

**THE PRACTICES AND CHALLENGES OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT IN WOREDA EDUCATION OFFICE
OF WEST HARARGHE ZONE, OROMIA REGEIONAL STATE**

MA THESIS

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Development in Woreda Education Office of West Hararghe Zone, Oromia
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DEDICATION

This Thesis is dedicated to my lovely wife Fatuma Ahmedin, for their great contribution and dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born on October 2, 1979 E.C at a place called Ejersa Tobota in Grawa district of East Hararghe Zone, Oromia Regional State. He attended his Primary and Secondary School Education at Grawa Primary and Junior Secondary School and at Grawa Secondary and Preparatory School respectively. He received his Bachelor Degree in Chemistry in June 1999 E.C from Jimma University. The author has 2 years of teaching experience and 7 years of school leadership experience. The author has been a student at Haramaya University since 2013.

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ABBREVIATIONS AND ACRONYMS

EdPM	Educational Planning and Management
ESDP	Education Sector Development Program
HR	Human Resource
HRD	Human Resource Development
HRTD	Human Resource Training and Development
MA	Master of Arts
MCB	Ministry of Capacity Building
NGO	Non Governmental Organization
MoE	Ministry of Education
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
TD	Training and Development
UNRISD	United Nation Research Institution for Social Development
WEO	Woreda Education Office
ZEO	Zone Education Office

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ABSTRACT

The purpose of this study was to assess HRTD practices and challenges in the selected Woreda Education offices of west Hararghe Zone, Oromia regional state. To achieve this purpose, 9 WEO heads, 57 process owners and 70 experts were included as subjects of the study using available sampling technique to select samples of the respondents. The study used both primary and secondary sources of data. For this study, descriptive research method was employed and using questionnaires, interviews and document analysis to collect the necessary data. Data were analyzed and interpreted qualitatively using percentages, frequency, mean and t-test based on SPSS version 20.0 software and qualitative technique. Besides, interviews and document analysis were used to consolidate and verify the information. The findings of this study shows the practice of systematic training and development needs assessments had been non-existent in education office, the TDPs were not focus on the improving performance deficiencies of employees and there was no clear selection criteria to select trainees and trainers.. Besides, practices of utilizing long-term off-the-job training methods, and arrange induction/ orientation programs to new employees and new position holders had been also non-existent in the education offices. The human resource TDP delivered without clear identification of needs assessment and absence of systematic evaluations techniques were not effective. Moreover; the study revealed the education office did not have systematic evaluation techniques by which TDP were evaluated. In addition; the practice of designing and implementing TDP had been challenged by low attention paid by the top level managers towards TDP, lack of commitment of higher officials, lack of training policy, lack of adequate budget, allocation of insufficient time in relation to content, absence of monitoring and evaluation training and development programs. Based on the findings the following conclusions were forwarded; provision training and development programs without systematic needs assessment were wastage of resources. The objectives of TDP were not clearly and precisely indicated the expected outcome. No adequate effort done to improve the performance deficiency of employees, Short and long term training programs were not adequate and systematically planed, induction /orientation programs were not conducted, training and development programs were ineffective, monitoring and evaluation practices were not conducted in a systematic way. There are different challenges that hinder the successfulness of HRTDP. Based on the findings and conclusion of the study the following are recommended: In order to achieve goals of training and development programs systematic needs assessment should be carry out, arranging induction/ orientation program to the new employees and new position holders and long-term off-the –job training program plan should be designed, carefully implemented each elements of training and development program process to make the TDP effective, TDP evaluation should be conducted by Woreda education office. Moreover, to overcome challenges; ZEO and REB awareness creation program should be organized for top level management to rise up their commitment toward TDPs, Woreda Education Offices should be give more attention for TDPs., allocate sufficient budget and time for TDPs and relevant and appropriate training policy and procedure should be designed and implemented.

1. INTRODUCTION

1.1. Background of the Study

Human resources are the most valuable assets of any organization and nothing gets done without human actions. Organizations are also in a position of searching advancement through investing training of human resources. This is because the universally accepted secret behind for improved productivity of many organizations lied on the provision of human resource training and development of its staff members. So that to make function effective and perform efficiently, organizations are expected to give training and development to fill the gaps of their staff members (Ojo and Olaniyan, 2008).

Human resource training and development has long been considered as an important aspect of educational development. It encourages the attainment of educational goals and objectives of the organization through enhancing the capacity of available manpower. It also plays a great role for the effective performance of an organization. It also enables to bridge the gap between the actual and desired performance by bringing employees to the desired standard or competence (Abraham, 2009). The goal of human resource straining and development is to increase the capabilities and potential of people providing learning opportunities. This can be ensured as far as possible that everyone in the organization has the knowledge and skills reaches the level of competence required to carry out their work effectively (Armstrong, 2005).

According to Khan (2012), training involves providing the employees the knowledge and skills 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, 1999). Training will improve the employee's performance and productivity of the organization. Apart from recruiting, selecting, orienting and placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skills and what the job demands that could be filled through training programs (Abdullah, 2009).

According to Durkovic (2009), the world's well developed and least developed countries are redesigning their developmental goals and strategies toward the domination of HR to achievements expected and financial resources and provide the required services to the public. Moreover, studies have been conducted in relation to human resource development for example, (Ashkezari and Aneen, 2012; Saraswathi, 2010). Their findings showed that HRD has been encountered by problems like: lack of proper training and development, limited organizational development, lack of effective performance appraisal, lack of employee's motivation and awareness, and limited managerial capacity in the public sector.

According to Mondy (1991) Human Resources Training and Development (HRTD) is planned and continuous effort by management to improve employees' competency level and organizational performance through training, education and development programs. At present, many countries, gave great emphasis to training and development in relation to policy making and management research. Countries, which faced economic problems gave considerable attention to training and development and try to investigate ways to improve productivity and increase economic growth (Mabey et al., 1998). Moreover, developing countries used training and development of human resources as a fast track for development. For example, a research conducted in Taiwan by Lin (1997) described that HRTD is one of the three areas of human resources management (HRM), which draw much attention at present and for the future.

According to Melaku (2004), the importance of training and development of civil servants got attention after the establishment of the central personnel Agency by proclamations on Negarit Gazeta No. 23, 1961 and No.269, 1962. These proclamations mentioned the importance of training and development aimed to provide effective and efficient service to society. During these efforts of the country, Training and Development Programs (TDPs) were provided to increase the productivity of the employees at a certain extent.

In Ethiopia, with the formation of the Education and Training policy in 1994, the education management systems are organized in to different level. At federal level; Ministry of

Education (MoE), at regional level; Regional Education Bureau(REB), Zone level; Zonal Education Office (ZEO), Woreda Level; Woreda Education Office(WEO), City administration office and the Schools. All level which have their own authority and responsibility to undertake the education development. The educational organizations and management have been decentralized. Thus, Woreda education office is mandated to plan, budget and manage their educational activities. These major activities require knowledgeable, Skilled, experienced and competent personnel. However, qualified, skilled and competent professionals at the Woreda levels are urgent. Thus, at each hierarchal level the structural organization has it is own required human resource (MCB, 2005)

MoE (2005) ESDP-III further stated that, training and capacity building activities to be undertaken at Woreda level related to education and training policy (1994) concluded that, the provisions of relevant and appropriate education and training of HRs are crucial in various skills at different levels through TDP to satisfy country's socio-economic and development of the society. Accordingly, now a day it is clear that a number of government offices are increasingly providing education and training opportunities to their employees and mangers both locally and abroad. In facts, building of the capacity of woreda educational managers and employees has essential role in raising productivity, because the quality of management system depends on the education and training of educational managers and employees. (MCB, 2005)

However, whether these and other remaining gabs exist or not in the process of training and development in Woreda education office of West Haraghe zone. Therefore, the purpose of the current study attempts to assess the practices and challenges of human resource training and development in Woreda education office.

1.2. Statement of the Problem

In the rapidly growing technology and competitive world, human resources are the most important in order for the organization to survive. They are determinants of development, productivity and competitiveness of the organization (Sitzman, 2008). Machineries, materials and money cannot be manage and properly utilized without skilled and trained manpower,

person's knowledge and skills do not exist forever unless it is refreshed and developed through learning and training. Employee training is currently perceived as an effective means to achieving successful international competitiveness around the world (Hameed and Waheed, 2011). Furthermore, the benefits for implementing employee training have been widely recognized by many organizations. In general, employee training enhances organization's performance by changing the knowledge, skills and attitude, of employees through training and development.

According to, Parker (2008) reported that, new managers very often find the start of a new position a trying experience. There are much they do not know about the job tasks and responsibilities, the organization and its operations, the organization and reporting structure, the operational rules and procedures they should follow and what they are expected to do and not to do. All new managers and employees also want to be successful, and organizations want them to succeed. A new hire orientation program must be planned and implemented carefully to ensure that success. At the same time, Abate (2010) identified that, new employees were join their daily jobs without any orientation program offered before their jobs, but Wulatew (2006) stated that, there were orientation program for newly recruited of employees and managers though there are strong opinions difference among different individuals.

The efforts being made for the delivery of efficient and effective Human Resource Training and Development Programs (HRTDP) were encouraging to maximize the productivity of employees and to improve their performance. However, from observations at different regional education conferences, annual education performance evaluations and supervision reports that training and development of HR remained at low level (MCB, 2005). HRTD is an expensive activity that requires expenditure of resources in terms of money, materials and facilities, time and personnel. Organizations that have considerable shortages in either of their resources face problems to conduct HRTD programs. It is one of the problems that affect HRTD in the case of Ethiopia; it is mainly caused by budgetary constraints (Getachew, 1998).

Bernhard and Ingolis (1988), cited in Beardwell (2004) also reported that, a considerable amount of money is fixed for training and development mainly without due attentions for

addressing fundamental issues such as analysis of training needs in relation to the short and long-term organizational plans. This is similar with what Abate (2010) concluded as training and development of employees provided without conducting training needs analysis in some organizations. This implies the provisions of training and development without due attention for needs analysis which is an indication of wastages of resources. This is because inconsistency of training and development objectives and contents with appropriate performance gabs may not brings the desired goals of the organizations.

Moreover, a study conducted by wuletaw (2006), in Jimma Zone, in relation to assessment of Capacity building program of education managers. The findings of the study identified absence of TD needs assessment, absence of evaluation program and lack of selection criteria. However, in this study like critical challenges that hinder practice of HRTDP and the strategies used to overcome the challenges were not clearly addressed. Coming to the study area no research was conducted in relation to the practices and challenges of HRTD in woreda education offices. As indicated above mentioned gaps and problems mentioned by different writers and researchers. This was what the researcher observed from work experience it has different problems regarding to the issue. For example, problems on adapting new methods of technologies, problems on improving the morale of employees, problems on preparing strategies and operational plans, and priority would not be given to the training programs which in turn affect the quality education. Thus, the existence of these problems seems to show that there might be problem of HRTDP in Woreda Education Office. This indicates that, there is an important research gap going to be filled through further assessment. That is why, the researcher is initiated to conduct this study

Therefore, the purpose of this study tried to fill the existing gaps by assess the practices and the challenges of human resource training and development in WEO of West Hararghe Zone. Hence, the study particularly aims to answering the following basic research questions.

1.3. Research Questions

1. To what extent the process of designing and implementing human resource training and development was implemented in WEO of West Hararghe Zone?
2. What are the major areas of human resource training and development program in WEO of West Hararghe Zone?
3. What are the human resource training and development methods applied by WEO?
4. To what extent does the human resource training and development programs effective?
5. What are the major challenges that influence the successfulness of human resource training and development in WEOs of West Hararghe Zone?
6. How the challenges of HRTDP can be mitigated in Woreda education office?

1.4. Objectives of the Study

1.4.1. General objective

The general objective of this study was to assess the practices and challenges of human resource training and development in Woreda Education offices' of west Hararghe zone.

1.4.2. Specific objectives

The specific objective of the study would be to:

1. Identify the designing and implementing process of human resource training and development in WEO of West Hararghe Zone.
2. Assess the major areas of human resource training and Development in WEO of West Hararghe Zone.
3. Explore the mechanism of human resource training and development provided by WEOs in west Hararghe Zone.
4. Assess the extent of human resource training and development programs effectiveness in Woreda Education Offices.
5. Identify the major challenges that influence the successfulness of human resource training and development programs.

6. Identify the strategies that can be used to mitigate the challenges of HRTDP and provide possible recommendation forwards the issue.

1.5. Significance of the Study

The Successful planning, implementation, managing and leading of education activities can not successful if there is lack of adequate training and development of employees and education leaders. Therefore, this study may be significant to reflect on the practices and challenges of human resource training and development of Woreda education office.

Based on these facts, the study has the following significant; First, it indicates the human resource training and development practices creates awareness among the education officials and employees at zonal level; Second, the study can help also woreda and zonal education office experts and team leaders to identify major problems of human resource training and development and to take corrective measures for possible solutions; Third; it creates awareness for employees and management body about their training needs assessment and evaluation outcomes. Fourth, the findings of the study also expected to provide some current and additional information to the already existing knowledge regarding the subject under study; Fifth, it may expected to serve as reference to those who are interested to conduct further research in this areas.

1.6. Delimitations of the Study

In West Hararghe Zone, there are 14 woreda Education Office and 2 administrative towns Education Office total 16 woreda Education Office. There are a number of issues concerning human resources training and development. These are the nature of contents, the level of trainees, hierarchy to the organization, cost and so on. However, the scope of this study was bounded to the practices and challenges of human resource training and development of eight (8) Woreda Education Offices. This was because to conduct research on all of these woreda was difficult and unmanageable due to geographical wideness, researcher work overload, and time constraints.

However, this study was delimited to the practices and challenges of human resource training and development in Woreda education offices. These include, how was the process of designing and implementing human resources training and development were exercised, the major area of human resource training and development program, human resource training and development methods applied, the extent of human resource training and development programs effectiveness, challenges that influence the successfulness of human resource training and development program and how the challenge of human resource training and development can be mitigate in Woreda education office of West Hararghe Zone. The target population of this study was delimited on eight (8) Woreda education offices. The total population of the study consisted of 9 education office heads, 57 process owners, and 70 experts. The main data gathering instruments would be used for this study were questionnaires, interviews and document analysis and the collected data were analyzed both quantitative and qualitatively.

1.7. Limitations of the Study

The study was specifically focused on assessing the practices and challenges of HRTD in eight Woreda Education Offices. Regardless of the fact that the researcher tried to do all the best to maximize its fruitfulness the study was subjected to some limitations. Moreover, one of the limitations of the current study was small size of the respondents. Since this study employed descriptive survey design, it did not check the situational through longitudinal survey. It may also have methodological limitations since it used available sampling techniques to get sample of respondents in each woreda education office; limitation of update reference material available. Beside to that few experts were not voluntary to give information and return the questionnaires. All these might have affected the outcome of this study. Nevertheless, the researcher has overcome these problems by discussing repeatedly with them and give more attention to response questionnaires clearly, made all the possible efforts and the study has come.

1.8. Definition of Key Terms

Challenges: For this study challenges are obstacles that hinder effectiveness of human resource training and development practices.

Development: means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals.

Human Resource: are the people organization employees to carry out various jobs, tasks, and functions in exchange for salaries and other rewards

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

Zone Education office: The higher administrative hierarchy next to Region education Bureau.

Woreda Education office: The lower administrative hierarchy next to Zone Education office.

2. REVIEW OF RELATED LITERATURE

2.1. The Concept of Training and Development

2.1.1. Human resource training

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

Training involves a process of providing knowledge, skill and attitude specific to a particular task or a job. In addition to this intention, training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career advancement in to specialist department or management position (Lavrie, 1996), Mondy (2010), Aguinis and Cascio (2005) define human resource training as an activity designed to provide the learners with the knowledge, skills and attitudes needed for their present jobs or for an immediate or near-term application. With the other perspective of Jackson and Mathis (2010) define human resource training as an on-going process of acquiring capabilities to perform jobs or mastering of a particular task or set of tasks. It provides employees with specific, identifiable knowledge and skills for use in their present jobs. Parker (2008) also considered training as the line of skills building and familiarization with specific details of products and procedures.

On the other hand Herzberg (2001) described that, the only way to improve the competency of the employees is by encouraging them to improve their skills through training and the best fit method of achieving this is by linking it to career development.

2.1.2. Human resources development

According to Singh (2012), HRD implies that the talents and energies of employees in an Organization as potential contributors in turn this has a critical role for the creation and realization of the organization's visions and goals. It is also the process of increasing knowledge and capacities of the people in a given organization. According to McLean (2001),

HRD is conceptualized as any process or activity either short or over the long term that helps to develop employees' work based knowledge, expertise, productivity, and satisfaction for personal, organizational, community and country at large. Based on Singh (2012), in the national context, HRD is considered as a process by which the people in various groups are helped to get new knowledge continuously and make them self-reliant. On the other hand Swanson (2009) defined HRD as a process of developing and unleashing expertise for the purpose of improving organization systems, work process, team and individual performance.

As proposed by Harries (1994), Human Resource Development (HRD) can be defined as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demand and HRD activities should begin when an employee joins the organization and continue throughout his /her career, regardless of whether that employee is an executive or a semi-skilled line worker. Human resource development programs must respond to job change and integrate to long term plans and strategies of the organization in order to ensure the efficient and effective use of resources. Also human resources development is more careers related and concerns itself with achieving employees or staff potential within a frame work that goes beyond the current job. In addition to this human resources development, refers broadly to the nature and direction of change induced in the employees, as a result of educational and training programs.

2.1.3. Distinction between training and development

Training and Development have relationship in human development aspects; however many authors have clearly identified the difference between them. According to (Armstrong, 2006) Training means learning skills and knowledge for doing a particular job. It increases job skills. The term training generally used to communicate the knowledge of specific skills among operative employees. Training is concerned with maintaining and improving current job performance. Thus, it has a short term perspective and job centered in nature. While Development means the growth of an employee in all aspects. It shapes attitudes. Development is associated with the overall growth of management. Management development seeks to develop competence and skills for future performance. Thus, it has a long term perspective and career oriented in nature.

Training is the organizations efforts to help employees learn job related knowledge, skills and behavior, where as development refers to the organizations efforts to help employees acquire knowledge, skills and behaviors that improve their ability to meet changes in job requirements and customer needs (Wright and Noe, 1996). Thus, training is directly job related, whereas development addresses the broader need to be prepared to deal with change throughout one's careers. Chandan (1997) suggested that, though managers and non-managers receive help from training and development programs, non managers are intended to be trained in technical skills where as managers are intended to be developed in conceptual and human relations skills received future jobs.

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

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

2.2. The Process of Human Resource Training and Development

The process of Human Resource Training and Development (HRTD) must be systematic and directed towards the accomplishment of some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs.

Systematic training is likely to make organization efficient and progressive (Rue and Byers, 2003). The fundamental elements of training process have to be arranged in a logical fashion and treated to be sure that the desired results are achieved.

Therefore to change the organization, employee at all levels need additional training and development opportunity to develop their working ability and management thinking (Swanson and Holton III, 2009). In this respect, Organizations are required to be engaged in continuous employee training and management development program. According to (Mathis and Jackson, 2010) state that the steps of human resource training process are; need assessments, establishing or formation of the training and development objective, designing training and development program, Implementing training and development program and Conducting evaluation and follow-up training and developing program.

2.2.1. Training and development need assessment

Assessing and identifying training and development needs includes organizational analysis, job analysis, and individual analysis (Kafyalew, 1990). Organizational analysis deals with identify the overall organizational need and change in strategies (Abraham, 2009). According to Mathis and Jackson, (2010 and 2008) needs assessment is the process that used to measures the competencies of an organization, a group, or an individual as they relate to what is required in the strategic plan. It is necessary to find out what is happening and what should be happening before deciding if training will help and what kind is needed. But for Noe et al (2010), needs assessment is the process of evaluating the organization, individual employees, and employees' tasks to determine what kinds of training, if any, are necessary. Assessing and identifying training and development needs includes organization, job analysis and individual analysis (Bratten and Gold, 1999; Rue and Byers, 2003). Organization analysis deals with identify the overall organizational need and change in strategies (Vohra, 2006).

2.2.1.1. Organizational analysis

Organization analysis is a process for determining the appropriateness of training by evaluating the characteristics of the organization. It looks at training needs in light of the organization's strategy, resources available for training, and management's support for

training activities. Training needs will vary depending on whether the organization's strategy is based on growing or shrinking its personnel, whether it is seeking to serve a broad customer base or focusing on the specific needs of a narrow market segment, and various other strategic scenarios (Noe et.al, 2010).

Mondy (2010), Organizational analysis is the process in which overall organizational perspective are undertaken. It studied an organization's strategic mission, goals and corporate plans along with the result of strategic human resource planning, and also Gomez-Mejia *et al* (1995) stated that, organizational analysis is the process that examines such broad factors as the organization's culture, the mission, business climate, long and short-term goals and structure. In this case, identifying both overall organizational needs and level of support for training is its main purpose.

Moreover, Cascio and Aguinis (2005) further stated that, organization analysis is undertaken to link strategic workforce planning considerations with training needs assessment results, to pinpoint/identify inefficient organizational units to determine whether training is the appropriate solution to the performance problems and finally to estimate the extent of organizational support for the application of what is learned in training to actual performance on the job- that is, transfer of training.

2.2.1.2. Task analysis

Task analysis is the process of identifying and analyzing tasks to be trained for the knowledge, skills, and behaviors that training should emphasize. Usually, task analysis is conducted along with person analysis. Understanding shortcomings in performance usually requires knowledge about the tasks and work environment as well as the employee. To carry out the task analysis, the HR professional looks at the conditions in which tasks are performed. These conditions include the equipment and environment of the job, time constraints (for example, deadlines), safety considerations, and performance standards. These observations form the basis for a description of work activities, or the tasks required by the person's job. For a selected job, the analyst interviews employees and their supervisors to prepare a list of tasks performed in that job. Then the analyst validates the list by showing it to employees, supervisors, and other

subject-matter experts and asking them to complete a questionnaire about the importance, frequency, and difficulty of the tasks (Noe et al, 2010).

2.2.1.3. Individual analysis

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

2.2.2. Generate training and development objectives

After identifying training and development need assessment the next step is formation of training and development objective. An objective is specific outcome that the training and development program is intended to achieve. In most case training and development objectives are for the trainees (Swanson and HoltonIII, 2009).

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

which it is to occur. They served as the standard against which individual performance and the program can be measured.

In general, the final training and development objectives must state in clear and unambiguous terms what the training is setting out to achieve and what the learners will have gained by the end of it. Therefore, training objectives can be defined as an unambiguous formal statement of desired end results, normally to be achieved through a series of activities that will be detailed in the program. It should specify: what the learners will be able to know or do at the end of the program differently to that at the start of the program (the change intended or the outcomes); how the trainees will demonstrate the extent of this learning (conditions for evaluation); the standards the trainees will need to achieve to confirm their new competence levels (standards) and any time constraints that will be imposed to achieve the objectives-conditions (Rae, 2000).

2.3. Major area of Human Resource Training and Development

2.3.1. Management training and development

Management development is a systematic process of growing and development by which managers develop their abilities to manage and report to the situation of change. It should be achieved as a result of participation in formal way of instruction conducted by organization and also with experience on the job. It is concerned with improving performance of the managers by giving them opportunity for growth and development. It is planned effort, which is concerned with improving their performance in their present roles and preparing them for higher position in the future (Armstrong, 2005).

Management development contributes to organization success by helping the organization to grow the managers who require meeting their present and featuring needs. The capability of the organization to achieve its institutional strategies in the light of the critical success factors for the organization (innovation, quality service, cost, leadership etc) depends largely on the capability of its managers as developed within the organization to meet its particular demand and circumstances (Armstrong, 2005).

According to Isiaka (2011), Management Development is concerned with developing the skill of manager over his/ her career with the hard (in position). Management development is a dynamic process, ideas and practices are constantly being challenged. There is no fixed end point to development, because individuals can continually improve. The most common management development of the organization contains; Planning, leadership skills, Resource management, performance appraisal, decision making, problem solving, Communication and other soft skill training. (Monday,*et al*,2009).

Management development is designed to improve overall effectiveness of managers in their present position and to prepare them for greater responsibility when they are promoted (Garavan, *et al*, 1999). In other word management development can be defined as the process by which managers gain the experience, skill and attitudes to become successful leader in their organization.

According to Harsey (1996) management development should follow steps to be followed are: the first is analysis of development need. An examination of the organization structure in the light of the future plans of the organization should help one know what the organization in terms of functions and executive's position. The second is appraisal of present management talents: quantitative assessment of the existing management talent should be made and an estimate of their potential for development should be assessed. The third is inventory of management development: this is done to have complete information about each executive in each position. The fourth is planning of individual development programs: a development plan should tailor made for each individual. The fifth is establishment of development programs.

This is, identifying developmental needs and will establish specific development programs, like leadership causes managements games and sensitivity trainings. The sixth is program evaluation. All efforts made in the direction of finding out what training and development worth (valuable) for organization and individuals current and feature demands

2.3.2. Employee training and development

Employee training and development is a critical process by which organization can improve the levels of knowledge and skills of their high productivity, quality of output, lower cost, it

also helps the organization to achieve competitive advantage and to provide an excellent services and organizational process. Then; its greatest benefits for individual are to do with personal competence, growth, adaptability and continuous employment (Harris and Desimone, 2000).

Employee training and development is a set of planned and systematic activities designed by the organization to provide its members with the necessary skills to meet the current and future job demands. More over it is a process of learning experience of any kind where by individuals and groups acquire increased knowledge, skills, values and behaviors. Its outcomes didn't stop through time and are to be long lasting (Harris and Desimone, 2000). All members of the organization should participate in the training and development program. It should begin when an employee joins an organization and continue throughout his career (Harris and Desimone 1994). Effective performance work and organization is taken to require to some degree, the establishment of change a combination of cognitive capabilities, and behavior (Gibb,s 2002). Because of these reasons training and development are an integral part of human resources management to be performed systematically on continuous bases.

Thus, Chandan (1997), states that training and development are the cornerstone of sound management for it makes employees more effective and productive. A successful training and development programs presumes that sufficient care has been taken to discover areas in which it is needed most and to create the necessary environment for its practices. Many organizations recognized that the training and development of employees is an important investment in the organization which in time should be turned through the employees increased capacity to contribute Orient new employees to their jobs and the organization, Improve presents and future job performance, Use as a remedial for improving performance deficiencies, Upgrade employee's skills to adapt new advances and innovation /job changes (Heneman *et al*, 1996).

2.4. Methods of Human Resource Training and Development

The most common methods/techniques of human resource training and developments are classified in two major groups. These are on- the- job- training and off- the- job- training (Haslinda and Mahyuddin, 2009)

2.4.1. On- the – job training

The purpose of on-the- job training session is to provide employee with task- specific knowledge and skills in the work area. On-the-job training refers to learning while actually performing a particular work or job. It takes place in the work setting and during the actual work performance (Milkovich and Bourdea, 1991; Mathis and Jackson, 1997). On-the-job training activities include periodic performance reviews; observation and critique of how the junior manager is working, solving problems, and the managing; regular consultation on operating things. There are a number of specific methods used in on- the job- training. Some of the most widely used methods are as follows.

Orientation training: Orientation is the initial training and development effort for new employees that inform them about the organization, the job and the work group. A good orientation program is quite vital because first impressions are often the most lasting. This training technique therefore conducted for the purpose of team membership, employee development, socialization, organizational policies, rules and regulations and so forth (Mondy, 2010).

Many employees receive their first training during their first days on the job. This training is the organization's orientation program. This training designed to prepare employees to perform their job effectively, learn about the organization and establish work relationships. Organizations provide orientation for employees because, no matter how realistic the information provided during employment interviews and site visits, people feel shock and surprise when they start a new job and also employees need to become familiar with job tasks and learn the details of the organization's practices, the rules, policies and procedures (Noe *et al.* 2010).

Additionally, Mathis and Jackson (2010) stated that, by helping employees to more quickly feel that they are a part of the organization, they can begin contributing more quickly to organizational work efforts. One way of expanding the efficiency of orientation is to use electronic resources. A number of employers place general employee orientation information on company internets or corporate Websites. New employees log on and go through much of

the general material on organizational history, structure, products and services, mission, and other background, instead of sitting in a classroom where the information is delivered in person or by videotape and Specific questions and concerns can be addressed by HR staff and others after employees review the Web-based information.

Coaching: Coaching is a training and development technique that is used when a manager have only one or two staff that needs training and development and a personal involvement and approach can be utilized. It is usually applied to operative and similar tasks. The learner follows a training program while at work, using real-work tasks as the real material for learning. It differs from most traditional forms of training by using actual work rather than the more artificial training course activities. It is multi-purpose training and development approach, ideally suited for on-the-job training. It uses for: Remedial training; extended duties of work; Career development; Training combination and Complete training events (Rae, 2000) and it is often considered as a responsibility of the immediate boss who provides the assistance, much like a mentor(Mondy, 2010).

Allenby and Jenkins, (2003) on the other side suggested that, coaching is sometimes thought of as an extension of the demonstration technique and the process of developing the experience and abilities of partially trained individuals through: issuing specific planned tasks that are assessed on completion; continuously monitoring and appraising progress and holding regular review sessions. Meanwhile, Cartwright (2003) stated that, Coaching is the process of transferring the skills and knowledge of older and more experienced employees to the less experienced through a close relationship, usually face-to-face interactions.

Moreover, Armstrong (2006) further stated that, Coaching is the structured and purposeful dialogue of coach who uses feedback to bring an objective perspective. The need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities. Coaching as part of the normal process of management consists of: making people aware of how well they are performing by; controlled delegation or ensuring that individuals are not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this

gives managers an opportunity to provide guidance at the outset guidance at a later stage may be seen as interference; using whatever situations may arise as opportunities to promote learning; encouraging people to look at higher-level problems and how they would tackle them.

Mentoring: Mentors provide people with; advice in drawing up self-development programs or learning contracts; general help with learning programs; guidance on how to acquire the necessary knowledge and skills to do a new job; advice on dealing with any administrative, technical or people problems individuals meet, especially in the early stages of their careers; information on the way things are done around or the corporate culture and its manifestations in the shape of core values and organizational behavior (management style); coaching in specific skills; help in tackling projects not by doing it for them, but by pointing them in the right direction: helping people to help themselves; a parental figure with whom individuals can discuss their aspirations and concerns and who will lend a sensitive ear to their problems (Armstrong, 2006).

A mentor is an experienced person other than the individual's manager who provides counsel and guidance to assist the individual in his or her organizational growth. It is important that the mentor does not have a line management relationship with the individual, as that could cause a conflict of interest. Training and development is the means by which an organization invests in its employees. Change requires new skills and attitudes and thus organizations that do not invest in training and development cannot hope to benefit from change indeed they may well not survive change. If the organization does not have an effective training and development policy it may be less successful than its competitors when it comes to grasping new opportunities (Cartwright, 2003).

Moreover, Beardwell et al. (2004) suggested that, mentoring is another version of the system, in which a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master apprentice, and elements of a father-son or mother-daughter relationship can exist, whereby the mentor acts as an adviser and protector to the trainee and as Mondy (2010) stated, coaching is an approach to

advising, coaching and encouraging for creating a practical relationship to enhance individual career, personal and professional growth and development.

Job Rotation: Job rotation or sometimes cross-training is training and development method that employees move from one job to another to broaden their experience. This technique require for higher-level tasks to breadth knowledge of the workers. Rotational training programs help an employee to understand a variety of jobs and their interrelationships, thereby improving productivity. It also often used by the organizations to relieve boredom, stimulate better performance, reduce absenteeism and provide additional flexibility in the job assignments(Mondy, 2010).

Meanwhile, job rotation is the process in which the person is moved among various jobs not only to fill an imminent need, but also to give an understanding of what is involved in the various jobs. It gives broad exposure to the overall organization, cross-trained cadre of employees but takes time to put into operation, seasonal situations affect assignments and not all assignments may be relevant to the employee (Parker, 2008).

Moreover, job rotation is a management training technique that involves moving trainees from the department to department to broaden his/her experience and identify strong and weak points. In this technique, the trainees may just be an observer in each department but more commonly gets fully involved in its operations, he/she thus learn the department's business by actually doing it. This technique in general has the following advantages. These are: providing a well-rounded training experience for each person; avoid stagnation through constant introduction of new points of view in each department; familiarize trainees with problems of each department and improve interdepartmental cooperation (Dessler, 1991).

2.4.2. Off – the – job -training

This is a kind of training conducted out of the employees' work site. As stated in Graham (1998), off- the –job- training requires the attendance of trainees in places other than the working site. It is usually offered at training colleges and external training agencies. This kind of training (Ramasamy, 2003):

Conference method: the concept of conference is developed to overcome the limitation of the lectures, conference emphasis on the one way communication that means trainer to trainee. The trainees are expected to offer their ideas and use their experience for solving the problems with the help of the trainers. In general it is effective method, the participating individuals 'confer' to discuss points of common interest with each other.

On the other hand, Seminars can be described as mini-conferences as they follow a similar format of a series of lectures by experts in the topic of the seminar. However they are usually smaller in size as it is necessary for the lectures to be highly interactive. The lectures frequently followed by mini-workshops in which the topic is discussed in depth and decisions made for action. It is also often described as a symposium and both conference and seminars are stands to disseminate, discuss and refine views and information and consequently used as learning event usually at the professional level (Rae, 2000).

Case study method: In this type of training, trainees are given case studies of real or imagined events in an organization to study, analyze and given an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problem, techniques and experiences, which they will later face on the job. The objective of this method is to help the trainees think logically and develop the ability to analyze alternative course of action systematically and objectively. Meanwhile, Mondy (2010) stated that, case study method is a training and development method that trainees are expected to study the information provided in the case and make decisions based on it.

Role-playing: Role-playing is a training and development method that participants are required to respond to specific problems they may encounter in their jobs by acting out real-world situations. In this technique, learning is done by doing rather by hearing trainers' talk about how to handle the problems or discussing it. It is the technique that used to teach skills such as disciplinary action, interviewing, grievance handling, conducting performance-appraisal reviews, team problem solving, effective communication and leadership-style analysis (Mondy, 2010).

Role-playing is used to give managers, team leaders or sales representatives practice in dealing with face-to-face situations such as interviewing, conducting a performance review meeting, counseling, coaching, dealing with a grievance, selling, leading a group or running a meeting. It develops interactive skills and gives people insight into the way in which people behave and feel. The technique of 'role reversal', in which a pair playing, say, a manager and a team leader run through the case and then exchange roles and repeat it, gives extra insight into the feelings involved and the skills required. Role-playing enables trainees to get expert advice and constructive criticism from the trainer and their colleagues in a protected training situation. It can help to increase confidence as well as developing skills in handling people. The main difficulties are either that trainees are embarrassed or that they do not take the exercise seriously and overplay their parts (Armstrong, 2006).

2.5. Implementation of Training and Development Programs

In the implementation of training and development program(TDP) the most important activities that should be performed includes; selecting the contents of training program, selecting the appropriate facilities and premises of training programs, selecting the appropriate trainers and trainees, selecting appropriate training and development methods(Campagna,1998, Armistrong 2001).

The traditional approach to devising training plans focuses on the need to determine clear aims and objectives which all relevant to the learners concerned and enable the performance gap to be bridged when devising training plans, as Attood and Dimmock (1996), put the overall objectives of the training program, when and where should it take place, the contents of the training, the appropriate training methods used, and the responsible bodies that undertake and administrator. The training should be taken in to consideration. It is therefore necessary to bear in mind that when designing training and development all the required components/ inputs considered, and the responsibilities have to be clearly desired. These actions will provide successful implementation of training and development.

2.6. Evaluating Training and Development Programs

According to Balogun (2011) the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason for investment in training and development program is that to help employees to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization.

Evaluation involves assessing the extent to which training and development efforts contribute to improved performance and results. Evaluations of training and development effectiveness is the most critical phase is not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective (Saiyadain, 2003). The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goal of the organization.

2.6.1. Purpose of evaluation training and development programs

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

On the other hand, Clark (2000) identified five main purposes of the training in development programs evaluation control, research, intervention, power games and feedback. However, according to Kirkpatrick (2000), there are three main reasons or evaluating training programs: to indicate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training department. But the overall

goal of evaluating the training program is to identify and fix problems and makes the system work better.

2.6.2. Selecting criteria for training evaluations

Effectively evaluating training requires the systematic collection of information from a variety of sources. As organizations use training to achieve a variety of organizational goals, there is universal approach to evaluating training. Each organization must select the criteria that are most relevant to their organizational objectives. When choosing evaluation criteria, it is critical to identify what questions need addressing in the evaluation. Within the training community, the dominant approach to training evaluation categorizes in to four levels. These are: reactions level, learning, and transfer and results level. (Sitzmann *et al*, 2008). All these criteria help us to answer “effective training in terms of what? Reactions, learning, transfer or results?” thus, the objectives of training determine the most appropriate criteria for assessing the effectiveness of training.

2.6.3. Approaches to evaluation of training and development programs

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

2.6.4. Stages of training and development program evaluation

It is important to evaluate training in order to assess its effectiveness in producing the learning output was planned and to indicate where improvements or changes are required to make the training even more effective (Armstrong; 2001). Hence, the evaluation of training and development should be an in built activity that starts from the beginning. These are; Formative evaluation- these phase includes all the evaluation of the needs and justification for the training, adequacy of preparation of work, participates' background and appropriateness, the availability of the necessary resources for the training in both quality and quantity for the training and development.

Process evaluation- this is the evaluation of the training while it is in operation. This is mainly done on the form of daily review. It mostly focuses on whether daily activities are begun accomplished according to plans.

Summative evaluation- at the end of the training event the whole program is evaluated to find out if it has achieved its immediate objectives. Participants' opinions are gathered through employing different data collection approaches and instruments.

2.7. Effective Training and Development Programs

Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to be sponsoring it. Therefore, to ensure the training is effective, the human resource and training literatures stress that the organizations need to adopt a systematic approach to training which often include identifying needs, delivery and evaluation. Inarguably, a careful implementation of each element of training and development process (need assessment up to evaluation) is needed to make it effective. From the employee perspective, training is unlikely to be effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Balogun, 2011).

Action on the following lines needs to be initiated to make training practice effective (Noe, 2011): Ensure that the management commits itself to allocate major resources and adequate

time to training. This is what high-performing organizations do; Ensure that training contributes to competitive strategies of the stable. Different strategies need different employee skills for implementation. Let training help employees' at all levels acquire the needed skills; Ensure that a comprehensive and systematic approach to training exists, and training and retraining are done at all levels on a continuous and ongoing basis; Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the organization; Ensure that there is proper linkage among organizational, operational and individual training needs; create a system to evaluate the effectiveness of training.

2.8. The Benefit of Training and Development Programs

2.8.1. The benefits of training and development for organization

The advantage of training and development for the organization are numerous. The following are the major once it improves productivity: property oriented new employees will get “up to speed” quicker and perform at higher quality levels than those not given such training. It saves time and effort. The goal of human resource training and development is to increase the capabilities and potential of people providing learning opportunities. This can be ensured as far as possible that everyone in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively (Armstrong, 2005). A more capable and mobile work force, less disruption in events of staff turnover employees are better able to cope with organizations “crises”, existing staff more easily retained, higher service through better job performance and efficient use of resources. Goals and objectives more effectively met. Reduce costs due to less labor turnover, errors, accidents, and absenteeism.

2.8.2. The benefits of training and development for employee

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

Training and development programs seek to change the skills, knowledge, or attitudes of employees. Programs may be focused on improving an individual's level of self-awareness, increasing an individual's competency in one or more areas of expertise, or increasing an individual's motivation to perform his or her job well (Joan, 2004).

2.9. Challenges of Human Resource Training and Development Programs

Noe and Colquitt (2002) cited in Cascio and Aguinis(2005) stated that, training success is determined not only by the quality of training, but also by the interpersonal, social, and structural characteristics that reflect the relationship of the trainee and the training program to the broader organizational context. Variables such as organizational support, as well as an individual's readiness for training, can enhance or detract from the direct impact of training itself. Meanwhile, Mondy (2010) suggested that, training and development program cannot be successful without the support of top management. This is because, the needed resource and facilities for the success of training is provided by them and therefore active participation of top management is essential for the achievement of training and development.

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

2.10. Summary Review of Literature

Human resource training is conceptualized as any process or activities either short or over the long term that helps to develop employees work based knowledge, expertise, productivities, and satisfaction for personal, organizational, community and country at large. Singh(2012) in the national context Human resource development is considered as a process by which the people in various group are helped to get knowledge continuously and make them self reliant.

Human resource training is an activity designed to provide the learners with the knowledge, skills and attitudes needed for their present jobs or for an immediate or near-term application.

Jackson and Mathis (2010) define human resource training is an on-going process of acquiring capabilities to perform jobs or mastering of a particular task or set of tasks. Human resource training is to know it provides employees with specific, identifiable knowledge and skills for use in their present jobs. Swanson (2009) HRD is a process of developing and unleashing expertise for the purpose of improving organization systems, work process, team and individual performance.

The process of Human Resource Training and Development (HRTD) must be systematic and directed towards the accomplishment of some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs. Systematic training is likely to make organization efficient and progressive (Rue and Byers, 2003). According to (Mathis and Jackson, 2010) state that the steps of human resource training and development process are; need assessments, establishing or formation of the training and development objective, designing training and development program, Implementing training and development program and Conducting evaluation and follow-up training and developing program.

The major area of human resource training and developments are management and employee training and developments. The most common methods/techniques of human resource training and developments are classified in two major groups. These are on- the- job- training and off-the- job- training (Haslinda and Mahyuddin, 2009).

In the implementation of Training and development program(TDP) the most important activities that should be performed includes; selecting the contents of training program, selecting the appropriate facilities and premises of training programs, selecting the appropriate trainers and trainees, selecting appropriate training and development methods(Campagna,1998, Armstrong 2001).

To ensure the human resource training and development program effectiveness, the organization careful implement each element of training and development process that means need assessment up to evaluation. From the employee perspective, training is unlikely to be

effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Balogun, 2011).

Evaluation involves assessing the extent to which training and development efforts contribute to improved performance and results. Evaluations of training and development effectiveness is the most critical phase is not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective (Saiyadain, 2003).

In general, as it indicated in the review of the literature this study had summarized based on the process of human resource training and development. The first step generate training and development policy, The second step to identify training and development needs assessment through organization, operational and operational analysis; The third step is formulate the training and development objective based on needs assessments, The fourth step is designing training and development program; Fifth step is implementing training and development program methods. The sixth step is conducting monitoring and evaluating of the training and development program effectiveness. Finally after assessing the constraints of TDP through monitoring and evaluation, organizational objectives and strategies, the TDP would be redesigned.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Descriptive of the Research Site

West Hararghe zone was one of the Zones in Oromia regional state. It is around 336 km far from Addis Ababa to Eastern direction of Ethiopian. In this zone there are 14 woreda education offices and 2 administrative town education offices total sixteen (16) Woreda education offices. West Hararghe Zone is bordered on the south by Shebelle River which is separated from Bale, on the south west by Arsi, on the northwest by the Afar region, on the north by the Somali Region, and on the east by East Hararghe.

Towns in west Hararghe include chiro, Badessa, Hirna, Machara, Gelemso and Mieso. The highest point in this Zone is Mountain Arba Gugu (3574meters). The Central Statistics Agency (CSA) reported that 3,664 tons of coffee was produced in West Hararghe in the year ending in 2005 based on the inspection records from the Ethiopian coffee and tea authority. This represent 7.27% of the regions output and 3.7% of Ethiopia's total output. Based on the 2007 Census conducting by the central statistics Agency (CSA), this Zone has the total population 1,871,706, an increase of 47.16% over in 1994 census of whom 950,861 are male and 912,845 women with an area of 15,065.86 square kilometers.

The agro climate range include lowland (Kolla, 52%), Midland (weyna dega, 38%), and highland areas (dega, 10%). There are two rainy seasons, the small belg and the main meher. Belge production was limited within the dega Zone and part of the weyna dega, but belge rains are widely used for land preparation and seeding of long cycle meher crops (Sorghum and maize). Annual rainfall averages range from below 900mm for the lowest kola to nearly 1100mm for the highest elevations of the weyna dega and dega zones. The main staple food including Sorghum and maize, as well as sweet potato, which is extensively cultivate during bad years to improve food security. Other food crops include barley, wheat and pulses. Cash crops like chat (a popular, mild narcotic) and coffee have a long standing tradition (Source Regional statistical information, 2007).

3.2. Research Design

For this study, descriptive survey method was employed to explore the current practices and challenges of human resource training and development in Woreda Education office. This method was selected because it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew 1989). In addition, they stated that descriptive research is a fact finding study with adequate and accurate interpretation of the findings. In supporting this idea, Abiy *et al.*, (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting. In this study, the researcher employed mixed research method for both quantitative and qualitative data were collected from respondents.

3.3. Sources of Data

Both primary and secondary sources of data were employed for this study.

3.3.1. Primary sources of data

The Primary sources of data were obtained from woreda education office heads, process owners, and experts, in addition to zone education office.

3.3.2. Secondary sources of data

The secondary sources of data were gathered from woreda and zone education offices through document analysis. For this purpose, information were collected from sample of Woreda and Zone reports and other relevant documents such as plans(strategic plans), training manuals, and attendance.

3.4. Population, Sample Size and Sampling Techniques

3.4.1. Population

The target population of this study were woreda and Zone education office Heads, Process owners and experts. In order to collect the necessary data with regard to the practices and challenges of human resource training and development in WEOs, 8(50%) Woreda Education Offices (Mesala, Chiro administrative town, Mieso, Chiro, Badesa administrative town, Habro, Gemechis and Oda Bultum) were selected.

The total population of this study consisted of 9 Education Office heads, 57 process owners and 70 experts from 8 selected Woreda education offices and Zone Education office. Thus, the total populations of the study were 136. From this total population 70 (51.47%) were experts, 9(6.62%) were Education office heads and where as 57(41.91%) were process owners.

3.4.2. Sample size and Sampling Techniques

Different sample techniques were employed to select the desired sample. Based on their geographical locations from central town of zone chiro, Woredas are classified in to four groups strata East Mesala ,Doba ,Tulo, Chiro administrative town ,West which includes Mieso,Ancar, Guba Koricha and chiro, South Badesa administrative town, Habro, Darolabu and Hawi Gudina, south North Gemechis, Boke, Burka dhintu and Oda bultu by using stratified random sampling technique. This technique was employed to have proportional size of the respondents and to avoid the selection of sample respondent from similar areas. Accordingly, two woreda were selected from each strata which totally becomes sample eight (8) of woreda (Mesala, Chiro administrative town, Mieso, Chiro, Badesa Administrative town, Habro, Gemechis and Oda Bultum).

For this particular study, the sample of woreda was selected by stratified random sampling technique with the assumption that they were provided relatively right information with regard to the topic of the study. In order to select all education offices heads, Woreda education office process owners and experts, and ZEO teacher development program process employees available sampling technique was employed to collect sufficient and relevant information

related to the research problems under consideration; Based on this, 9 Education Office heads, 57 process owners and 70 experts, total of 136(100%) respondents were included in this study. Available sampling technique was used to collect all data sources from the respondents because they are directly concerned with the issue of the study and the total number of the participants were manageable and small in numbers.

Table 3.1: Target population, Sample size and Sample Techniques of the population under Study

No.	Name the woreda	EO heads			Process owners			Experts			Total			Sample techniques
		Pop.	Sam.	%	Pop.	Sam.	%	Pop.	Sam.	%	Pop.	Sam.	%	
1	Badesa Adminstratve town	1	1	100	7	7	100	4	4	100	12	12	100	Available
2	Chiro administrative town WEO	1	1	100	7	7	100	5	5	100	13	13	100	Available
3	Mieso WEO	1	1	100	7	7	100	9	9	100	17	17	100	Available
4	Chiro WEO	1	1	100	7	7	100	9	9	100	17	17	100	Available
5	Mesala WEO	1	1	100	7	7	100	10	10	100	18	18	100	Available
6	Habro WEO	1	1	100	7	7	100	9	9	100	17	17	100	Available
7	Gemechis WEO	1	1	100	7	7	100	10	10	100	18	18	100	Available
8	Oda Bultum WEO	1	1	100	7	7	100	10	10	100	18	18	100	Available
9	Zone education Office	1	1	100	1	1	100	4	4	100	6	6	100	Available
	Total	9	9	100	57	57	100	70	70	100	136	136	100	

Key: Pop. = Population, Sam. = Sample, % = Percentage, EO= Education Office, WEO= Woreda Education Office

3.5. Data Collecting Instruments

The relevant data required for this study were collected through the following data collection tools or instruments such as questionnaires, interviews and document analysis.

3.5.1. Questionnaire

Questionnaire was an appropriate data gathering tools to obtain information and opinions from such larger population for the subject matter under study. According to Kumar (2006) questionnaires were a major instruments for gathering data, where the sources were varied and widely scattered. It is very usable in cases, where one cannot conveniently see personally all the people from whom the responses were required.

Accordingly, two set of research questionnaires constituting both close-ended and few open-ended questionnaires were prepared to obtain necessary data. Questionnaires were developed for process owners and experts to collect the required data in relation to the practices and challenges of human resource training and development from the sample respondents. Such data collection instrument was developed in order to gather large data and avoid pressure on the respondents (Creswell, 2008).

The questionnaire contains different parts. The first part deals with background of the respondents. Moreover, the remains part deal with the description of the process of designing and implementation of HRTDPs, the major area of human resource training and development, the training and development methods, the extent of training and development programs effectiveness, the major challenges of human resource training and development programs effective and the strategy used to overcome the challenges that influence the designing and implementation of training and development programs. The questionnaires were prepared in the form of likert scale and the level of agreement was indicated on different point scales ranging from strongly agree to strongly disagree, very low to very high, never, sometimes and always. The basic reason for the preference of research questionnaires as the tools is that, it was possible to reach relatively large group of research subjects, within the time limit and reaching possible solutions to the basic research questions.

3.5.1.1. Pilot-Test

The data gathering instrument, the questionnaire items were pilot tested in order to make essential corrections and maintain the validity of the instruments before the conducted final study. This helps to avoid errors which likely to happen as these were revised depending on the comments given. Based on this purpose, the questionnaires were distributed for 19 respondents of Tulo Woreda Education Office which is not included as the sample for final study was purposely selected for the pilot test. One pre-test was done with the objectives to check whether or not the items contained in the instruments could enable the researcher to gather relevant information. Based on the feedbacks from the respondents, valuable improvements were made and irrelevant items were rejected. Then, the Cronbach alpha reliability was calculated for the questionnaire is (0.84). Thus, according to George and Mallery (cited in Joseph and Rosemary, 2003) provide the following rules: “ ≥ 0.9 =Excellent, ≥ 0.8 =Good, ≥ 0.7 =Acceptable, ≥ 0.6 =Questionable, ≥ 0.5 =Poor, and ≤ 0.5 =Unacceptable”. Accordingly, the reliability test reveals that the questionnaire which was tried out by pilot test has good reliability. In general, the pilot test was helped the researcher to avoid errors related to ideas and contents. After the necessary correction was made, the final copies were distributed to be filled by the respondents.

3.5.2. Interviews guides

The interview was a process of communication in which the interviews gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1998), the purpose of interviewing people was to find out what was in their mind what they think or how they feel about something. Thus, semi-structured interview guides were prepared for the interviewees.

To make the study more reliable, Semi-Structured interviews were conducted with Afan Oromo for Woreda and Zone Education Office heads. The interview was conducted in Afan Oromo for the purpose of clarity and because of its common language spoken and communicated in daily work activities in the offices. This tool was employed to triangulate and get information that needs clarification as well as to strengthen data collected through

research questions. In this study, interview was undertaken to get views and opinion about the practices and challenges of human resource training and development in Woreda education office of west Hararghe Zone.

3.5.3. Document analysis

Document analysis was used to collect relevant data for the study. The researcher analyzes documents of human resources training plan, training attendance, and training manuals. These tools were applied for triangulation of data, to get tangible information and supplement more sources of information about the practices and challenges of human resource training and development in woreda education offices of west Hararghe Zone.

3.6. Procedures of Data Collection

After relevant modification was made based on the pilot-test, the questionnaires were distributed to 127 respondents to collect the required the necessary data and a close follow-up were done to maximize the rate of return and to obtain the reliable data as much as possible. Then, the responses gathered from sample respondents were collected, tabulated, analyzed and interpreted carefully and thoroughly. At the end, summaries of major findings and the recommendations were stated and the final draft of questionnaires and semi-structured interview questions were attached at the end of the research report.

3.7. Methods of Data Analysis

After collecting the necessary data, the data was edited and then tallied, tabulated and processed separately for each item in a way appropriate to answering the research questions. Both quantitative and qualitative data analysis methods were employed in order to succeed in accomplishing research objectives of the study. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis.

The data collected through closed ended questionnaire was tallied, tabulated and analysis by using SPSS editor version 20 software and interpretation was made with help of percentage, frequency, mean, standard deviation and independent sample t-test. It preferred because, it

was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). The interpretations were made for all five point scale measurements based on the following mean score results: 1. 1.00 –1.49 = strongly disagree, 2.1.50 –2.49 = Disagree, 3.2.50 –3.49 = undecided, 4.3.50 –4.49 = Agree, 5.4.50 – 5.00 = strongly agree. Apart from this, t-test was used at significant level of 0.05 and it was used to process likert-scales to check whether there are a statistically significance difference between the management and expert group respondents or not.

The data collected through close-ended questionnaire was analyzed quantitatively and data collected through open-ended questionnaire, Semi-Structured interviews and document analysis were analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

4. RESULTS AND DISCUSSION

The purpose of this research was to investigate the practices and challenges of human resource training and development in Woreda education office of West Hararghe Zone, Oromia regional state. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices of human resource training and development as well as its challenges while implementing. It contains two sections; the first section treats the characteristics of the respondents. The second section deals with the analysis and interpretation of data that were gathered from the respondents through the questionnaires, semi- structure interviews and document analysis. The necessary data involved in the study were obtained from education office heads, Process owners, experts and documents.

For this study, a total of 127 questionnaires were distributed to the respondents; of which 57 questionnaires were distributed to process owners out of whom 57(100%) filled in the given questionnaires and returned them to the research conductor, while the questionnaires distributed to 70 experts out of whom 66(94.28%) filled in questionnaires and returned them. Almost all 123 (96.85 %.) of distributed questionnaires were completed and returned from both groups of respondents. Moreover, interviews were conducted with the heads of education office. Accordingly, the data were collected then tabulated, analyzed and interpreted as it was mentioned in the following parts.

4.1. Characteristics of the Respondents

As it could be shown in table 4.1 item 1, 53 (92.98%) and 4 (7.02%) Process owners were males and females respectively. The same item describes that 45 (68.18%) of experts were males where as females comprise only the remaining 21 (31.82%). This indicates that female participation in process owners and experts in woreda education offices was less as compared to their male counter parts. The disparity between the number of males and females were very high in the sample office. All woreda education officials participated in the interviews was males.

Table: 4.1. Respondents' Characteristics by sex, age, academic qualification, Work experience, Current position and field of specialization

No	Items	Respondents					
		Process Owners		Experts		Total	
		F	%	F	%	F	%
1	Sex						
	Male	53	92.98	45	68.18	98	79.67
	Female	4	7.02	21	31.82	25	20.33
	Total	57	100	66	100	123	100
2	Age						
	≤20 years	-	-	-	-	-	-
	21-30 years	13	22.81	32	48.48	45	36.59
	31-40 years	40	70.17	27	40.91	67	54.47
	41-50 years	4	7.02	7	10.61	11	8.94
	≥51 years	-	-	-	-	-	-
	Total	57	100	66	100	123	100
3	Academic qualification						
	Grade 10/12 complete	-	-	-	-	-	-
	TTI/Certificate	-	-	-	-	-	-
	Diploma	2	3.51	10	15.15	12	9.76
	BA/Bed/BSc	55	96.49	56	84.85	111	90.24
	MA/MSc	-	-	-	-	-	-
4	Work experience						
	1-5years	-	-	2	3.03	2	1.63
	6-10 years	9	15.79	10	15.15	19	15.45
	11-15 years	30	52.63	34	51.52	64	52.03
	16-20 years	17	29.83	17	25.76	34	27.64
	≥ 21 years	1	1.75	3	4.54	4	3.25
5	Current position						
	Education office heads	9	100	-	-	9	100
	Process Owners	57	100	-	-	57	100
	Experts	-	-	66	100	66	100
6	Field of specialization						
	Human resource management	10	17.54	9	13.64	19	15.45
	Leadership	-	-	-	-	-	-
	EdPM	35	61.40	33	50	68	55.28
	Information technology	1	1.75	8	12.12	9	7.32
	Others	11	19.29	16	24.24	27	21.95

Key: F=Frequency No= numbers, %=Percentage

As indicated in table 4.1 item 2, With regard to respondents age of process owners 13(22.81%) were between 21-30, 40(70.17%) were between 31-40 and 4(7.02%) were between 41-50, Whereas 32(48.48%) experts were between 21-30 years, 27(40.91%) were in between 31-40, 7(10.61%) were between 41–50 years.. From this, it can be understand that most of the process owners 40(70.17%) were between 31-40 years and the other 32(48.48%) experts were between 21-30 years.

As it can be noted from the same table 4.1, item 3, only 2(3.51 %) PO and 10(15.15%) experts were diploma holders, whereas 55(96.49%) of PO, and 56(84.85%) experts were first degree holders. Therefore, from this it can be concluded that, woreda education offices are fulfilled by qualified manpower. However, the existence of diploma in the offices indicates that there is a need for upgrading them in the future.

As it can be shown from table 4.1 item 4 and 5, 2(3.03%) of experts serves for 1-5 years, 9(15.79%) of PO and 10 (15.15%) of experts serves for 6-10 years, 30(52.63%) of PO and 34 (51.52%) of experts serves for 11-15 years, 17(29.83%) of PO and 17 (25.76%) of experts serves for 16-20 years, 1 (1.75%) of PO and 3(4.54%) of experts services was 21 and above . From this, it can be concluded that, in the sample woreda education offices have more experienced process owners and experts; With regard to their current position 57 (100%) and 66 (100%), were process owners and experts respectively.

Regarding to the field of specialization, 10(17.54%) of PO and 9(13.4%) of experts were specialized in Human resource management, whereas 35(61.40%) of PO and 33(50%) of experts were specialized as EdPM, 1(1.75%) of PO and 8(12.12%) experts were specialized in information technology, The rest 11(19.29%) of process owners and 16(24.24%) experts were specialized in different field of studies such as English, Pedagogical Science, Adult Education and Community Development, Afan Oromo, Chemistry, Special Need Education, Natural Science , and Social Science. However, not exist Process owners and experts were specialized by leadership. This indicates that, majority of PO and experts were specialized in Educational Planning and Management (EdPM).

4.2. The Process of Designing and Implementing Training and Development

4.2.1. Identify training and development need assessments

Table 4.2: Training and development Needs assessment

No	Items	R	NR	Respondents					Responses		X2	t-value
				1	2	3	4	5	X	SD		
1	My office conducted human resource training and development needs assessment.	Process Owners	57	19	17	7	10	4	2.35	1.30	2.34	0.077
		Experts	66	18	25	11	7	5	2.33	1.20		
2	Needs are assessed through individuals skill, Knowledge and attitude.	Process Owners	57	21	15	5	11	5	2.36	1.38	2.35	0.080
		Experts	66	25	17	6	12	6	2.34	1.39		
3	Training and development needs assessment had been identified through analysis of the plan and objectives of the organization.	Process Owners	57	7	27	13	8	2	2.49	1.00	2.26	1.998
		Experts	66	29	21	2	10	4	2.07	1.28		
4	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.	Process Owners	57	15	20	8	8	6	2.47	1.31	2.30	1.394
		Experts	66	25	23	5	9	4	2.15	1.24		
5	Conducting survey and group discussions are used to gather data.	Process Owners	57	14	22	5	12	4	2.47	1.26	2.47	-0.045
		Experts	66	22	18	7	10	9	2.48	1.43		

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=average mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation. NR= Number of Respondents

As it was indicated in table 4.2 item 1, respondents were asked whether or not their office conducted HR training and development needs assessment for the employees and managers. Accordingly, process owners and experts with the mean value of 2.35 and 2.33 respectively disagreed that training and developments needs assessments were conducted. In addition to this, the average mean value 2.34 also shows that both group of respondents disagreed that the office conducted training and development needs assessments. Therefore, based on the majority of the respondents; it can be conclude that the education offices did not well

organized HR training and development needs assessment for their employees and managers. The information gathered through interview with education office heads was also confirmed that there was no needs assessment systematically conducted. Moreover, to check whether there is statistically difference between the average mean score of two groups of respondents, the t-test was used. The calculated t-value (0.077) at the 0.05 level of significance is less than t-critical table (1.960). This shows that there is no significance difference between the responses of the two groups of respondents

As shows in table 4.2 item 2, question was raised to the respondents to rate about the techniques their offices used in assessing their training and development needs, process Owners and experts with the mean value of 2.36 and 2.34 respectively disagreed that training and developments needs were assessed through individual skills, and knowledge analysis approach. The average mean value 2.35 shows the disagreement of the majority of respondents with the issue. Therefore, based on the average mean value, it can be concluded that needs were not assessed through individual knowledge, skills and attitude analysis technique. The calculated t-value (0.08) at the 0.05 level of significance is less than t-critical table (1.960). This indicates that there is no significance difference between the two groups.

Training and development needs assessed through analysis of organization's plans and objectives were one of the questions raised for the respondents. As illustrated in table 4.2 item 3, process owners and experts with the mean value 2.49 and 2.07 respectively disagreed on the issue. In addition to this, the average men value of 2.26 also shows both group of respondents agreed that training and development needs were assessed through analysis of organization's plan and objectives of the organization. Therefore, based on this, it can be concluded that training and development needs were not assessed through organizational analysis approach. The t-test revealed that the calculated value (1.998) is greater than table value of (1.960). This shows there is a significance difference between two groups of respondents. On the other hand Simmond (1995) explained that organizational as training need analysis in collaboration with others, identifying organizational plan and objectives, organizational structure, roles and tasks within the organizations, organizational culture, compensation systems, communication works, and relationships inside and outside the organization.

As it was observed in the table 4.2 item 4, with regard to the practices of job performance deficiency analysis, process owners and experts with the mean value of 2.47 and 2.15 disagree that conducted job performance deficiency analysis for training and development needs assessment. The average mean value 2.31 shows the disagreement of the total respondents with the conducted analysis of tasks performed by each worker in the organization. Based on the information obtained from the above data it was possible to conclude that the education office did not sufficiently conduct analysis of tasks/job performed by individuals to assess training and development needs. The information collected through interviews reveals that there was no major effort done in analyzing tasks performed through conducting training and development needs assessment. Accordingly, the t-value is calculated (1.394) at the 0.05 level of significance is less than t-critical table (1.960). This reveals that there is no significance difference between the opinions of two groups of respondents

Conducting survey and group discussion used to gather data for analyzing training and development needs was one of the question raised for respondents to rate. As it can be seen from table 4.2 item 5 responded, process owners and experts with the mean value 2.47 and 2.48 respectively disagreed on the items. From the response of the majority of respondents, one can say that the office had not been used survey and group discussion as a data collection technique for analysis of training and development needs. The calculated t value (-0.045) less than table value (1.960) this shows there is no significant difference between PO and Experts views regarding conducting survey and group discussion used to gather data for analyzing training and development needs.

In regard to interview results from the respondents responded that there was no major effort done in assessing training and development needs through personal, operational and organizational analysis.

Table 4.3: Prioritizing Training and Development Needs

No	Items	Respondents	No	Respondents Responses					X	SD	X2	t-value
				1	2	3	4	5				
1	Needs are prioritized based on considering the availability of budget.	Process Owners	57	20	20	5	7	5	2.24	1.29	2.31	-0.637
		Experts	66	19	23	8	11	5	2.39	1.27		
2	My office prioritized needs based on considering the appropriateness of training time and trainees motivation.	Process Owners	57	16	25	1	8	7	2.38	1.35	2.31	0.030
		Experts	66	20	25	9	8	4	2.25	1.19		
3	Needs are prioritized based on the decisions of top officials.	Process Owners	57	4	5	18	20	10	3.47	1.10	3.59	-1.083
		Experts	66	5	10	9	17	25	3.71	1.32		

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=average mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation

As indicated in table 4.3 item 1, process owners and experts with the mean value 2.24 and 2.39 respectively disagreed that needs were prioritized based on availability of budget. In addition to this, the average mean value 2.31 also shows both group disagree that needs were prioritized based on availability of budget. Therefore, from the response of the majority respondents, it can be concluded that the needs were not prioritized based on availability of budget. Similarly, the finding of this study the calculated t- value (-0.637) is less than the table value (1.960), this indicated that there is no significance difference between Process owners and experts.

With regards to table 4.3 item 2, one of the question raised to respondents were also asked whether or not appropriateness of training time and trainee's motivation were the criteria to prioritize needs. Process owners and experts with the mean value 2.38 and 2.25 respectively disagreed with the issue. In addition to this, the average mean 2.31 also indicated both group disagreed training time and trainee's motivation were the criteria to prioritize needs. Therefore, based on the average mean, it can be concluded that needs were not prioritized

based on considering the appropriateness of training time and trainees' motivation. Similarly, the finding of this study in the calculated t-value (0.030) indicated that there is no significance difference between two groups of respondents.

Needs are prioritized based on the decisions of top officials was one of the questions raised for respondents to rate in table 4.3 item 3, Process owners with the mean value 3.47 undecided and experts with the mean value 3.71 agreed with the issue. In addition to this, the average mean 3.59 also shows both group disagreed that needs were prioritized based on the decisions of top officials. Therefore, based on the majority of the respondents, it can be concluded that decision of top officials was detrimental factors to prioritize needs. Moreover, to check whether there is statistically difference between the opinions of the two groups of respondents, the t-test was used. Accordingly, the t-calculated (-1.083) at the 0.05 level of significance is less than the t-table value (1.960). This reveals that there is no significance difference between the responses of the process owners and experts.

4.2.2. Training and development objectives

Table 4.4: Objective of training and development programs

No	Items	R	N R	Respondents of Responses					M	SD	X	t-value
				1	2	3	4	5				
1	My office designed training and development program plans	Process Owners	57	2	6	16	25	8	3.54	0.98	3.57	-0.305
		Experts	66	6	7	12	23	18	3.60	1.25		
2	The training and development objectives had been set before designing and implementing the programs	Process Owners	57	8	26	14	5	4	2.49	1.07	2.45	0.351
		Experts	66	11	29	16	7	3	2.42	1.03		
3	The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.	Process Owners	57	6	29	12	9	1	2.47	0.94	2.35	1.222
		Experts	66	20	23	13	7	3	2.24	1.13		

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=Over all mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation, R=Respondents, NR= Numbers of Respondents

As it can be seen from the table 4.4 item 1, respondents were asked whether or not the office designed training and development program plans. Accordingly, Process owners replied that with the mean value of 3.54 and expert with a mean value 3.61 agreed on the issue. In addition to this, the overall mean 3.57 also indicated both groups agreed that the office designed training and development program plans. From the above result it is possible to deduce that the office has been designing training and development program plans. The calculated t- value (-0.305) at 0.05 level of significance is less than the critical t-table (1.960). This revealed that there is no significance difference between the responses of the two groups of respondents.

According to table 4.4 item 2, respondents were asked to rate their agreement level on the training and development objectives had been set before designing and implementing training and development programs. Process owners and Experts with the mean value 2.49 and 2.42 respectively disagreed on the issue. In addition to this, the average mean value 2.45 also indicated both groups disagreed that training and development objectives had been set before designing and implementing training and development programs. Therefore, based the average mean values majority of the respondents were disagreed with the case described that means setting training objectives which are the crucial factor in the facilitating human resource training and development. The calculated t-value 0.351 is less than the table value (1.960). This indicated that the scores of the PO and Experts were no statistically significance different.

With regard to table 4.4 item 3, respondents were asked to rate their agreement levels whether or not the training and development objectives were clearly and precisely indicated the expected outcomes. Process owners and experts with the mean value 2.47 and 2.24 respectively disagreed on the issue. In addition to this, the average mean value 2.35 also indicated both groups disagreed that the precision and clarity of training and development objectives to indicate the expected outcomes of the programs. The information gathered through interviews and document analysis also supported the above idea that emphasis was given to the methods and contents rather than objective. The calculated t-value (1.222) less than the table value (1.960) this indicates that there is no significance difference between the opinions of PO and Experts.

4.2.3. The selection of trainees, trainers and contents

To deliver the right training to the right person the presence of clear selection criteria is an essential, with the absence of transparent selection criteria it is very difficult to select those individuals who should be trained and in turn contribute a lot for the achievements of the objective of the organizations

Table 4.5: Views on the Selection of trainees, trainers and contents

No	Items	R	N	Respondents of Responses					X	SD	X2	t-value
				R	1	2	3	4				
1	My office has clear and transparent selection criteria to select trainees and trainers.	Process Owners	57	23	12	6	10	6	2.36	1.43	2.32	0.38
		Experts	66	27	15	7	12	5	2.28	1.36		
2	Training opportunities are usually offered to an individual who has good personal relationship with that of the bosses.	Process Owners	57	5	13	23	15	1	2.89	0.95	3.3	-4.338
		Experts	66	3	8	11	27	18	3.71	1.11		
3	The selection criteria were well communicated to all members of my office.	Process Owners	57	6	30	12	9	-	2.42	0.88	2.39	0.240
		Experts	66	11	33	11	8	3	2.37	1.05		
4	Training and development opportunities offered based on trainee's interest.	Process Owners	57	10	27	10	8	2	2.38	1.04	2.36	0.198
		Experts	66	15	25	15	10	1	2.34	1.04		
5	Training and development opportunities offered based on performance appraisal.	Process Owners	57	7	29	13	3	5	2.47	1.07	2.42	0.495
		Experts	66	13	27	17	6	3	2.37	1.04		
6	The training topics are selected by training coordinators.	Process Owners	57	-	6	14	30	7	3.66	0.83	3.59	0.830
		Experts	66	1	11	15	30	9	3.53	0.98		

Key: 1=strongly Disagree, 2=Disagreed, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=Average mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation, R=respondents, NR=Numbers of respondents

As indicated in table 4.6 item 1, Process owners and experts with the mean value 2.36 and 2.28 respectively disagreed that the office has clear and transparent selection criteria to select trainees and trainers. The average mean value 2.32 showed, majority of the respondents

disagreed that the office has clear and transparent selection criteria to select trainees and trainers. Therefore, from the responses of the majority of the respondents, it can be said that there was no clear selection criteria to select trainees and trainers. Moreover, to check whether there is statistically difference between the opinions of the two groups of respondents, the t-test was used. Accordingly, the calculated t-values (0.318) at the 0.05 level of significance is less than the t-table value (1.960). This reveals that there is no significance difference between the responses of the two groups of respondents.

As indicated in table 4.6 item 2, question was raised to respondents to rate whether or not training opportunities were offered to individuals who have good personal relations with the bosses. Process owners with the mean value 2.89 undecided and experts with the mean value 3.71 agreed on the issue. Therefore, from the responses of the majority of the respondents, one can say that, even if the offices have clear selection criteria to select trainees and trainers, training opportunities were offered to individuals who have good personal relationship with bosses. In this regard, a statistical t-test with 0.05 level of significant showed that t-calculated (-4.338) is greater than t-critical value (1.960). This implies that there is significance difference between the opinions of the two groups of respondents regarding to the views training opportunities were offered to individuals who have good personal relations with the bosses. As a Harries and Desimone (1994) four activities have to be accomplished: Selecting the person to deliver the program, selecting and developing the content of the program, scheduling and developing the content of the program and implementing the program.

With regarding to table 4.6 item 3, one of the question was raised to respondents were requested to verify their opinions whether or not the selection criteria were well communicated to all members of their offices. Process owners and experts with the mean value 2.42 and 2.37 disagreed on the issue. In addition to this, the average mean value 2.39 also shows both groups disagree that the selection criteria were well communicated to all members of their respective offices. Therefore, from the responses of the majority respondents, it can be concluded that the selection criteria were not well communicated to all members of their respective offices. The calculated t-value (0.240) at 0.05 levels is less than the table value (1.960). This means there is no significance difference between the opinions of the process owners and experts.

As indicated in table 4.6 items 4, the respondents were requested to give their opinion about the opportunities given to the employee's interest towards TDP. POs and experts with score mean value 2.38 and 2.34 respectively disagreed that, training and development opportunities were offered based on interest of the employees. Based on the above information the majority of the respondents indicated that training and development opportunities had not been offered based on interest of the trainees by their respective offices. Thus, to check whether there is statistically difference between the average mean score of two groups of respondents, the t-test was used. Accordingly, the t-value is calculated (0.198) at the 0.05 level of significance is less than t-critical table (1.960). This indicated that there is no significance difference between the opinions of two groups of respondents.

As it can be shown from the table 4.6 item 5 above, respondents were asked to rate their agreement level with the case of training and development opportunities offered based on the performance appraisal. Accordingly; process owners and experts with score mean value 2.47 and 2.37 respectively disagreed on the item. Therefore, based on the responses of the majority respondents it can be concluded that training and development opportunities were not offered based on the performance appraisal. Accordingly, the t-calculated (0.495) at 0.05 level of significance is less than t-table value (1.960). This shows that there is no significance difference between the opinions of two groups of respondents.

As shown in table 4.6 item 6, respondents were asked to rate their agreement levels whether or not, the training and development program coordinators selected the contents of training and development programs; Process owners and experts with score mean value 3.68 and 3.53 respectively agreed on the issue. Therefore, from the responses of the majority of the respondents; it is possible to conclude that considerable sample of the respondents agreed that training and development coordinators selected the contents of the training programs. The calculated t-value of the items was (0.830) at 0.05 level of significance is less than t-table value (1.960). This shows that there is no significance difference between the opinions of the respondents

4.3. The Major Area of Human Resource Training and Development Programs.

Table 4.6: Focus Area of Human Resource Training and Development

No	Items	Respondents	N	Respondents Responses					X	SD	X2	t-value
				1	2	3	4	5				
1	My office designed training and development program plan for its managers.	Process Owners	57	3	8	11	25	10	3.54	1.10	3.51	0.310
		Experts	66	2	10	16	30	8	3.48	0.99		
2	My office prepared training and development program plan for its employees.	Process Owners	57	1	6	15	29	6	3.57	0.88	3.58	-0.081
		Experts	66	-	5	21	36	4	3.59	0.72		
3	The focus area of the training program was to introduce new methods, and procedures to employees and officials.	Process Owners	57	-	11	9	25	12	3.66	1.02	3.59	0.710
		Experts	66	4	8	14	29	11	3.53	1.09		
4	The main focus of the training program was to improve performance deficiency of employees and officials.	Process Owners	57	19	16	6	12	4	2.4	1.33	2.35	0.412
		Experts	66	25	18	7	10	6	2.30	1.35		

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=Over all mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation, R=Respondents, NR= Numbers of Respondents

As it was shown in table 4.5 item 1, question was raised to the respondents to rate about the designed training and development program plan for its managers. PO with the mean value 3.54 agreed on the designed training and development program plans for its managers and experts with the mean value 3.49 undecided on the issue. The average mean value 3.55 show that the majority of the respondents agreed their respective office designed training and development program plan. From the above data, it can be concluded that the education office considered the HR training and development programs delivered were planned by their offices as stated by (Armstrong, 2001; Rao and Rao, 2000). Accordingly, the t-calculated (0.310) at 0.05 level of significance is less than t-table value (1.960). This shows that there is no

significance difference between the opinions of two groups of respondents on the designed training and development program plans.

As indicated in table 4.5 item 2, question was raised to the respondents to rate about the design of the training and development program plan for its employees, Process owners and experts with the score mean value 3.57 and 3.59 respectively agreed on the issue. In addition to this, the average mean value 3.58 also show that both groups agreed the office design training and development program plan for its employees. From the above data, it is possible to conclude that the education offices considered the human resource training and development programs delivered were planned by their offices. The calculated t-value (-0.081) less than the table value (1.960) this indicates that there is no significance difference between the opinions of process owners and Experts. The data gathered through interview with woreda education office supported the above information that the office design training and development program plan for it is managers and employees.

Concerning the focus of the training and development programs delivered in the offices those who had attended the programs expressed their opinion in table 4.5 item 3, process owners and experts with the mean value 3.66 and 3.53 respectively agreed on the issue. In addition to this, the average mean value 3.59 also indicated both groups agreed that the main focus area of the programs was to introduce new methods and procedures to employees and managers. From the above data, it can be concluded that the main focus area of the training was to introduce new methods and procedures to employees and managers. Thus, to check whether there is statistically difference between the responses of the two groups, mean values were used. In this regard, the calculated t- value (0.710) at 0.05 levels of significance is less than the critical t-table value (1.960). This revealed that there is no significance difference between the responses of the two groups of respondents.

Regard to table 4.5 of item 4, respondents were asked to rate their agreement levels whether or not the main focus of the training programs was to improve the job performance deficiency of the employees and officials. Process owners and experts with the mean value of 2.40 and 2.30 disagreed that the main focus of the programs was to improve the job performance

deficiency of the employees. From the majority of the respondents it can be concluded that there was no adequate effort done to improve the job performance of employees. The calculated t-value (0.412) less than the table value (1.960) this indicates that there is no significance difference between the opinions of PO and Experts. The information gathered through interview with education office heads was confirmed that the main focus of the programs was to improve the job performance deficiency of the employees.

4.4. Training and Development Methods

Table 4.7: Views on the use of Training and Development Methods

No	Items	R	Respondents Responses						
			PO F	%	Ex F	%	Total F	%	
1	On- the – job-training								
a	My office conducted induction/ orientation program to new employees	N	40	70.17	43	65.15	83	67.48	
		S	12	20.05	14	21.21	21	17.07	
		A	5	8.77	9	13.64	19	15.45	
b.	Mentoring program	N	9	15.79	14	21.21	23	18.70	
		S	28	49.12	31	46.97	59	47.97	
		A	20	35.09	21	31.82	41	33.33	
c.	Coaching techniques	N	6	10.53	11	16.67	17	13.82	
		S	18	31.58	20	30.30	38	30.90	
		A	33	57.89	35	53.03	68	55.28	
d.	Job rotation.	N	10	17.54	8	12.12	18	14.64	
		S	32	56.14	36	54.55	68	55.28	
		A	15	26.32	22	33.33	37	30.08	
2	Off- the – job training								
a.	My office Conducted workshops and seminars	N	8	14.04	11	16.67	19	15.45	
		S	11	19.29	15	22.73	26	21.14	
		A	38	66.67	40	60.60	78	63.41	
b.	My office Conducted conference Methods	N	11	19.30	5	7.58	16	13.01	
		S	10	17.54	30	45.45	40	32.52	
		A	36	63.16	31	46.97	67	54.47	
c.	Trainees attend higher education used as techniques of training and development by the office	N	26	45.61	35	53.03	61	49.59	
		S	19	33.33	20	30.30	39	31.71	
		A	12	21.05	11	16.67	23	18.70	
d.	Distance education	N	39	68.42	37	56.06	76	61.79	
		S	10	17.54	16	24.24	26	21.14	
		A	8	14.14	13	19.70	21	17.07	

Key: N=Never, S= Sometime, A= Always. %=Percentile, PO= Process Owners, Ex=Experts, F=Frequency distribution, R=Respondents

As indicated in table 4.7 item 1a, respondents were requested to respond whether or not their respective office prepared orientation/induction programs to the new recruited employees and for existing employees who hold new positions. Accordingly, majority 83 (67.48%) of the respondents never conducted that orientation/induction programs were organized to the new recruits and existing employees who hold new positions. Besides 21 (17.07%) of the respondents responses' that conducted induction/orientation programs were organized sometimes. However, few 19 (15.45%) of the respondents were conducted always about the issue. This indicates that majority of the respondents were never conducted orientation/induction programs to new recruits and new job holders. Based on the above information, it was possible to conclude that there were no any induction / orientation programs organized to new employees or for those new job holders.

Regarding to the table 4.7 item 1b, respondents indicated their opinion with regarding to the mentoring technique of on-the-job training. Accordingly, majority 59 (47.97%) of the respondents sometimes arranged mentoring programs in their respective office. However, few 23(18.70%) of the respondents never conducted mentoring program. While about 41 (33.33%) of the respondents were arranged always mentoring programs. Majority of the respondents sometimes conducted mentoring technique was one of the techniques used as on-the-job training and development method in their respective office. From the above information it is possible to conclude as proposed by Bhatta and Washington 2003 and Gomez-Mejia, and Cardy 1995, that mentoring was one of the applicable on-the-job training and development methods in their respective offices. However, it is mainly depended on the willingness of individuals and through their personal relationships.

Accordingly, item 1c indicated the responses towards coaching technique. Accordingly, majority 68(55.28%) of the respondents always conducted coaching technique was the most often applicable in their offices. while about 38(30.90 %) of the respondents sometime arranged coaching techniques. On the other hand about 17(13.82%) of the respondents were never conducted on the issue. According to the information observed on the above data, coaching techniques was the most often applicable on-the-job training and development

method, not systematically applied as a method in line with ideas suggested, but as on the process of work. Most often it was used as the boss-subordinate work relationship because in some cases the subordinates were more experienced than their bosses.

As indicated in table 4.7 in item 1d, respondents were asked to respond whether or not job-rotation technique was conducted in their offices. Accordingly, 68 (55.28%) of the respondents were expressed sometimes while about 18 (14.64%) of the respondents never conducted that job rotation technique was most applicable in their offices. However, about 37(30.08%) of the respondents were always conducted job rotation techniques in their office. From the above data it was observed that job-rotation technique was not widely used in woreda education offices. The information obtained through interview with woreda education office heads were confirmed that job rotation technique was not widely used in the offices due to the new adjustments programs and the result oriented appraisal system which enabled employees and managers to concentrate towards their specifically job rather than job-rotation.

As indicated in table 4.7 item 2a, respondents were asked whether or not their office conducted workshops and seminars. Accordingly, majority 78 (63.41%) of the respondents always conducted workshop and seminars were used in most of the training and development programs while about 26 (21.14%) of the respondents indicated that workshop and seminars were arranged sometimes. However, few 19 (15.45%) of the respondents expressed that workshop and seminars there was never conducted. It indicated that majority of the respondents always conducted seminars and workshops as a method of training and development programs delivered. Based on the above information it can be concluded that workshops and seminars were widely used during the programs delivery.

With regard to table 4.7 item 2b, question was raised to the respondents to rate about the application conference method. Accordingly, majority 67 (54.47%) of the respondents always conducted conference method was used in most of the training and development programs. On the other hand 40 (32.52%) of the respondents were sometime conducted conference method. Then, few 16 (13.01%) of the respondents expressed that conference methods were never conducted. However, it was indicated that majority of the respondents were conducted

conferences methods during implementing training and development programs. Therefore, the information gathered through interview with education office heads was also confirmed that conferences methods always used in implementing training and development programs. From the above information it can be concluded that conference method were dominantly used in the offices to implement training and development programs.

As it was shown in table 4.7 item 2c respondents were further requested to respond whether or not their office used attending regular program in higher education as off-the-job training and development method. Accordingly, 23 (18.70%) of the respondents were always conducted on the issue, About 39 (31.71%) of the respondents were attending regular program in higher education was sometimes used as off-the-job training techniques. On the other hand about; 61 (49.59%) of the respondents were never conducted that their office used learning regular education as off-the-job training and development technique. Majority of the respondents indicated that regular program in higher institutions had not been mainly practiced in woreda education office. From the above information it can be concluded that attending regular program in higher education was never used as off-the-job training and development methods. However, the information gathered through interviews and document analysis proved that such practice was limited to the upper structures of the sector MOE and the REB level. Moreover, these limited practices mainly focused to provide short-term trainings such as seminars, workshops and conference methods and it was confirmed that there was no long-term training and development program plans prepared by the Office to upgrade their employees.

Regard to table 4.7 item 2d, respondents was asked whether or not their office conducted distance education as off-the-job training methods. Majority of the respondents 76 (61.79%) were replied that distance education never conducted, while 26 (21.14%) of the respondents viewed that the offices sometime conducted about the issue. On the other hand, 21 (17.07%) of respondents viewed that the offices always conducted distance education. as off-the job training methods. Therefore, from the above information it can be conclude that distance education was never used under off-the-job training methods.

The information collected through interviews and document analysis reveals the same fact that various offices sponsored individuals to learn in higher education institutes when they applied and competed after having the access to the colleges/universities. Also there were respondents who replied that trainees attend higher education and distance education were the method in implementing training and development program. Therefore, the majority of respondents, it can be said that workshop, seminars and conference methods were dominantly used in the offices to implement training and development programs under off-the –job- training methods.

4.5. Implementation of Training and Development programs

Table 4.8A: Views on the training and development programs

No	Items	Respondents Responses					
		PO		Experts		Total	
		F	%	F	%	Total	%
1	Did you attend any training and development programs provided by your office?						
	A. Yes	47	82.46	45	68.18	92	74.80
	B. No	10	17.54	21	31.82	31	25.20
2	If your answer is 'yes' who prepared training program?						
	a. Woreda education office	5	6.67	3	3.37	8	4.87
	b. Civil Services and Good governance office	10	13.33	15	16.85	25	15.24
	c. Zonal education office	15	20	30	33.71	45	27.43
	d. Regional education bureau	23	30.67	29	32.58	52	31.71
	e. Ministry of education	16	21.33	8	8.98	24	14.63
	f. Others	6	8	4	4.49	10	6.09
3	What were the types of training program?						
	a. Distance education	2	3.51	6	9.09	8	6.50
	b. Short term training such as conference and work shop	45	79.95	43	65.15	88	71.55
	c. Attending higher education	10	17.54	17	25.76	27	21.95
	Total	57	100	66	100	123	100

Key: PO= process Owners, F=Frequency, %=Percentile

As depicted in table 4.8A item 1, respondents were asked whether attend any training and development programs. Accordingly, majority of the respondents 92 (74.80%) were participated in various training and development programs where as 31(25.20%) of

respondents were not participated in any training programs. Therefore, based on the responses of the majorities of respondents, it can be said that their received training and development.

As it was shown in table 4.8A item 2, indicated about those who designed the training and development programs. Accordingly, 8 (4.87%) respondents replied that training and development programs were prepared by woreda education office, 25 (15.24%) respondents replied that training and development programs were prepared by civil services and good governance office, 45 (27.43%) respondents replied that the programs were prepared by Zone education office, 52 (31.71%) respondents replied that training and development programs were prepared by regional education bureau. On the other hand 24 (14.63%) respondents replied that training and development programs were prepared by Ministry of Education. In addition 10 (6.09%) respondents replied that training and development programs were prepared by different Non Governmental Organizations (NGOs).

According to these responses majority 52 (31.71%) of the respondents attend the training and development programs participated in the programs organized by REB. The second, third, fourth, fifth, and sixth of the respondents attended the programs organized by ZEO, Civil service and good governance office, MoE, others (NGOs) and WEO respectively ranked. Therefore, from the above information it can be concluded that WEOs were organized training and development programs insignificant numbers. This shows that, WEOs were the last rank to arrange and implement training and development program by themselves.

As indicated in table 4.8A item 3, respondents were also asked the types of training and development programs they have participated. The majority of the respondents, 88(71.55%) were replied that short term trainings such as conference and workshop were the types of TDPs they had participated, where as 27 (21.95%) of respondents were replied that, attending higher education were the type of trainings and development they had participated. On the other hand, few 8 (6.50%) respondents were replied that, distance education was the type of TD they have participated. In general, from the majority of respondents' responses, it can be concluded that short term training such as workshops, seminars and conferences, where the dominant training and development programs attending higher education was comes the next.

Table 4.8B: Views on implementation of training and development programs

No	Items.	Respondents						Rank
		PO		Experts		Total		
		F	%	F	%	F	%	
1	What were the contents of the training and development programs? It is possible to choose more than one.							
	a. Human resource management	8	14.01	2	3.03	10	8.13	8
	b. Strategic plan	29	49.1	20	30.03	49	39.83	3
	c. Leadership	5	8.77	1	1.51	6	4.87	11
	d. Change management	4	7.01	6	9.09	10	8.13	8
	e. Supervision	9	15.78	3	4.54	12	9.75	7
	f. Balance score card(BSC) and Business Process Reengineering (BPR)	33	57.89	39	59.09	72	58.53	1
	g. Information Technology.	2	3.51	4	6.06	6	4.87	11
	h. Curriculum development	4	7.01	2	3.03	6	4.87	11
	i. Educational research	4	7.01	1	1.5	5	4.06	15
	j. School Improvement program(SIP)	4	7.01	2	3.03	6	4.87	11
	k. Teachers development programs	10	17.54	14	21.21	24	19.51	5
	l. GEQIP(General Education Quality Improvement Program)	22	38.59	20	30.30	42	34.14	4
	m. Education professionals competence and licensing program	8	14.01	5	7.57	13	10.56	6
	n. General educational inspection program.	3	5.26	2	3.03	5	4.06	15
	o. Result oriented performance appraisal	29	49.1	26	39.39	55	44.71	2
	Others	5	8.77	4	6.06	9	7.31	10
2	Did the program you have attended directly related to your job?							
	A. Yes	40	70.14	56	84.84	96	78.05	
	B. No	17	29.82	10	15.15	27	21.95	
3	Does the strategic plan of your office incorporated employees training and development program?							
	A. Yes	42	73.68	46	69.70	88	71.54	
	B. No	15	26.32	20	30.30	35	28.46	

Key: F=Frequency distribution, %=Percentile, PO=Process owners

Regarding to the concerning the contents of the training and development programs in table 4.8B item 1 below, presented the following information. The contents of training and development were ranged according to the number of the participant's responses. The contents

of the civil service reform programs Balance score card (BSC) and Business Process reengineering (BPR), Result oriented performance appraisal, strategic plan, and General education quality improvement program (GEQIP) were respectively ranked from one to four while leadership information technology, curriculum development, educational research and general educational inspection were ranked the last. From this information, it is possible to conclude that the main emphasis was given to civil service reform program contents than others and less emphasis were given to educational research and general educational inspection. The interview also confirmed that the current direction of the training and development programs mainly concentrated on such issues. It is possible to deduct that the education offices were not paid attention to educational research and general educational inspection programs

With regarding to the relationship of the contents towards their jobs table 4.8B item 2, 96(78.05%) of the respondents responses replied that the contents of the training programs had direct relationship with their jobs while that 27 (21.95%) of the respondents responses replied that the contents of the training programs had not direct relationship with their jobs. Since majority of the respondents attended the contents of the civil service reform programs. Therefore, it is possible to conclude that the contents of training and development had direct relationship with their jobs.

As indicated in table 4.8B in item 3, respondents were asked inclusiveness the training and development plan in the strategic plans. Accordingly, 88(71.54%) of the respondents responses replied that the strategic plan of their offices were incorporated for employees training and development programs while that 35(28.46) of the respondents responses replied that the strategic plan of their offices do not included their employees training and development programs. Therefore, from the responses of the majority of the respondents, it can be concluded that the strategic plans of their offices were incorporated for employees training and development programs. The data gathered through interviews and document analysis also confirmed that training and development plan revealed that it was included in the strategic plan.

4.6. The Extent of the Effectiveness of Training and Development Programs

Table 4.9: Views on the Extent of Training and Development Program Effectiveness

No	Items	R	NR	Respondents					Responses		X 2	t-value
				1	2	3	4	5	X	SD		
1	The extent to which your organization Conducting training and development Programs.	Process Owners	57	2	6	11	28	10	3.66	1.00	3.59	0.748
		Experts	66	2	10	14	31	9	3.53	1.01		
2	The extent to which assessing human resource training and development needs based on organization analysis.	Process Owners	57	3	8	11	25	10	3.54	1.10	3.58	-0.385
		Experts	66	4	8	10	31	13	3.62	1.11		
3	The extent to which needs were assessed through operational analysis.	Process Owners	57	7	25	15	8	2	2.52	1.00	2.45	0.693
		Experts	66	14	27	13	9	3	2.42	1.10		
4	The extent to which needs were assessed through Personal analysis.	Process Owners	57	20	15	10	8	4	2.31	1.28	2.32	-0.079
		Experts	66	18	24	10	12	2	2.33	1.15		
5	The extent to which training and development objectives were being formulated based on the need assessment.	Process Owners	57	11	20	12	13	1	2.52	1.10	2.48	0.360
		Experts	66	13	25	16	9	3	2.45	1.09		
6	The extent to which you have been satisfied with selection of training and development methods.	Process Owners	57	6	31	12	8	-	2.38	0.86	2.40	-0.221
		Experts	66	10	32	13	8	3	2.42	1.03		
7	The extent to which implementation of training and development programs have been successfully implemented based on stated objectives.	Process Owners	57	7	30	14	5	1	2.35	0.87	2.41	-0.707
		Experts	66	9	29	18	8	2	2.47	0.98		
8	Conduct evaluation of human resource training and development program.	Process Owners	57	1	7	18	22	9	3.54	0.96	2.95	6.234
		Experts	66	9	32	14	9	2	2.43	0.99		

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=Over all mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation, R=Respondents, NR= Numbers of Respondents

As indicated in table 4.9 item 1, respondents were asked to point out their views regarding the extent to which the organization conducts training and development programs. Accordingly, Process Owners and experts were replied high with the mean value of 3.66 and 3.53 respectively on the issue. In addition to this, the average mean value 3.59 shows that the majority of respondents replied high on the issue. Therefore, based on the responses of the majority of respondents it can be concluded that, the office conduct training and development programs to improve their performance and achieve organizational objectives in the desired way. The calculated t-value (0.748) at the level of 0.05 is less than critical tale value 1.960. This indicated that there is no statistically significant difference between two groups of respondents.

Training and development needs were assessed through organization's analysis was one of the questions raised for the respondents. As illustrated in table 4.9 item 2, process owners and experts were replied high with the score mean value 3.54 and 3.62 respectively on the point, In addition to this, the overall mean 3.62 shows that the majority of the respondent's responses replied high with the training and development needs were assessed through organization's analysis. Therefore, based on the majority of the respondents, it can be concluded that training and development needs were assessed through organization analysis. The calculated t-value (-0.385) is less than the critical table value (1.960) this shows there is no significance difference between PO and Experts views regarding needs are assessed through analysis of organization's objectives.

As indicated in table 4.9 item 3, question was raised to the respondents to rate about the techniques their offices used to assessing training and development needs, process owners with the mean value of 2.52 medium and experts replied low with the mean value of 2.42 that training and developments needs were assessed through operational analysis approach. The average mean value 2.47 indicated that majority of the respondents replied low on the issue. Therefore, based on the overall mean value, it can be conclude that needs were not assessed through operational analysis. The calculated t-value (0.693) less than the table value (1.960). This indicates that there is no significance difference between the two groups of respondents.

Question was raised to respondents to rate the extent to which training and development needs were assessed through analysis of personal needs. As it can be indicated in table 4.9 item 4, Process owners and experts replied low with the mean value 2.31 and 2.33 respectively. Therefore, based on this, it can be concluded that training and development needs were not assessed through individual analysis. This implies that, education offices were not used personal analysis technique to identify training and development needs. Accordingly, the t-calculated (-0.079) at the 0.05 level of significance is less than the t-table value (1.960). This reveals that there is no significance difference between the responses of the two groups of respondents.

Regard to table 4.9 item 5, respondents were asked to rate the extent to which training and development objectives were being formulated before the program implemented, Process owners replied medium with the mean value 2.52 and experts replied low with the score mean value 2.45 on the issue. The average mean value 2.48 shows majority of the respondents replied low the extent to which the training and development objectives were being formulated before the program implemented. Therefore, based on the responses of the majority of respondents, it can be concluded that training and development programs objectives had not been set before preparing and implementing the program. The calculated t-value (0.360) at the 0.05 level of significance is less than the t-table value (1.960). This shows that there is no significance difference between both groups.

Abdullah (2009), stated in his study once training and development needs are clearly identified, the next process is to establish or setting training objectives. Objectives are specific outcomes that the training and development programs were intended to achieve. These objectives define the performance that the trainees should be able to display after training. However, in the office with regard to setting training and development objectives due attention was not given as the determinant factor for human resource training and development. This may reduce organizational effectiveness and efficiency

With regarding to table 4.9 item 6, respondents were asked to rate the extent of satisfied with selection of training and development methods. Accordingly, process owners and experts

replied low with the score mean value 2.38 and 2.42 respectively on the issue. The overall mean 2.40 shows the majority of respondents replied low the extent of satisfied with selection of training and development methods. The calculated t-value (-0.221) is less than the table value (1.960). This shows that there is no significant difference between PO and Experts. Therefore, based on the responses of the majority of respondents, it can be concluded that there were not satisfied with the selection of training and development methods.

As can be seen from the table 4.9 item 7, respondents were asked to rate their agreement level on the extent to which implementation of human resource training and development in line with the stated objectives. Accordingly, Process owners and experts replied low with scored mean value of 2.35 and 2.47 respectively on the issue. In addition to this, the average mean value 2.41 also shows both group replied low with the implementation of human resource training and development in line with the stated objectives. Therefore, it can be concluded that the organizations were not doing in a way that to link the implementation of human resource training and development with the stated objectives. In this regard, a statistical t-test with 0.05 level of significant showed that t-calculated (-0.707) is less than t-critical value (1.960). This implies that there is no significance difference between the opinions of the two groups.

As can be indicated in table 4.9 item 8, respondents were requested to rate about whether their offices had the experience of evaluating training and development programs. Experts were replied low with the mean value 2.43 that evaluation of training and development programs were carried out in their offices. On the other hand, process owners with the mean value 3.54 replied high on the issue. The t-test revealed that the calculated value (6.234) is greater than table value of (1.98) this shows there is significant difference between POs and Experts views regarding the offices had experience of evaluating training and development programs. This implies process owners replied high and experts replied low concerning with the experience of evaluating training and development programs in their offices. But as (Saiyadain, 2003) evaluations of training and development effectiveness is the most critical phase, it is not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. The information gathered through the conducted interview with the woreda education office heads revealed that, the responses of process

owners were opposite to the reality there was no experience of training and development programs evaluation in the offices.

4.7. The Challenges of Designing and Implementing HRTDP Practices

Table 4.10: Major Challenges of HRTDPs Observed in the Selected Study Area

No	Items	R	No	Respondents of Responses					X1	SD	X ²	t-value
				1	2	3	4	5				
1	Absence of transparent training and development programs directives.	PO	57	2	5	18	24	8	3.54	0.96	3.58	-0.406
		Ex	66	4	5	20	20	17	3.62	1.13		
2	Lack of proper training and development in the offices.	PO	57	-	8	11	30	8	3.66	0.89	3.70	-0.421
		Ex	66	3	7	10	30	16	3.74	1.08		
3	Absence of training and development needs assessment practices	PO	57	-	7	10	25	15	3.84	0.95	3.85	-0.122
		Ex	66	-	9	10	28	19	3.86	0.99		
4	Priority would not be given to the training and development programs.	PO	57	1	3	6	24	22	4.14	0.93	4.07	0.736
		Ex	66	4	5	5	25	27	4.00	1.16		
5	Allocation of insufficient time in relation to contents.	PO	57	3	4	7	24	19	3.91	1.10	3.86	0.441
		Ex	66	5	6	10	20	25	3.81	1.25		
6	Lack of adequate budget.	PO	57	2	3	5	16	31	4.24	1.05	4.22	0.175
		Ex	66	1	7	4	19	35	4.21	1.05		
7	Lack of trainer's knowledge and skills.	PO	57	5	7	2	26	17	3.75	1.25	3.82	-0.633
		Ex	66	3	7	10	20	26	3.89	1.17		
8	Lack of commitment of higher officials.	PO	57	3	5	3	20	26	4.10	1.17	4.16	-0.613
		Ex	66	3	11	9	20	23	4.22	1.01		
9	Low attention paid by top management towards training and development programs.	PO	57	-	2	7	22	26	4.26	0.813	4.27	-0.165
		Ex	66	1	2	4	29	30	4.28	0.838		
10	Giving priority to other activities due to shortage of time.	PO	57	3	6	10	17	21	3.82	1.19	3.83	-0.119
		Ex	66	1	7	12	27	19	3.84	1.01		
11	Lack of training policy	PO	57	1	3	6	23	24	4.15	0.94	4.22	-0.939
		Ex	66	-	3	3	31	29	4.30	0.76		
12	Problems of adapting new technology	PO	57	1	10	8	26	12	3.66	1.05	3.59	0.690
		Ex	66	4	9	13	28	12	3.53	1.12		
13	Absence of monitoring and evaluation of training and development programs	PO	57	1	5	6	16	29	4.17	1.05	4.11	0.616
		Ex	66	1	6	7	26	26	4.06	1.00		
Average										3.94	-0.058	

Key: 1=strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree X=mean, X2=Over all mean, table value at 0.05 confidence interval as 1.960, DF=121, SD=Standard Deviation,

As it can be clearly evidenced in table 4.10 above, respondents were asked to rate their views regarding the challenges that encountered in designing and implementing training and development programs in their office. According to the respondents responses, different human resource training and development challenges are illustrated which included: low attention paid by top management towards training and development program, lack of training policy, lack of allocate adequate budget, lack of commitment of higher officials, Absence of monitoring and evaluation of training and development programs, Priority would not be given to the training and development programs, Allocation of insufficient time in relation to contents, Absence of training and development needs assessment practices, Giving priority to other activities due to shortage of time, Lack of trainers knowledge and skills, Problems of adapting new technology, Lack of proper training and development in the offices, and absence of transparent training and development programs guidelines/directives and strategy with the total average mean value 3.94 showing that the respondents responded the statement given with agreement rate scale agree. From this one can understand that the concepts indicated in the table are key human resource training and development challenges in the office that needs to be overcome.

Therefore, based on the above fact it is possible to conclude that in the office there are challenges that hindered and constrained the efficiency and effectiveness of design and implementing human resource training and development program.

According to (Mathis and Jackson, 2010) the common problems in HRTD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, lack of commitment of higher officials or encapsulated development attitude of managers, availability of resources and financial problems. In consistent with the findings one of the major problems that affects human resource training and development is financial problem. Most organizations do not have a separate budget for training and those that usually placed funding requests for training purpose from budgetary sources. It is obvious that shortage of founding availability will clearly affect the amount and quality of education and training that can be under taken UNISD (2000).

In addition, the information gathered through interviews and documents analysis confirmed that similar findings with the information obtained through questionnaire. In this regard, the challenges that encountered designing and implementing training and development programs in their respective working office. Some of these major challenges suggested were lack of sufficient budget for training, lack of training policy, lack of commitment of higher officials, low attention paid by top management towards training and development program, absence of training and development needs assessment, absence of monitoring and evaluation of TDPs, priority would not be given to the training programs, and lack of employees motivation were becoming great challenges for the effective practice of HTRD in the office.

In general, the overall analysis of the responses of the respondents on the revealed that the challenges that influence the successfulness of human resource training and development practices were found to be serious problems with the average mean (3.94). Moreover, to check whether there is statistically difference between the average mean score of two groups of respondents, the t-test was used. Accordingly, the calculated t-value (-0.054) at the 0.05 level is less than t-critical table (1.960). This reveals that there is no significance difference between the opinions of two groups of respondents.

4.8. The Strategies used to mitigate the Challenges of Human Resource Training and Development Program

Providing certain suggestion for the challenges observed towards designing and implementing HRTDPs were crucial issue. Therefore, it is important to gather first hand information from the respondents. Based on such assumptions information were gathered through open ended questionnaires and interview were analysis qualitatively. In this regard; the majority of the respondents were listed / provided the following strategies used to mitigate the challenges of human resource training and development programs. Accordingly, the strategies are; at all level awareness creation workshop should be organized towards the significance of TDPs for top-level management to rise up their commitment and level of attention towards training and development programs; Generate /Formulate the training policy; allocating sufficient budget and time for human resource training and development, training and development need

assessment should be conducted through operational, personal and organizational analysis; The office should have clear and transparent selection criteria for selecting trainees, trainers and contents, Well planned and schedule program should be prepared for training and development program in the office, and Monitoring and evaluation of training and development programs should be conducted are the major strategy used to overcome the challenges according to the responses of respondents. These were similar with the recommendations forwarded by Getachew and Getahun (2005).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The final section of this study deals with the summary of the major findings of the study, conclusion reached at and the recommendations forwarded.

5.1. Summary

The main purpose of this study was to examine the practices and challenges of human resource training and development in Woreda education office of West Hararghe Zone, Oromia Regional State. The study was conducted in Eight Woreda education offices. In order to achieve the purpose of the study, the following basic research questions were formulated:

1. How is the process of designing and implementing human resource training and development in WEO of West Hararghe Zone?
2. What are the major areas of human resource training and development program in WEO of West Hararghe Zone?
3. What are the Human resource training and development methods applied by WEO?
4. To what extent does the human resource training and development programs effective?
5. What were the major challenges that influence the successfulness of human resource training and development in WEOs of West Hararghe Zone?
6. How the challenges of HRTDP can be mitigated in Woreda education office?

To address the above basic research questions, the data were collected through questionnaire, interviews and document analysis. The descriptive survey method was employed to conduct this study. The subjects of the study were woreda education office heads, Process Owners and experts in addition to zone education office. The sample of respondents was selected by using available sample technique. The questionnaires were covered the responses of 57 process owners and 66 experts of the woreda education offices. Similarly, the interviews were covered 9 education office heads. A total of 123 questionnaires were distributed to the respondents after conducted pilot test. To improve the values of data gathered through questionnaire, interviews were conducted with heads of education offices. The data obtained were organized, tabulated and analyzed using different statistical tools such as Frequency, percentage, mean scores and t-test. Based on the data analysis, the following are findings:

1. With regarding to personal characteristics of the respondents, it was found that majority 98 (79.67%) of the respondents were male while that the participation of females in the offices was low. Majority of the respondents 67 (54.47%) were in the age range of 31-40 years. Most of the respondents have adequate qualification in relation to the required jobs. For this reason, the existence of diploma graduates in the offices indicated that there is a need for upgrading them in the future. Majority of the respondents 64 (52.03%) were in the age range of 11-15 years in their work experience while most of respondents 68 (52.28%) were specialized with EdPM.
2. Regarding to the conducting training and development needs assessment, it was found that mostly the offices did not conduct training and development need assessment, that there was no systematic needs assessment conducted in most of the offices. Regarding the approaches of training and development needs assessment, both process owners and experts with the average mean 2.35 disagreed that needs were assessed through individual's skills, Knowledge and attitude while majority of respondents with the overall mean value 2.31 disagree that needs were identify through analysis of the job performance deficiency of employees.
3. The practices related to prioritized training and development needs were almost non-existent and majority of the respondents with the average mean value 3.59 agreed that needs were prioritized based on the decisions of top officials. Concerning setting objectives, the majority of the respondents confirmed that training and development objective were not set before designing and implementing the programs, and training objectives were not precisely and clearly indicated the expected outcomes Therefore; the emphasis was given to the methods and contents of the training rather than the objectives.
4. Regarding to the selection criteria, as confirmed by the majority of respondents with over all mean 2.32 disagreed that the office had clear and transparent selection criteria for selecting trainees and trainers while that the majority of the respondents with the overall mean value 3.59 agreed that training contents were selected by training coordinators. However, majority of the respondents replied that the selection criteria were not well

communicated to all members of their office while the training and development opportunities were not offered based on performance appraisal. In most cases the findings also indicated that the training and development opportunity were not offered based on trainees' interest.

5. Regarding the major area of HR training and development programs it was found out the majority of the respondents believed that the offices design TDP plans for employees and officials while the average mean value 3.59 agreed that the main focus area of the training programs was to introduce new methods and procedures to employees and officials. However, majority of the respondents with the average mean value 2.35 disagreed that the main focus area of the TDPs was to improve the performance deficiency of employees and managers.
6. Regarding to the training and development methods the findings of the study revealed that the majority 83 (67.48%) of the respondents confirmed that there was no any formal induction/orientation program organized for new recruit employees. It was found that coaching technique was the most often applicable on-the-job training method. However, it did not systematically applied as a method, though as one of the work relationship. Most of the respondents confirmed that mentoring technique was one of the applicable on-the-job training and development methods in their respective offices. However, it was mainly depended on the willingness of individuals and determined through their personal relationship. Majority of the respondents also confirmed that job-rotation technique was not widely used by their offices due to new structural adjustment programs and the result oriented appraisal system, which enabled employees and managers to concentrate towards their own job.
7. With regarding to off-the-job training techniques, it was found out that workshops, seminars and conferences as found the major training methods used by the offices and the rest had not been widely used.
8. Issue related to implementation of TDPs the majority 92(74.80%) of respondents replied that they were attend in training and development programs. It was also found that training and development programs were arranged mainly by Regional Education Bureau, Zone

education office, and civil service and good governance office. The majority of respondents indicated that they had been participating in short term trainings, such as workshops, seminars and conferences. Balance score card (BSC) and Business Process Reengineering (BPR), Strategic planning were the types of training contents attended by most of process owners and experts. Concerning inclusion of HRTD plans with strategic plans, it was investigated that, the HRTD plans were incorporated in strategic plans.

9. Regarding to the extent of training and development programs effectiveness. Accordingly, the responses of majority respondents were replied high with the overall mean value 3.59 shows that the offices conduct training and development programs. However, the majority of the respondents replied low with the overall mean 2.32 and 2.45 respectively indicated that training and development needs were not assessed through personal and operational analysis. This implies that, woreda education offices were not used personal and operational analysis technique to identify training and development needs.
10. Issue related to the extent to which training and development objectives are being formulated before the program implemented. The overall mean 2.48 shows majority of the respondents replied low with the extents to which the training and development objectives were being formulated before the program implemented while the majority of the respondents were replied that there had not been satisfied with the selection of training and development methods. In most cases, majority of the respondents with the average value 2.41 replied low with the training and development programs were implemented as stated objective. Concerning evaluating effectiveness of the TDP delivered; majority of the respondents were confirmed that there were no systematic practices of evaluating the effectiveness of training and development programs conducted in the offices.
11. As the findings revealed that regarding the challenges of designing and implement TDPs, the findings also shows that among the major challenges in the office to design and implement training and development programs, some of them were: low attention paid by the top level managers towards TDP, lack of training policy, lack of adequate budget , absence of training and development needs assessment, lack of commitment of higher officials toward training and development, absence of monitoring and evaluation of

training and development programs, Problems of adapting new technology, Priority would not be given to the training and development program, lack of the employees motivation and awareness, lack of trainers knowledge and skills, giving priority to other activities due to shortage of time, absence of planning and clear training objectives, lack of proper training and development in the office and absence of transparent TD programs directives with the average mean value 3.94 shows majority of the respondents agreed on the challenges.

12. With regarding to the strategy used to mitigate the challenges of designing and implementing training and development programs, the findings reveals that the possible solutions were suggested to overcome the challenges of HRTD practices. These are: at ZEO and REB level awareness creation program such as workshop and conference should be organized towards the significance of TDPs for top-level management to rise up their commitment and level of attention towards TDP; Generate/Formulate the training policy; allocating sufficient budget for HRTD, well planned and schedule program should be prepared for training and development program in the office, and Monitoring and evaluation of training and development program should be conducted. These are the major strategy used to overcome the challenges according to the respondents' responses.

5.2. Conclusions

Based on the findings of the study the following conclusions were suggested;

- The practices of assessing human resource training and development needs as the important and starting `step of designing and implementing human resource training and development program process had been neglected in the Woreda Education Offices. From this it can be concluded that provisions of training and development without due attention for needs analysis which is an indicated the wastages of resources
- As it was indicated in the findings of the study, the main focus area of the human resource training and development programs was to introduce new methods, procedures, and directives for employees and managers. However, there was not emphasis given to improve the performance deficiency of employees and managers. From this it can be

concluded that there was no adequate effort done to improve the performance deficiency of employees.

- With regard to the training and development methods, Woreda education office much emphasis had been given to short-term training and development programs such as seminars, workshops and conferences. However, no attention had been paid to arrange orientation/induction programs organized for new recruit employees through on-the-job training techniques. Moreover, there had not been long-term off-the-job training and development programs designed and delivered in woreda education office. From this it can be concluded that training and development methods were not systematically applied.
- Effective training and development would be indicate not only finding out whether the training was well done but also asking what it achieved and whether it was important for the organization to be sponsoring it. Therefore, to ensure the training and development programs effective, the process of training and development programs adopt a systematic approach, which include identifying needs, delivery and evaluation. However, human resource training and development needs assessments and evaluations were not conducted in a systematic ways. From this it can e concluded that, the process of the designing and implementing human resource training and development programs in woreda education offices were not effective.
- Final, the result of this study indicated that training and development practices in woreda education offices were affected by many challenges; Such as low attention paid by the top level managers towards TDP, lack of training policy, lack of commitment of higher officials, absence of training and development needs assessment, lack of adequate budget, absence of monitoring and evaluation of training and development programs, Problems of adapting new technology, allocation of insufficient time in relation to contents, priority would not be given to the training and development programs. As a result, there were different challenges that hinder the successfulness of human resource training and development programs.

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations were forwarded:

1. Training and development needs are the gaps that exist between requirement of given job and the actual performance of trainees. Then, training and development needs assessment helps to ensure that training and development efforts are not practiced in a systematic manner. Though, rather are focused on improving performance toward the organizations goals. Therefore, to avoid wastages of the resources Woreda and Zone education offices should be conducted training and development needs assessments through analysis of individual's skill, knowledge and ability in performing the job and identifying organizations challenges that hinder performance.
2. In the human resource training and development program designing phase, objectives must be set, based on the needs assessments. To achieve the desired goals of the training and development program, objectives should be clearly and precisely indicate the expected outcomes and these objectives should be presented to the trainees in a systematic way. Thus, the woreda education offices should be to set objectives in designing phase of training and development programs.
3. In the implementation of training and development programs one of the most important step was selection of appropriate training and development methods. Depending on the purpose of training, the nature of content, the level of trainees, hierarchy of the organization and cost, organizations could apply different on- the – job and off- the- job training methods. The absence of induction/ orientation programs reduced the motivation and performance of new employees and such programs were neglected as a method of training. Therefore, it recommended that woreda education offices should be arranged induction/ orientation programs to new employees and new position holders before they had started to perform their jobs and long-term training and development program plan should be designed for their employees and managers

4. To ensure the training and development programs effective, the education offices were conduct training and development for employees and managers. However, human resource training and development programs were ineffective in assessing training and development needs through operational and personal analysis. Especially, training and development programs evaluations were not well conducted to get feedback for their improvement. Thus, it recommended that Woreda education office should be carefully implement each element of training and development program processes to make the training and development programs effective.
5. Training and development practices in education offices were not free from the challenges. Such as; low attention paid by the top level management towards TDP, lack of training policy, lack of commitment of higher officials, lack of adequate budget, lack clear procedure and awareness of TDP, absence of monitoring and evaluation of training and development programs .Therefore, to mitigate the challenges that influences the practices of HRTDPs the following strategies were recommended. Some of them are:
 - At ZEO and REB level arranging awareness creation program should be organized towards the significance of training and development programs for top-level management to rise up their commitment in woreda education office.
 - At education office level relevant and appropriate training policy and procedure should be designed and implemented.
 - At Woreda education office, top level managements should be giving more attention to the designing and implementing training and development programs and should be allocate sufficient budget for training and development programs.
 - At education office level well planned and scheduled program should be prepared for the implementation of human resource training and development programs.
 - Woreda education office should be design strategies of training and development program evaluation in order to increase the outcome of HRTD programs and to get feedback for their improvement and to find out to what degree the HRTD objectives are achieved.

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7. APPENDIXES

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7.2. Appendix I: Questionnaire designed to be filled by Process owners and Experts

Thank you very much in advance, for sharing your time to fill this questionnaire. The main purpose of these questionnaires is to gather relevant data for the study on the “**The Practices and Challenges of Human Resource Training and Development in Woreda Education Office of West Hararghe Zone, Oromia Regional State**”. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic research purpose and remained confidential.

Direction:

- A. Indicate your answer by putting (✓) mark for your response
- B. Giving more than one alternative answer is possible when you feel that it is necessary.
- C. Write brief and short answers, if you are provided with blank space.
- D. The questionnaire only directed towards the training and development program delivered to employees and officials who work in the office of woreda and Zone.
- E. No need of writing your name.

❖ Thank you for cooperation in filling and returning this questionnaire.

Part I: Background of the Respondents

1. Sex: A. Male B. Female
2. Age: A. 20 – 25years B. 26-30years C. 31- 35years
D. 36 and above E. Specify if any _____
3. Academic Qualification
- A. Grade 10 and 12 complete B. TTI
C Level III,/ IV D. Diploma /TTC
E. BA, Bed/ BSc degree F. MA/MSc
4. Work Experience
- A. 1- 5years B. 6 - 10years C. 11 - 15years
D. 16 - 20years E. 21years and above
5. Current position
- A. Education office head
B. Process owners
C. Experts
6. Your field of specialization
- A. Human resource Management C. Educational planning and Management (EdPM)
B. Leadership D. Information Technology
E. Please, specify if any other _____

Part II: Items regarding to the process of designing and implementing human resource training and development programs.

Indicate your response to the following items by making "√" mark in the box with the response:- 1= Strongly Disagree (SD), 2=Disagree (DA) 3=Undecided (UN), 4= Agree (A), 5= Strongly Agree (SA)

I	Process of Designing and implementing training and development programs	Rating of scale				
		SD	DA	UN	A	SA
	Need assessment					
1	My office conducted human resource training and development needs Assessment.	1	2	3	4	5
2	Needs are assessed through individuals skill, Knowledge and attitude.	1	2	3	4	5
3	Training and development needs assessment had been identified through analysis of the plan and objectives of the organization.	1	2	3	4	5
4	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.	1	2	3	4	5
5	Conducting group discussion is used to gather data	1	2	3	4	5
	Prioritizing Training and Development Needs					
6	Needs are prioritized based on considering the availability of budget.	1	2	3	4	5
7	My office prioritized needs based on considering the appropriateness of training time and trainees motivation	1	2	3	4	5
8	Needs are prioritized based on the decisions of top officials	1	2	3	4	5
	Objectives of the Training and development program	SD	DA	UN	A	SA
9	My office designed training and development program plans					
10	The training and development objectives had been set before designing and implementing the program	1	2	3	4	5
11	The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.	1	2	3	4	5
II	Major areas of Human resource Training and Development	SD	DA	UN	A	SA
12	My office prepared training and development program plans for its managers.	1	2	3	4	5
13	My office prepared training and development program plans for its employees.	1	2	3	4	5

14	The focus area of the training program was to introduce new methods, and procedures to employees and officials.	1	2	3	4	5
15	The main focus of the training program was to improve performance deficiency of employees.	1	2	3	4	5
	Selection Criteria	SD	DA	UN	A	SA
16	My office has clear and transparent selection criteria to select trainees and trainers.	1	2	3	4	5
17	Training opportunities are usually offered to individuals who has good personal relationship with that of the bosses	1	2	3	4	5
18	The selection criteria were well communicated to all members of my office.	1	2	3	4	5
19	Training and development opportunities offered based on trainees interest	1	2	3	4	5
20	Training and development opportunities offered based on performance appraisal	1	2	3	4	5
21	The training Contents /topics are selected by training co-coordinators	1	2	3	4	5

Part III: Items regarding to human resource training and development methods

The following questions are designed to assess the training and development methods applied in your office. Please, indicate your answer to the following statements by putting “ ” mark among the options. N= Never S= Sometimes, A= always.

II	Human resource training and development methods used in the organization.	Rate of scale		
		N	S	A
1	On- the – job-training			
A	My office conducted orientation program to new employees.			
B	Mentoring program			
C	Coaching techniques			
D	Job rotation			
2	Off- the – job training			
A	My office Conducted workshops and seminars.			
B	Conference method.			
C	Trainees attend higher education used as techniques of training and development by the office			
D	Distance education			
E	Visit to other organization			

Part IV. Items regarding to Implementation of training and development programs

1. Did you attend any training and development programs provided by your office?

A. Yes B. No

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

A. Woreda education office

B. Zonal education office

C. Civil Services and Good governance office

D. Regional education bureau

E. Ministry of education

F. others _____

3. What were the contents (topics) of the training and development programs? it is possible to choose more than one

Topics	Mark
a. Strategic planning	<input type="checkbox"/>
b. Human resource management	<input type="checkbox"/>
c. Leadership	<input type="checkbox"/>
d. Change management	<input type="checkbox"/>
e. Supervision	<input type="checkbox"/>
f. Balance score card(BSC) and Business process reengineering (BPR)	<input type="checkbox"/>
g. Information Technology.	<input type="checkbox"/>
h . Curriculum development	<input type="checkbox"/>
i . Educational research	<input type="checkbox"/>
j .School Improvement program(SIP)	<input type="checkbox"/>
k .Teachers development	<input type="checkbox"/>
l . Result oriented performance appraisal	<input type="checkbox"/>

4. If any other, please specify _____

5. Does the strategic plan of your office incorporated employees training and development programs? A. Yes B. No

Part V: The extent of Human Resource training and Development programs effectiveness

The following questions are designed to assess the extent of human resource training and development program effectiveness. Please, Indicate the extent to which these functions are done in your office by putting “ ” mark in box against the choices. **1=Very Low (VL), 2=Low (L) 3. Medium (M) 4=High (H), 5=Very high. (VH)**

No	The extent of human resource training and development programs effectiveness	Rating scales				
		VL	L	M	H	VH
1	The extent to which your organization Conducting training and development Programs	1	2	3	4	5
2	The extent to which assessing human resource training and development needs based on organization analysis.	1	2	3	4	5
3	The extent to which needs are assessed through operational analysis.	1	2	3	4	5
4	The extent to which needs are assessed through Personal analysis	1	2	3	4	5
5	The extent to which training and development objectives are being formulated based on the need assessment.	1	2	3	4	5
6	The extent to which you have been satisfied with selection of training and development methods.	1	2	3	4	5
7	The extent to which implementation of training and development program have been successfully implemented based on stated objectives.	1	2	3	4	5
8	The extent to which Conduct evaluation of human resource training and development program.	1	2	3	4	5

Part VI: Major challenges that influence successfulness of designing and implementing human resource training and development programs.

Indicate your response to the following items by making "√" mark in the box with the response:- 1= Strongly Disagree (SD), 2=Disagree (DA) 3=Undecided (UN), 4= Agree (A), 5= Strongly Agree (SA)

No	The Challenges that influence the successfulness of designing and implementing training and development programs	Rating of scale				
		SD	SD	SD	SD	SD
1	Absence of transparent training and development programs directives.	1	2	3	4	5
2	Lack of proper training and development in the offices.	1	2	3	4	5
3	Absence of training and development needs assessment practices	1	2	3	4	5
4	Priority would not be given to the training and development programs.	1	2	3	4	5
5	Allocation of insufficient time in relation to contents.	1	2	3	4	5
6	Lack of adequate budget.	1	2	3	4	5
7	Lack of trainer's knowledge and skills.	1	2	3	4	5
8	Lack of commitment of higher officials.	1	2	3	4	5
9	Low attention paid by top management towards training and development programs.	1	2	3	4	5
10	Giving priority to other activities due to shortage of time.	1	2	3	4	5
11	Lack of training policy	1	2	3	4	5
12	Problems of adapting new technology	1	2	3	4	5
13	Absence of monitoring and evaluation of training and development programs	1	2	3	4	5

14.If any other, please specify challenges _____

Part VII: Strategy used to mitigate the challenges

1. What are the possible solutions that can be used to mitigate the challenges of Human Resource training and development programs in your office?

2. List the strategy used to overcome the challenges of Human Resource training and Development programs in your office. _____

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7.2. Appendix II- Questions for interviews Guidelines

The purpose of this guide is to help the interviewers and the interviewees to focus the discussion on issues related to the research questions. Thus you are kindly requested to express your opinion frankly because your genuine responses are the meanest to arrive at a reliable result. Besides, it helps focus on questions that cover the main areas of the study to cross-check the collected data.

1. Does your office conducted training and development needs assessment? Who identifies training and development needs in your organization?
2. How does the process of setting HR training and development program objectives?
3. How does the selection criteria of training program done? Do you sequence them before conducting the program?
4. What is human resource training and development methods are applied in your office?
5. What was the main purpose of evaluating the effectiveness of training and development programs in your office?
6. To what extent human resource training and developments programs effective in your office?
7. What are the major challenges that influence the process of designing and implementing training and development programs effectiveness in your office?
8. What are the strategies can be used to overcome the challenges of Human resource training and development in your office?