices were given low attention to assessing the employees` training need.
2. As shown in the findings that, the education offices planning of human resource training and development program which to conduct training and development in education offices was not given attention. Moreover unstated goal and objectives of the offices training and development program was also the failure of TDP in education office. Therefore, education offices was not well prepared training and development program.

3. As indicated in the study, the education offices establishing and supplying instructional media /materials and available methodology like printed materials and audio-visual materials, trainee centered methods, and other stationery aids which help to contribute effective TDP in education offices was inappropriate. This implies that there was fail in supplying AIMM to provide effective training program.
4. As core point of this study that the respondent response indicates practicing human resource training and development in education offices was not implemented with effectively. From this we can conclude the education offices were not pay attention to implementing the employees training in education offices.
5. The evaluation techniques of human resource training and development program in the education offices were unconventional activity to assure the human resource training and development programs` effectiveness. Therefore, education offices were not evaluated training and development programs attentively in education offices of Kaffa zone.

There are various challenges that hinder the effective implementation of HRTDP. Some of these are: lack of adequate budget, poor planning and un cleared objectives of HRTDP, lack of enforcement and accountability, lack of managerial and leadership capacity, and lack of awareness of managers towards the concept of HRTD was factors that affect the implementation of HRTD in education offices of Kaffa zone.

Generally, it is possible to conclude that human resource training and development practice was not effectively implemented in education offices of Kaffa zone.

5.3. Recommendations

Based on the findings of the study the following recommendations are forwarded:

First and foremost, HR of the offices should get greatest emphasis since they are engines for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a continuously changing and dynamic environment that directly or indirectly affects us. Particularly, education offices are affected by the rapidly changing information technology. Thus, office heads, managerial bodies, and work coordinators of the

education offices of Kaffa zone need to update their employees` skills and knowledge through training and education to cope with technological advancement and competitive environment and to achieve its pre stated short and long term goals.

Based on the findings and conclusions of the study the following recommendations are suggested.

1. Training and development programs could meet their intended objectives if and only if they are based on a systematic training and development needs assessment. Therefore, to avoid wastages of human, material, financial and time resource and the duplication of efforts, in education offices/, training and development needs assessment has to be carried out in cooperation with all stake holders. The education offices (office head, work process coordinator, and managerial bodies) would be identify training needs of employees in different mechanisms of collecting information has to be used by skill inventory, assessing knowledge and attitudes. And also the upper governmental body of zone education department and regional education bureau would be support, attend, and evaluate the education offices` activity through HRT need assessment in periodically.
2. Conducting HR TDP without plan led to wastage of resources and failure to meet the objectives of the programs and organizational goals. Therefore, it is recommended that at the education offices short and long-term plan should be prepared and designed for their personnel`s /employees/ and educational leaders and be incorporated in the strategic plans. To avoid duplication and wastage the annual plans of the educational offices should be discussed, commented and amended by the stake holders, who are all the offices members be contribute to preparing and designing HRTD plan. . To achieve the desired goals of the training and development programs objectives should be clear and precise to indicate the expected outcomes and these objectives should have presented in a systematic way to the members of education offices and trainees. Therefore, in delivering the training and development programs should be based on the objective reality of the education offices and situations. And also the upper governmental body of zone education department and regional education bureau would be observe and comment HRTDP plans of education offices,.

3. The availability of instructional materials /aids and the effective methodology of training was the crucial matter for the success of human resource development. Supporter materials like: board, chalk, module, note pad, audio or visual technology,...etc., and the trainees` centered methodology like: discussion & presentation, case study, role play,...etc. which are important points in right conducting of human resource training. The education offices and trainers body could be supply the AIMM before the conducting of training. Therefore, the education offices should be react thus major kinds of human resource training in their organization. Regional education bureau and zone education departments also could be establish and supply the available material that training modules and the other aids and resources.
4. Effective and efficient service delivery can be ensured in education offices if employees get the required training and development. Thus, conducting on the job training sufficiently to the whole employees when performed on time and its content depend on their prioritized needs as well as motivated them to appreciate the program. The education office head should mobilize his experts who have high potential to give training for employees as their needed. The upper zone education department and regional education bureau experts should establish and give training for the woreda education offices employees in periodically.
5. It is not possible to suggest that human resource training and development could meet their intended objectives with the absence of evaluation practices towards their effectiveness and outcomes. Therefore, it is recommended that the education offices could have a scheme to evaluate the human resource training and development at different procedures or systems like: designing check list questionnaire, comparing the present and existed sense of employee improvement, and assuring their capacities how developed to handle more challenged job.
6. To realized the effective human resource training and development practices in education office the offices should be dominated the challenges which are lack of budget, poor planning and un cleared objective, lack of enforcement and accountability, lack of leadership and managerial capacity, lack of managerial awareness towards the concept of

training and development. But an education offices should budgeting sufficiently, should be planned the HRT clearly with its objective and goal, and should enforcing trainers and trainees as an accountable. To improve and develop the leadership skill and managerial capacity of the office zone education department and region education bureau should play a vital role as well as the awareness of HRTD concepts in education offices.

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APPENDICES
Jimma University

Collage of Education and Behavioral Science

Department of Education Planning and Management

Post graduate program in school leadership

Questionnaire to be filled by employees

Dear respondents; I would like to express my deepest appreciation for your generous time, honest and prompt responses.

This questionnaire is designed to gather data about practice and challenge of human resource training and development in selected three woreda education offices of Kaffa zone. A Questionnaire to be filled by employees that are; experts, work process coordinators, supervisors, head offices and school directors. The information will be used us primary data in my case study I am conducted as a partial fulfillment of Masters- Degree in School Leadership at Jimma University. The data you provide are believed to have a great value for the success of this research. I confirm you that all data will be uses for academic purpose and analyzes anonymously through the authorization of the university. As a result, you are not exposes to any harm because of the information you provide. Finally, this research is to be evaluate in terms of its contribution to our insight abut practices and challenges of human resources training and development in the study areas in particular and the country at large.

General Instruction

- A. No need of writing your name
- B. Choose and circle the best alternatives
- C. In all cases where answer options are available please mark (X) and in the boxes provided.
- D. Fill in the blank spaces.

Part I Background of respondents

1. Sex A. Male B. Female
2. Age in years _____
3. Educational background
 - A. Below grade 12 C. 12+TTI
 - B. 12th Complete D. Diploma E. 1st degree
4. Work experience in years _____
5. Current position
 - A. Education office head B. Experts
 - C. Work process coordinators D. Supervisor E. School director
6. Experience of the current position in years _____

Part II Indicate your response to the following items by making ‘X’ mark in the box which indicates the extent to which you’re level of opinion for each given statement using the following scales.

(5 = Strongly agree 4= agree 3= fairly 2= disagree 1= strongly disagree)

A. Training needs assessment

No	Questions Items	Rating Scale				
		1	2	3	4	5
1	Offices conducted human resource training skill inventory					
2	Each individual employees participated in identified training and development needs					
3	Training and development needs assessment has been identified through analysis of the employees skill.					
4	Training and development needs assessment has been identified through employees knowledge.					
5	Training and development needs assessment has been identified through employees attitude.					

B. Planning human resource training and development program

No	Questions Items	Rating Scale				
		1	2	3	4	5
1	Office plans human resource training and development strategies accordingly.					
2	Office setting human resource training and development goals and objectives.					
3	Human resource training topics are identified on plan.					
4	Training time breaks sufficiently on plan.					
5	Number of participants & their jobs are specifically described on plan.					

C. The availability of instructional media and methods of training and development

No	Questions Item	Rating Scale				
		1	2	3	4	5
1	Office asses the available aids for human resource training and development program.					
2	Office develops the strategies for training programs and modules					
3	The given training method is depends on trainer centered					
4	All trainers get the module with hard or soft copy					
5	The given training is supported with audio-visual technology					

D. The existing human resource training and development

No	Questions Item	Rating Scale				
		1	2	3	4	5
1	Our office provided on-job training and development programs sufficiently (without CPD)					
2	The whole employees attended on-job training program (without CPD)					
3	The training program is well performed on time					
4	The content of training considered on prioritizing needs					
5	The trainers appreciate with high motivation through training					

E. The evaluation of human resource training and development program

No	Questions Item	Rating Scale				
		1	2	3	4	5
1	Well- designed questionnaire or evaluation form is distributed for participants before and after training by office.					
2	Office compares the trainee`s previous sense of duty with the after-training or present one.					
3	Trainee`s ability evaluated by office to handle more challenging jobs very effectively.					

F. Challenges of human resource training and development

No	Questions Item	Rating Scale				
		1	2	3	4	5
1	Absence of training and development needs assessment practice					
2	Absence of transparent and clear on-job training and development program guidelines					
3	Lack of adequate budget					
4	Lack of trainers capacity					
5	Absence of monitoring and evaluation of training and development program					
6	Giving priority to other activities due to shortage of time					
7	Absence of planning and clear training objectives					
8	Inappropriate selection of trainees					
9	Inappropriate selection of trainers					
10	Lack of enforcement and accountability					
11	Lack of managerial and leadership capacity					
12	Lack of awareness of employees towards the concept of HRTD					
13	Lack of awareness of managers towards the concept of HRTD					