

**MANAGEMENT OF TRAINING AND DEVELOPMENT IN DIRE
DAWA CITY ADMINISTRATION EDUCATION BUREAU**

MA THESIS

**BY
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ABBREVIATIONS AND ACRONYMS

ALD	Accountability Learning and Developments
CBT	Computer –Based Training
CPD	Continuous Professional Development
DDCAEB	Dire Dawa City Administration Education Bureau
HR	Human Resource
ISD	Instructional Systems Design
KEC	Keba-Education Centre
MoE	Ministry of Education
MoH	Ministry of Health
NSSF	National Social Security Fund
SPSS	Statistical Package for Social Science
TD	Training and Development
MTD	Management of Training and Development
TDP	Teachers Development Programs
TNA	Training Need Assessment

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**MANAGEMENT OF TRAINING AND DEVELOPMENT IN DIRE
DAWA CITY ADMINISTRATION EDUCATION BUREAU**

AMSALU DIRIBA DABA

ABSTRACT

the purpose of this study was to examine the management of training and development program in Dire Dawa City Administration Education Bureau. It has main objectives of assessing the factors affecting effectiveness implementation of training and development mainly by focusing on plan, policy, Staff participation, Management of training and development methods and training impact assessment. The research design adopted for this study was descriptive survey design and the source of population was the current employees of Dire Dawa City Administration Education Bureau. The population size is also all employees stated as total population of (74) employees of DDCAEB by using availability sampling techniques. Data collection tools were questionnaire, semi-structured interview and document analysis to maintained mix of quantitative and qualitative methods. The data were analysed through percentage, frequencies and mean to assess the effect of the factors affecting management of training and development. The finding revealed that there exist plan and policy which is not well followed; training need identification, staff selection, and training impact assessment have a problem. Hence, following plan/policy, allocating

sufficient budget, conducting training impact assessment, staff participation were advised for improvement.

Key words: *Training, Development, Management*

1.

INTRODUCTION

This first chapter presents mainly background of the study, statement of the problems, research questions, objectives of the study, significance of the study, scope of the study and operational key terms are clearly discussed and explained accordingly.

1.1. Background of the Study

Training is a systematic process of intervention to improve current knowledge, abilities skills of the work force. Training is indispensable and becomes strategic if it takes into account as long term organizational goals and objectives (Scarpello, Ledvinca.1998). Training program can only be meaningful if it follows the essential components of sequence of training. These consist of the reflection of the organizational and national training decision. The definition of training objectives, that is training must aim to achieve measurable goals expressed in terms of the improvements or changes expected in corporate, functional, departmental or individual performance. This must be in accordance with the overall goal and objectives of the organization, which is achievement of each training program against its objectives. It should reflect training needs assessment on three levels that is organizational level, individual level and the job level. The success of training programs therefore depends more on the organization's ability to identify training needs, success hinges on taking the information gained from needs analysis and utilizing it to design first-rate training programs. Experts believe that training design should focus on at least four related issues: (1) instructional objectives, (2) trainee readiness and motivation, (3) Principles of learning and (4) characteristics of instructors (Belcourt. M, Bohlander, G. and Snell, S 2008)

In other hands development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution to identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Cole, G. A. 2004).

It is well known that just having enough physical and financial resources does not make an organization successful, instead, an adequate supply of human resource in the form of well educated, trained, developed and motivated peoples are needed. Today there is a complex and changing environment that greatly influences the growth and expansion of the organization. To cope up with this changing environment and technological advancement, organization need to upgrade their employee's performance by giving training. Employee training program improve an employee performance of his or her current job (Dessler, Gary. 2004)

As to Dire Dawa City Administration Education Bureau 2005 annual evaluation reports, the organization have for years been implementing a short and long course staff training programmes that aimed at improving staff skills and technical knowledge to cope with the worldwide technological changes. Viewing the outcome of the program at the end of each budget year, one finds that very few staff is trained as per program and no follow up made to reveal whether the intended goals of the program were achieved or not. On the other hands, we find staffs who decide for self-sponsorship studying fields not direct related to their field of expertise which eventually lead to up secondments. The main reason why this study is conducted is to find out factors affecting the effective implementation of the management of training and development program in Dire Dawa City Administration Education Bureau.

1.2. Statement of the Problem

Despite the growing importance of training and development research during the last decade, little attention has been paid to the study of training and development management practices in education institutions. Not only do education institutions themselves pay less attention to training and development, but the issue of training and development has also been relatively neglected by academics (Pettigrew et al., 1990) as they are education centres by themselves. Cosh, Duncan, and Hughes (1998), Marshall et al (1993, 1995), and Westhead and Storey (1997) have attempted to rectify this situation. However, their studies are inconclusive and their focus is strictly limited to Western society.

Most of these studies have used a binary indicator as their measure of training whether training is provided or not but this fails to distinguish adequately the quantity or quality of such

training (Kitching and Blackburn, 2002). The recent attempt by Cosh (2000) to provide a more sensitive measure of the quantity or quality of training uses training costs as a percentage of total sales. This measure, however, seems most appropriate to training and development which has a measurable money cost as in the case of external courses. Training which does not incur a direct or easily measurable money cost, such as that provided in-house by employers or other members of the workforce would not appear in this type of calculation. Indeed, informal learning at the work place, despite its pervasiveness, may be impossible to cost because of its diffuse character. Unfortunately, this is a serious omission because many organisations use different forms of training and development and as it focuses mainly in the westerns. A little study has been conducted on management of training and development in our country.

In many Organizations, including Dire Dawa city administration education bureau, management of training and development programs are well designed with specified objectives, to effect change in individuals' knowledge, understanding, skills, values and beliefs. But (Taku Sabboqa, 1998) case study on employee's morals and turnover reveal that for many years Dire Dawa city administration education bureau have failed to achieve its target on implementing effective training and development programs. At the level of implementation, training is taken to be as routine where no specific objectives are observed; moreover it does not increase the knowledge, skills, techniques and changing attitude of the workers in performing their current jobs. The need for staff training management and development in Dire Dawa City Administration education bureau was accelerated by the gap that develops as a result of global technological changes that take place worldwide which affect day to day organizational operations. Despite the efforts done by human resource department and the organization in general, to date the organization is facing shortage of trained manpower and is basically predicted to failure training programs.

Cosh et al. (2000) identified organizational factors that limit the staff training management and development such as lack of a well-planned training program, insufficient annual training budget, lack of clear policy on staff training selection, lack of training impact assessment and individual employee's social factors. In addition, many document like annual report and employee performance appraisal report have been hardly make a link between the shortage of well trained staff in organizations and the management of training programs and social factors

influencing employees trained. Such problems lead decrease in satisfaction, morale and productivity, increase in operational error, employee turnover and etc. In the light of this the study investigates the training practice and problems in staff training at Dire Dawa City Administration Education Bureau.

Teku Sabboqa, (1998) evidence case study on employee's morals and turnover reveal that for many years Dire Dawa city administration education bureau have failed to achieve its target on implementing Training and development programs and does not currently have a staffing policy, training and development policy as well as a succession plan. Training and development is therefore more or less unplanned and unsystematic. And thus, this study is aimed to investigate "the current status of management of Training and development Programs in Dire Dawa city administration education bureau".

1.3. Research Questions

The study aimed at answering the following basic research questions:

1. What is the current status of management of training and development program in Dire Dawa City Administration education bureau?
2. To what extent does Dire Dawa City Administration education bureau implement management of training and development program effectively?
3. What are the factors that challenge the implementation of management of training and development programs in Dire Dawa City Administration education bureau?
4. What are the specific measures to be taken by Dire Dawa City Administration education bureau to alleviate the problem?

1.4. Objectives of the Study

Objectives of the this study is focused on find out the factors that limited the effective implementation of management of training and development program in Dire Dawa City Administration Education Bureau and to recommends remedial solution for the problem.

1.4.1. General Objective

The general objective of this study is to find out factors limiting the effective implementation of management of training and development program in Dire Dawa city administration education bureau so as to bring about improvements in the organization related to the subject matter.

1.4.2. Specific Objectives

To achieve the above general objective the under mentioned particular objectives are addressed in this study.

1. To assess the current status of management of training and development program in Dire Dawa City Administration education bureau.
2. To examine the extent of management of training and development program in Dire Dawa City Administration education bureau.
3. To identify the major factors that challenge the effective implementation of training and development programs in Dire Dawa City Administration education bureau.
4. To suggest means of improving the current status of training and development program at Dire Dawa City Administration education bureau.

4.5. Significance of the Study

The study intends to assist in revealing the factors affecting the implementation in management of training program at Dire Dawa City Administration education bureau. Hence, it can be used as a reference for further measures if they are to be taken by other institution dealing with finance and economic development and other who dealing in this area to address the problem.

The study is important to the researcher to add to him a theoretical and practical knowledge on how to conduct research. The study is also significant to scholars and researchers in other higher learning institutions inside and outside the Dire Dawa City Administration education bureau which may have basis for further research in this area. The other importance of this study is that it provides possible suggestion for the weakness of the training management and development. It enhances our theoretical knowledge in practical situation in this area of the study. It also lays a foundation for the next researchers and enables those who conducted research on this area as an input.

The study also provide a valuable information for the concerned government organ specially the management of DDCAEB how to select the employees for training and filled the skill gap from need identification up to post training performance evaluation and the essence of the training in addition to this it gives awareness for the readers about the gaps exist between the employee knowledge and the type of training the job demands and also the Last, but not the least it broad the access of available literature.

4.6. Scope of the Study

The scope of the study is limited geographically in Dire Dawa City Administration education bureau because deciding the manageability of the study is needed in terms of resource such as; time, cost, materials and other constraints. So this study focused on the problems those associated with social and organization factors that are affecting management of training and development program implementation in Dire Dawa City Administration Education Bureau.

Even if assessment of the program is important in all other organization, this study focuses only on training management and development practices of Dire Dawa City Administration Education Bureau. The researcher had decided to take this research areas as a representative sample because of the organization were failed to achieved its objectives regarding to develop skill, knowledge, and experiences of the staff with that of rapid technological and environmental changes and cooperation to carry out the study and also it is the one with a big number of employees and covers most of the organizational activities such as budgeting, transmission and distribution, so it makes a good representative sample for the study.

4.7. Limitations of the Study

This study was not totally free of limitation. There were some unforeseen problems that limited the findings of the study to take in absolute. Limitations are those aspects of the study that cannot be controlled by the researcher and no research study is without limitations. A limitation, as defined by Gay and Airasian (2000, p. 305), is “An aspect of a study which the researcher knows may negatively affect the results or generalizability of the results, but over which he or she has no control.”

Burns and Grove (2003:46) also define the limitations of a study as, “restrictions in a study that may decrease the generalizability of research findings” which may be theoretical or methodological. This means any research endeavor has its own limitations and this study was not an exception. This study had several limitations which might influence generalizability of the results.

In this study some of the limitations were related with respondent’s willingness and in filling the questionnaires, time and finance. Some of the respondents were not cooperative as had been expected. As a result all (100%) of the questionnaire were not been collected (obtained). However, the researcher has attempted to make the study as complete as possible. Due to several meetings. Again, some respondents were responded not carefully particularly in open ended questions. All these might have its own effect on the findings of the study.

4.8. Operational Definitions of Key Terms

The following definition of terms/phrase/ offer the readers context for understanding the terminology used in the current research

Continuous professional development: -Professional development consisting of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or organizations at work place.

Development: - is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the societies around them”.

Impact assessment:- it is a process of conducting post training evaluation

Off-the-Job Training: -Off the job training methods are those in which training is provided away from the actual working condition.

On-the-Job Training: - It is a method of an employee is instructed by some experienced employee, who may be a special instructor or supervisor

Trainee: - A staff member who are still in the process of being formally trained in a work place.

Training Management: - It is a long process which starts from identifying training needs up to training impact evaluation and also it is the process of accomplishing all the managerial functions for success of training in an organization.

Training: - It is a process of equipping employees with knowledge, skill and experience

Trainer: - An expert who trains other staff members.

4.9. Organization of the Study

This study was organized in the following manner. The first chapter presents introductory part where background of the study, statement of the research problem, significance of the study, objectives of the study, research questions, scope and limitations of the study are dealt with. Chapter two is deals with review of literature. The research methodology presented in chapter three. In the fourth chapter, the results of the study was presented and discussed in detail. Finally, the paper ends up by drawing conclusions and providing recommendations.

2. REVIEW OF RELATED LITERATURE

In this chapter concept of training, development, training management, objectives of training and development, importance of training and development, types of training and training program models were critically discussed and reviewed. For the purpose of compare such literatures and studies or theories with the actual practice of management of training and development program in Dire Dawa city administration education bureau.

2.1. Concepts of training and Development

During this age competition and globalization, numerous organizations are competing not only with local and national organization, but also with international organizations. The success or failure of an organization depends on the resource it has. The four main types of organizational resources are human, raw material, capital and information resources. Among these resources human resource is the key issue for many developing as well as developed countries (John, 2003)

It is well known that just having enough physical and financial resources does not make an organization successful, instead, an adequate supply of human resource in the form of well educated, trained, developed and motivated peoples are needed. Today there is a complex and changing environment that greatly influences the growth and expansion of the organization. To cope up with this changing environment and technological advancement, organization need

to upgrade their employee's performance by giving training. Employee training program improve an employee performance of his or her current job (Dessler, Gary. 2004)

DeCenzo and Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behaviour. This change or enhancement of skills, knowledge, attitudes, and social behaviour could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors. Training thus consists of planned programmes designed to improve performance at the individual, group or organizational levels, Cascio (1992). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviours. Monappa and Saiyadain (2008), define training as "the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job". Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

Dessler,G. (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organizations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organizational effectiveness.

Cole, G. A. (2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason, managements must address motivation, leadership, communication, work restructuring, payment systems and training and development.

He further provided some definitions that are worth noting:

1. **Education** – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and

2. **Training** – implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal

3. **Development** – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job –oriented than career –oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.

4. **Learning** – this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.

5. **Competence**- this refers primarily to a person’s ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; it’s all about putting learning into practice.

Finally Ivancevich (2010) says “training is an attempt to improve current or future performance of an employee and it is important for both new and current employees” He quotes

Clifton & Fink (2005), as follows: “Training is a systematic process of altering the behaviour of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employee’s master specific skills and abilities”.

More specifically, development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution to identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance.

Development implies creating and sustaining change (Cole, 2004). Training and development describes the formal, on-going efforts that are made within organizations to improve the performance and self-fulfilment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more organization of all sizes had embraced "continual learning" and other aspects of training and development (Chruden and Shermun, 1976). The rapid changes in technology have created knowledge gap which increased the importance of training on one hand and social economic advancement and individual needs have instigated the training of manpower in organizations. Thus it has added more the importance and implications on training activities than before. Apart from these training activities have also gained special recognition as organizations activities are growing, hence expanding the knowledge requirement. In so being, one has to look at the organizations futuristic objectives to see if there are needs for Training Assessment, design and Implementation of the whole process.

Jain and Saakshi, (2005) pointed out that the purpose of training is to achieve a change in the behaviour of those trained and to enable them to do their jobs in a better way, In industrial situation, this means that the trainees will acquire manipulative skills, technical knowledge, problem-solving ability or attitudes. Training is more than just building the skills and knowledge of each individual of your team for their own personal benefit. According to, Kelly (2011) organization that has invested in training reports the following benefits: First; Improved recruiting, Today's job applicant is looking for an environment that fosters personal growth and development. For many job hunters, training in every bit is as important as the compensation package. An effective training program allows you to cast a wider net by hiring people with the right attitude and developing the skills can come later. Secondly; Higher retention; According to, Kelly (2011) Training will be effective only when certain conditions are met: First, Buy-in from the top; without a commitment from top management, training will be nothing more than a charade. All layers of the organization must believe that training is a process and not a singular learning event. They've got to pony up the cash and be committed

to developing a learning atmosphere. But getting support is more than just a line item in the budget.

Top corporate leaders must embrace training enthusiastically in corporate communications, business plans and individual performance goals. If personal development is part of the formal appraisal, your staff will know that a direct correlation exists between training, acquiring new skills and their career success. Secondly, Alignment with corporate goals; Training should fit hand-in-glove with the organization strategic plan. In fact, if the goal-setting is done correctly and stretches corporate performance to new heights, it should be next to impossible to meet the new objectives without upgrading the skill set of your workforce. Training should help employees develop both technical mastery, as well as interpersonal skills such as effective communication, dispute resolution, quality management and team building.

In order to conceptualize the scope of training, Gupta (2007) considers the following as characteristics of an ideal training and development function. First, it should be designed with clear scope and objectives. In this case the training needs assessment (TNA) exercise should be conducted to establish skill gap and performance standards. Second, it should have proper reinforcements to continuously improve the performance capacity of an individual employee; this is supported by Skinner's behavioural modification model as quoted by, Gupta (2007) which stipulates that 'when behaviour is repeatedly rewarded, it becomes permanent part of one's personality. Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily forgotten. Fourth, an effective Training and Development function should be carefully planned in terms of reading materials, learning duration, and instructors.

2.2. Theoretical Concept of Training

Training is defined as a process of assisting employees to acquire or develop knowledge, skills, techniques, attitudes and experiences which enable them to make most effective contributions to their combined efforts and to perform specific jobs to meet organizational objectives (Saunders *et al.*, 2005)

Recognizing that the organization is only as effective as its members and work teams, Dire Dawa City Administration education bureau supports orientation, learning, training and development efforts designed for its staff to:- Provide practical information in a timely manner, enhance the skills an employee uses in the current position, expand an employee's existing knowledge and skills to prepare for a modification or change in the current position, broaden an employee's existing knowledge and skills to prepare for current and future needs of the organization, Encourage respect and foster an appreciation of individual intellectual and education-background differences and encourage an employee to pursue personal educational and professional developmental goals.

2.3. Importance of Training and Development

Training and development are designed by organizations in order to accomplish needed change. According to (Torrington and Chapman, 2008) training and development may be due to introduction of new approaches to managing people or it may simply involve upgrading the skill levels that are required to operate a machine. Thus training and development are a benchmark for any planned change that is introduced in an organization.

Nowadays, modernization of public administration is regarded as an essential element in the progress of society and as milestone of the welfare state able to progressively guarantee the best life quality to citizens. The administration must evolve keeping pace with society assuming that the changes operating in the community call for transformations on their management methods and on service delivery. At present time, society demands a new type of training for employees. Emphasizing aspects such as creativity and intuition, employees are expected to have a good ability to acquire new knowledge that activates the responses of the working centres according to the new social demands as well as the ongoing technology evolution and the steady competitiveness of the modern world.

Training is any process by which the attitudes, skills, and abilities of employees to perform specific jobs are increased. It is the act of increasing the knowledge and skills of an employee for doing a particular job. Training is usually related to operational or technical employees Training presents a prime opportunity to expand the knowledge base of all employees, but

many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provides both the organization as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

2.4. Objectives of Training and Development

Training and development like any other organizational activity has its objectives. The objectives of training and development are to improve workers' productivity and the organizational profitability. Nyerere (1973) emphatically states that training is a future investment though expensive but the society expects a return from the few trained individuals.

Training and development aims at upgrading employees' skills in anticipation of their achieving higher positions in the organization. Cuming (1980) concretizes the objective or purpose of training as to give employees at all levels sufficient instruction and guidance to enable them to perform their jobs effectively and prepare themselves for promotion. Koontz and Wehrich (1989) explain that, the objective of training is supposed to be identified during analysis of training needs so that the same will facilitate the measurement of the effectiveness of training efforts. The objective of training is supposed to be worked out by an organization before training is implemented. In this; Milkovich *et al.* (1997) points out that, "...in spite of sizable budgets, good intentions, and real needs, many training programs fail to achieve lasting results. Why? Too often, it is because the purported goals of the learning are vague. If we don't know where we're going we can't tell if we got there. Nor can we tell if it's where we wanted to be".

2.5. Types of Training

After assessing conditions, setting measurable and specific objectives, and keeping learning principles in mind, the content and format of training programmes are chosen. Training program options can be organized by whether they focus on socialization and orientation, management training or management development.

2.5.1. Management training and development

Managers and supervisors are the ones who plan work to be done and ensure that they supervise their subordinates to perform their daily tasks to lay down standards by the organization. In this case, they need to be equipped with required skills and knowledge to enable them to perform their duties smoothly. Milkovich *et al.*, (1997) “Unlike skills training, management development often focuses on less well-defined skills, and the manager often shoulders a greater responsibility for personal development”. A specific type of training for this group therefore is management development training. He further elaborates that this kind of training increases effectiveness of the organization as manager’s performance is improved due to being clearly informed of the responsibilities and by standardizing agreeable and measurable objectives.

2.5.2. Professional training

These are types of training geared towards enabling mostly young employees to acquire professional qualifications such as Degrees and Diplomas. Such training is normally provided through full time attendance of courses in higher learning institutions, colleges or through part-time and distance learning. Whitehead (1978) contends that over a period of years young employees will be assisted to learn their own trade or profession often by day release or block-release courses at local technical colleges. This training equips the employees with professional qualifications, acquired with the jobs available. Although this type of training helps organizations to have competent people, misplacement or misallocation of some employees upon return can lead to turn over because they can easily decide to quit the current employer and this will lead for training not being effective to the organization.

2.5.3. Induction training

Newly recruited employees are new to the operations of organization they have joined as well as to old organizational members. Induction or orientation is a deliberate effort by management to make employees familiar with their new employment, Yoder (1962) upholds this explanation insisting that induction programs are designed to familiarize new employees with their jobs, to introduce new entrants to fellow workers, and to relate the work of the recruit to that of the total organization.

2.5.4. Refresher training

At the time of initial appointment of employees, they are formally trained for their jobs. But with the passage of time, they may forget some of the methods which were taught to them and become outdated because of technological development and improved techniques of management of production. Hence, refresher training is arranged to existing employees in order to provide them an opportunity to revive and also to improve their knowledge. Yoder (1962) contends that refresher training programmes are designed to avoid “personnel obsolescence”

2.5.5. Internship training

Internship training programmes have become popular these days because of cooperation between employers and vocational institutes. Under this method, the vocational institute enters into an arrangement, with a business enterprise, to provide practical knowledge to its students. Internship training is usually meant for such vocations where advance theoretical knowledge is to be backed up by practical experience on the job. For instance engineering students are sent to big industrial enterprises for gaining practical work experience and medical students are sent to big hospitals to get practical types of training programs.

2.5.6. Employee training

Training is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations to achieve their objectives. This is possible by developing the skills and competencies (Susan and Randall, 1995). There are different types of training programs. The most commons are discussed below (Glueck, 1978).

2.5.6.1. Off-the-job training

Off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time

period. Off the job training is also called as vestibule training, i.e., the employees are trained in a separate area (may be a hall, entrance, reception area, etc. known as a vestibule) where the actual working conditions are duplicated (Glueck, 1978).

2.5.6.2. On-the-job training

On- the –job training is a popular job training methods include mentoring, coaching, Continuous professional development, job rotation and understudy assignments, Job rotation involves later as transfers that enable employees to work at different jobs. Employee get to learn wide variety of jobs while gaining increased in sight in to the interdependency between jobs and wider perspective on organization activities. Under this method an employee is instructed by some experienced employee, who may be a special instructor or supervisor. The success of this type of training mainly depends on the trainer. Usually training in crafts, trades, technical areas etc. is given by keeping the unskilled or semi-skilled worker under the guidance of skilled workers

2.6. Training Program Models

A number of scholars developed various types of training models to ensure effectiveness of staff training programs.

2.6.1. Instructional systems design model

Wallace (1999) developed instructional systems development model. To him, professional trainers have another take on training which they dub performance improvement. Here the focus is on solving performance problems to achieve business results. Performance improvement encompasses skills training but also considers other issues as well, such as does the organizational structure (decision making, supervision, feedback) support the workflow and are the environmental working conditions (equipment, light, interruptions) appropriate. Whether you elect to offer traditional training or performance improvement, the instructional systems design model will be a useful framework. This model is a systematic approach to

managing human capital. It consists of five interrelated phases which form a continuous cycle, usually described as analysis, objectives, design, delivery and evaluation.

Analysis

Analysis, also called needs assessment, is about pinpointing the gap between the present situation and what the situation ought to be. Experienced trainers enter the ISD cycle at the needs analysis phase, starting with the design of an instrument (needs assessment tool) to collect and interpret data concerning performance-at the individual, group or organizational levels. Assessment tools can be surveys, questionnaires, observations, interviews or a combination of investigations. Wallace (1999).

Objectives

Analysis determines who needs training and what skills or performance improvements are indicated. Objectives set the parameters for the instructional design and help achieve the appropriate learning outcomes. Trainers often use the SMART acronym for objectives: specific, measurable, achievable, realistic and time-bound. An example of a well stated objective is "Read and input 11- and 12-digit account numbers, at 80 numbers per minute with an error rate of less than 1%." General statements like "Learn Windows 98" or "Understand how to use Sheppard's" are poor objectives because the objectives are too vague. Wallace (1999).

Design

Choosing the appropriate instructional technology and sequencing the learning experiences to accomplish the objectives is the design phase. How can the necessary knowledge, skills and attitudes be transferred to the learners? Professionals, who train only occasionally, often default to a lecture for the sole technology without examining a lecture's functionality. Learners learn skills best when they can practice and actively connect what they already know with what they are about to learn. Lectures put the learner in a passive role and assume that everyone learns best by listening when in fact more people learn best by seeing and doing. Some alternatives to the lecture are: Demonstrations, hands-on, discussion, exercises, and

simulations. There are now many communication media options so that the choice for time and place of learning no longer has to be in a training room, away from work. Instead instruction can be at the point-of-need (when and where needed) and build on the "teachable moment." Design can include an electronic performance support system, online tutorials, instructions embedded in equipment, or immediate online feedback. Distance learning via TV satellite, teleconference or Web pages is options. Wallace (1999)

In addition to the lesson plan for learning outcomes, design also includes a variety of other techniques to break the ice, to create learning communities, to bond with the learners, and to accelerate learning. Design includes the post-instruction support: manuals, job aids, templates, guides, and mentors. Part of instruction design is the logistics, including the selection of training facility, media, equipment, time, set up, refreshments and food. If possible, test the design after it is developed with a small group of the learners. Wallace (1999).

Delivery

Delivery is about implementing the instructional design. It involves a number of presentation and human relations skills: learning people's names, varying communication styles, establishing credibility, keeping a sense of humour, varying the pace, keeping on schedule, not being thrown by the unexpected changes in the facility or equipment. Most trainers use an instructor's manual, to keep on schedule, sequence the events correctly and organize topics. The instructor's manual includes all the materials distributed to the learners plus instructional annotations. The agenda and the trainer(s) name should be in a easily accessible permanent place: grease board, a flip chart, a handout materials. Overheads are not good for the agenda because the information disappears. Wallace (1999)

Evaluation

The evaluation phase actually begins with needs assessment. These questions should be asked in the beginning. Who in the organization will be in a position to evaluate whether performance has improved? Learner, supervisor, manager, CEO, customer, or related department head? How will success be measured? Fewer errors, increased profits, more

output, quicker turn-around? What is the best interval to evaluate? One week, two months? Evaluations are frequently considered a form of needs assessment. They suggest additional areas for performance improvement as well as how to streamline and modify the training evaluated. Wallace (1999)

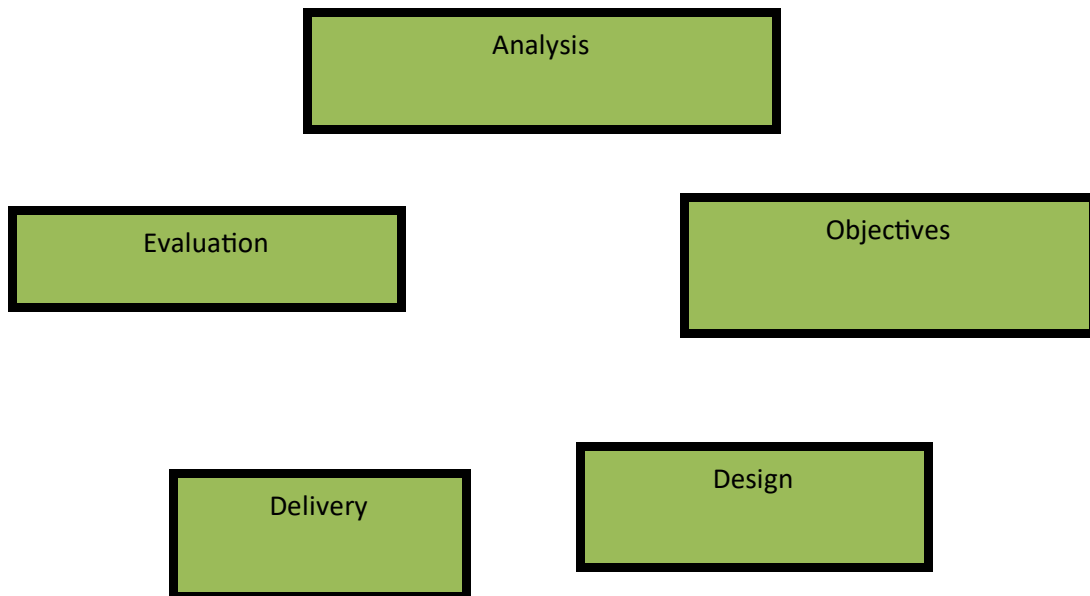


Figure 1: ISD Model (Wallace, 1999)

2.6.2. A Simple 4- step model

A Simple 4- Step Model, is important for the people in charge of performing the training to be “in the loop” about the latest techniques, data and trends. This ensures your trainers keep up to date, and pass it along to other staff members, thus ensuring your organization isn’t falling behind the competition. A Simple 4- Step Model has the following steps:- Step1; once you decide your employees need training you must first set goals. This step is essential to any form of success, but it is especially relevant when beginning staff training. It is imperative that you ask your staff what they want to achieve and learn. You must also determine what you want the training to accomplish and how you will evaluate the results. While asking your employees what they want to accomplish, ask them how they learn the best. It’s probable that a percentage of your employees excel in group learning environments, while some prefer

mentoring from senior employees and others prefer one-on-one training. Make sure that whoever is providing the training does so in a group setting that is interactive but also allows for private discussion and learning. And remember, peer-to-peer learning builds trust and develops bonds between employees. Dean (2011).

Step2; the next step is to identify who will provide the training. If you are hiring a company, ask colleagues for recommendations. If that doesn't work, find an individual or organization and ask them for references. Step3; now you must finish identifying the 5 W's. You should have already determined who will provide the training and what it will cover. Now decide where and when it will take place and how it will be done (Will all your employees be trained at once, or will you split them into groups? Will it be a seminar or a workshop?) Dean (2011).

Step4; finally, you must evaluate the training. You must evaluate how the learning was transferred to your employees, but it is essential that you also ask them for their opinions. Do this through a survey that allows anonymity, but also in a group setting that allows discussion. And, make sure you keep all the evaluations and reviews for future use. By following these steps, you can ensure that your training will be focused, effective and what your employees feel they need – not just what you feel they need. This will lead to better moral, higher work ethic, better experiences for your clients and customers and ultimately more success for your organization. Dean (2011).

2.6.3. Effective Training Model

Dena and Patsy (2003) came with a model of effective training. The resulting model of effective training has four major criteria:-

Effective training as learner focused

Effective training identifies and addresses issues important to the learner, while building on learner strengths. It includes opportunities for active participation by the learner, while recognizing and drawing on the knowledge and experience of the learner. Learning is facilitated through peer exchange, and is culturally and ethnically meaningful. All participants are drawn into the discussion.

Effective training demonstrates productive behaviour and effective life skills

Effective training integrates decision-making, planning, organization and implementation skill building. It models and reinforces workplace ethics and productive use of time. Local and community resources are an integral part of the learning environment. Opportunities for learners to expand social networks are provided. Learners are challenged to take responsibility for their own lifelong learning. Dena and Patsy (2003).

Effective training inspires and motivates learner's

Effective training increases the learner's knowledge about the subject matter, and reinforces worthwhile values and principles. It provides opportunities for humour and fun during learning, while maintaining a positive focus. Learners leave the session with a feeling of accomplishment. Dena and Patsy (2003).

Effective training celebrates personal and group achievements

Incentives to mark learning milestones are incorporated into effective training. On-going assessment and learner-based feedback is critical to the success of any training session. Learners are acknowledged and recognized for their contributions by the larger community. Opportunities to include children and other household members in the learning process are also made available. Community leaders who can bring other resources to bear on the issue at hand are included as an integral part of the learning process, Dena and Patsy (2003)

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents research methodology like research design, source of data, data collection instruments, population, sample size, sampling techniques are critically selected, data collection procedures and methods of data analysis were determined and discussed accordingly.

3.1. Descriptions of the Study Areas

This research was conducted at Dire Dawa City Administration Education Bureau which is 515 km from Addis Ababa in eastern parts of Ethiopia and geographically shared boundaries with oromiya regional state in southern, northern and south-western and Somali regional state in north-eastern. And also 70% of the socio-economy of the city was depended on Trade. Dire Dawa City administration does not have zones and woreda. Instead it was structured with 9 kebeles in urban, 4 clusters and 38 kebeles in rural areas are hierarchic next to bureaus.

3.2. Research Design

The research design adopted for this research was descriptive survey design in which the case of given organization were seen. Descriptive survey design is preferred because it helps to study existing phenomena with the intent of employing data to justify current condition and practice in more detail for improving them. In this descriptive survey study qualitative and quantitative data were collected from every unit and document analysis was conducted to answering the basic question of the research.

3.3. Source of Data

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

3.3.1. Primary Source of Data

In order to gather important and reliable data the researcher collected data from the whole academic employees of Dire Dawa City Administration Education Bureau. They are used as a primary data source. For this purpose questionnaires and interview were employed this method also gives respondents freedom to ask in case of need. In addition, the method also ensures high response rate as compared to questionnaire, (Babbier, 1986). Partly, questionnaires were administered personally and partly with the assistance of human resource officers for the respective offices. The questionnaires were distributed to all the population and interview was prepared and conducted by the researcher himself.

3.3.2. Secondary Source of Data

The researcher decided to make use of secondary data due to its advantages of having fewer resource requirements in terms of time and money. The researcher, therefore, collected

secondary data from documentary analysis mainly strategic plan, training management guidelines, training program evaluation check list and annual report related to training.

3.4. Population, Sample Size and Sampling Techniques

The population, sample size and sampling techniques were considered as follow. Dire Dawa City Administration Education Bureau has total of 74 employees. For this study the source of population was the current employees of Dire Dawa City Administration Education Bureau. The population size is also all employees stated as total population of 74. Because of manageability and it helps the researcher got full information and reliable data. The sampling techniques that the researcher was used to select the sample are availability sampling techniques. As it is manageable all Dire Dawa City Administration Education Bureau employees were included in this study

Table 1: Summary of Population, Sample Size and Sampling Techniques

N	Source of data	Population	Sample size	S a m p l e techniques
1.	Head Manager	1	1	Available
2	Deputy Bureau Head	1	1	Available
3	Core process heads and case team leaders	7	7	Available

4	Teachers Development programs experts	8	8	Available
5	Human resource department officers	8	8	Available
6	Department of finance and purchase experts	7	7	Available
7	Supervisors /rural and urban/	20	20	Available
8	Curriculum development, Teaching learning and evaluation core process experts	14	14	Available
9	Educational quality assurance and inspection officers	8	8	Available
10	Total	74	74	Available

3.5. Data Collection Instruments

Most of the information was obtained through questionnaires, interviews and document analysis. Since it was difficult to rely on one method of data collection; the researcher employed qualitative and quantitative data collection techniques in order to counterbalance shortcomings of each technique.

3.5.1. Questionnaire

Questionnaire was used as a main source of data gathering instruments in this study, because questionnaire is less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar, 2005). In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. The researcher prepared Questionnaire comprised of both 6 open ended and 21 closed ended items for all employees stated as total sample of 74 in Dire Dawa City Administration Education Bureau. The Items in the questionnaire reflected management of training and development status of Dire Dawa City Administration Education Bureau.

3.5.2. Interview guide

Interview was used as a source of data gathering tools, because interview used the researcher for collecting useful information in –depth. It allows opportunity for farther explanation of questions and can be applied to any type of population (Kumar, 2005). The researcher constructed 10 unstructured and semi-structured interview items which is administered and conducted on 2 core process head, 2 case team leaders and for teacher’s development program training and professional standard focal person accordingly in Dire Dawa City Administration Education Bureau.

3.5.3. Document analysis

Document analysis is one of the mechanisms used to generate secondary data the researcher analyzed different documents mainly strategic plan, training management guidelines, training programs, evaluation checklist, and annual report related to training. To get additional information used for the purpose of strengthening the analysis based on the questionnaire and interview.

3.6. Pilot Study

Before the main questionnaire is used, Pilot test was employed. On 22 kebele Education desk heads and kebele supervisors of Dire Dawa City Administration. The methods used for sample selection was purposive sampling techniques to test the instrument in small scale was measured. And the ambiguous and unclear statements were avoided. Based on the results of the pre-testing the reliability and validity of the questionnaire was checked. According to Hair, et. al., (2006), if α is greater than 0.7, it means that it has high reliability and if α is smaller than 0.3, then it implies that there is low reliability. To meet consistency reliability of the instrument, the questionnaire was tested by Chronbach’s Alpha and found to be 0.911 which indicates it is highly consistent.

3.7. Data Collection Procedure

At the beginning, contact was made with employees of the Dire Dawa City Administration Education Bureau to get permission and to orienting the purpose of the study to create confirmation with them. After securing necessary willingness Questionnaires was distributed to all employees of the Dire Dawa City Administration Education Bureau those questionnaire consists of both closed and open ended questions. The distribution, continuous follow up and the collection of questionnaire was made by department heads and researcher From 74 questionnaires were distributed to all employees of Dire Dawa City Administration Education Bureau were collected with a response rate of 100%. This shows that the returned questionnaire have high rate of return which is considered as adequate to make analysis and conclusion from the collected data. Also unstructured interview was adopted by researcher and conducted on 2 core process head, 2 case team leaders and for teachers' development program and professional standard focal person accordingly. Then after the collected data through interview was analyzed and used for the purpose of strengthening the analysis based on the questionnaire.

3.8. Method of Data Analysis

The Method of Data Analysis in this study is as follows; the gathered data were classified and tallied in the respective groups. Following that, the data of each group were arranged and organized in each tables and problem areas. Data obtained from open ended questions were used for interpreting the problem areas under consideration and for suggestions. Thus the organized data were analyzed and interpreted by using descriptive statistics. Different statistical techniques were employed on the basis of the basic questions stated and on the nature of the data collected. The data collected through questionnaires were tabulated and analyzed by using percentages, mean, standard deviation and tables. The percentage was used to interpret the characteristics of the respondents. Mean and standard deviations were used for organizing and summarizing numerical data collected by Likert type scales in the questionnaire because they are generally considered as the best measures of a sample record on a particular measure (Best and James, 2004). To this end, descriptions were made based on the results of the tables. The results that were obtained from the interview and documents are used for the purpose of strengthening the analysis based on that of questionnaire.

3.9. Ethical Consideration

Efforts were made to make the research process professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the purpose and importance of the study. And wrote in the introduction part of the questionnaire and interview guide to the respondents, to confirm that subjects, confidentiality were protected. In addition, the researcher was not personalizing any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research was hardly acknowledged

4.

RESULTS AND DISCUSSIONS

Under this chapter, data that were gathered from primary sources through questionnaire, interview and secondary sources from annual report, and manuals were analysed, presented, and interpreted.

4.1. Demographic Characteristics of Respondents

Demographic factors are very important indicators of performance in any organization. Even though demographic characteristics are not having great influence with this study, the researcher considers some of them which are believed to have relation with the study. Hence, the demographic characteristics like Sex, Age, educational level, and work experience are emphasized.

Table 2: Demographic Variable of Respondents

Demographic Variable	Categories	Frequency	Percentage
sex of respondents	Male	52	70.3
	Female	22	29.7
	Total	74	100
age of respondents	below 25yrs	15	20.3
	25-35yrs	27	36.5
	35-45yrs	22	29.7
	45-55yrs	10	13.5
	Above 55yrs	0	0
	Total	74	100
	educational level	Diploma	10
first degree		57	77.0
second degree (masters)		7	9.5
Total		74	100
years of experience	1-5yrs	14	18.9
	5-10yrs	28	37.8
	10-15yrs	13	17.6
	15-20yrs	13	17.6
	Above 20yrs	6	8.1
	Total	74	100

Source: Survey, 2017

Table 2 above shows the number of male and female officials who responded to the questionnaires 52 of them (70.3%) was male and the remaining 22 of them (29.7%) were female. This indicated that male were in the majority of the population studied of the employees and female were in the minority.

The frequency distribution of the age profile of respondents is given in the same Table 2 above. The table shows that 20.3% were between the ages of 18-25 years, 26.5% were between the ages of 25-35 years, 29.7% were between the ages of 35-45 years, and the rest 13.5% were between age group of 45-55. This is an indication that the employees of the Dire Dawa City Administration Education Bureau is dominated by young and followed by adult workers. This can be the good news for Dire Dawa City Administration Education Bureau as the young workers are better in learning and growth than the old ages.

This part gave the educational attainments of the respondents within the studied population. From the same Table 2; out of the total 74 respondents, 10 of the respondents, representing 13.5% have diploma, 57 of them representing 77% of them were Bachelor degree holders, and the remaining 7 of the respondents, representing 9.5% have Masters Degree and no employee was having above (Masters) degree. This shows that almost majority of the respondents have first Degree holders.

The demographic characteristic which mainly affects the employee efficiency and performance measure is years of experience. It plays an important role in organization like educational organizations. Referring to the same (Table 2 above) respondents 18.9% of them had up to 5 years of work experience; 37.8% had 5-10 years of working experience; 17.6% holding 10-15 years of experience, 17.6% also having 15-20 years of working experiences, and the remaining 8.1% of the respondents have worked above 20 years of experience. It is obvious from the table that most of the respondents 37.8% have worked for quite a long time (5-10 years), enough to be conversant. This also implies that their responses were based on experiences with the organization rather than theory. Though it seems that the organization's employees are experienced, it needs to do more on employee retention as the job of such industry require more of experience due to.

4.2. Management of Training and Development Program

There are numerous factors affecting management of training and development. Those factors are identified from literature and forwarded for respondents to express their opinion. The responses of the respondents were analysed here less than one after the other. Before analysing the responses reliability of the items were checked by Cronbach's Alpha test statistics. Moreover,

n relation to MTD from open ended questionnaire and interview employees reflected several reasons which they perceived to have influenced the effective implementation of MTD. Those are lack of training needs assessments, very old training manual, and selection of trainee's problem, insufficient budget, and lack of training impact assessment problems are great challenges in the presented research area.

4.3. Overall Reflection of Respondents about the Effectiveness of MTD

Regarding the management of training and development related variables respondents were asked to reflect about their overall feeling on the effectiveness of MTD practices of Dire Dawa City Administration Education Bureau, and the responses of the respondents are presented in the (table 3) below.

Table 3: Views of Respondents about the Management of Training and Development

Item	Level of Agreement	Frequenc y	Percen t	Mea n	SD
Overall the management of Training and Development program	Strongly Disagree	4	5.4	3.88	1.20
	Disagree	9	12.2		
	Undecided	7	9.5		
	Agree	26	35.1		
	Strongly Agree	28	37.8		
	Total	74	100.0		

Referring to table 3 above; from the total respondents, 5.4% of them strongly disagree, 12.2% of them disagree, 9.5% of them were neutral, 35.1% of them agreed, and the remaining 37.8% of them strongly agreed to the statement questioning the level of their satisfaction to the management of TD of their organization. In addition to this, the response of respondent's shows a mean of 3.88 and standard deviation of 1.2 for the likert scale responses ranging from 1 strongly disagree to 5 strongly agree which indicates that it is within neutral to agree. From this it is safe to say that majority of the staff was happy to the TD practices of their organization. On the other side, a significant number of staff were not happy which accounts for 18% of the respondents which signals there are areas to be improved so as to avoid the dissatisfaction level of respondents on the subject matter under study.

4.4. Plan and Policy Provision of MTD

Table 4: Plan and Policy Provision of MTD

Item	Level of Agreement	Frequency	Percent	Mean	SD
Yearly Plan for Training and development	Strongly Disagree	3	4.1	3.57	1.06
	Disagree	7	9.5		
	Undecided	25	33.8		
	Agree	23	31.1		
	Strongly Agree	16	21.6		
	Total	74	100.0		
Staff involved in planning of MTD	Strongly Disagree	1	1.4	3.77	1.01
	Disagree	8	10.8		
	Neutral	18	24.3		
	Agree	27	36.5		
	Strongly Agree	20	27.0		
	Total	74	100.0		
There is policy for MTD	Strongly Disagree	8	10.8	3.39	1.32
	Disagree	13	17.6		
	Neutral	13	17.6		
	Agree	22	29.7		
	Strongly Agree	18	24.3		
	Total	74	100.0		
There is clear procedure for selecting prospective trainees	Strongly Disagree	1	1.4	3.96	1.02
	Disagree	7	9.5		
	Neutral	13	17.6		
	Agree	26	35.1		
	Strongly Agree	27	36.5		
	Total	74	100.0		
Objective of training	Strongly Disagree	1	1.4		

introduced to staff	Disagree	5	6.8	3.99	0.95
	Neutral	13	17.6		
	Agree	30	40.5		
	Strongly Agree	25	33.8		
	Total	74	100.0		
MTD is supported by sufficient budget	Strongly Disagree	1	1.4	3.66	1.08
	Disagree	11	14.9		
	Neutral	21	28.4		
	Agree	20	27.0		
	Strongly Agree	21	28.4		
Total		74	100.0		

Source: Survey, 2017

Having a complete plan of training and development management program and crafting a policy provisions for it have unquestionable benefits to any organisation. Therefore, organizations are expected to have their own yearly plan related to the subject matter under study. To this end, the responses of respondents were presented on the table 4 above.

The first question of the above table 4 tried to know the feelings of respondents towards the existence of yearly plan of training and development. Accordingly, out of the total respondents, 4.1% of them were strongly disagreed, 9.5% of them were disagreed, 33.8% of them were neutral, 31.1% of them were agreed, and the remaining 21.6% of them were strongly agreed to the statement with mean of 3.57 and standard deviation of 1.06. This implies that the Dire Dawa City Administration Education Bureau have a yearly plan and policy which can be seen as strong side.

Referring to staff involvement in the process of planning of training and development in their organisation, 1.4% of them were strongly disagreed, 10.8% of them were disagreed, 24.3% of them were neutral, 36.5% of them were agreed, and the remaining 27% of them were strongly agreed. In addition to this, the respondents have reacted with a mean of 3.77 and standard deviation of 1.01. As per an interview with the higher officials, they argued that participating all concerned bodies in planning process is not common rather the higher officials prepare the plan and communicate them. From this one can understand that, though majority of the respondents have positive feelings the case organisation not holistically participating in planning of TD.

To the existence of clear procedures for selecting prospective trainees, from the total respondents 1.4% of them were strongly disagreed, 9.5% of them were disagreed, 17.6% of

them were neutral, 35.1% of them were agreed, and the rest 36.5% of them strongly agreed. Moreover, they have reflected a mean of 3.96 and standard deviation of 1.02. This depicts that even though majority of the employees were happy to staff selection for training some of them were unhappy.

Referring to the introduction of objective of training and development to staff or not, respondents were asked their own feelings. Accordingly, from the total respondents 1.4% of them strongly disagreed, 6.8% of them were disagreed, 17.6% of them were neutral, 40.5% of them were agreed, and the rest 33.8% of them were strongly agreed. In addition to this, they responded a mean of 3.99 and standard deviation of 0.95. This clearly indicates that, the case organisation under investigation introducing the objective of training and development to the staff before providing it though it is not complete.

Regarding the availability of enough budget for the effective implementation of MTD out of the total respondents 1.4% of them were strongly disagreed, 14.9% of them were disagreed, 28.4% of them were neutral, 27% of them were agreed, and the remaining 28.4% of them were strongly agreed to the statement. Moreover, they have reacted a mean of 3.66 and standard deviation of 1.08 which is in the range of neutral and agree.

- *Interview conducted on 2 core process head, 2 case team leaders and teacher's development training and professional standard focal person argued that "the amount of budget allocated is not sufficient and most importantly the utilization is not evenly distributed over a period rather the organisation is well known by overcrowd during the eleventh hour of the fiscal year." This reflects that though majority of them have positive feeling there exist a significant number of respondents having disagreed to the statement.*

4.5. Level of Staff Participation in MTD

Table 5: Level of Staff Participation in MTD

Item	Level of Agreement	Frequency	Percent	Mean	SD	
MTD is participatory	Undecided	7	9.5	4.36	0.65	
	Agree	33	44.6			
	Strongly Agree	34	45.9			
	Total	74	100.0			
MTD is very attractive to you	Disagree	4	5.4	4.09	0.86	
	Neutral	12	16.2			
	Agree	31	41.9			
	Strongly Agree	27	36.5			
	Total	74	100.0			
TD needs are identified	Strongly Disagree	4	5.4	3.89	1.01	
	Disagree	2	2.7			
	Neutral	12	16.2			
	Agree	36	48.6			
	Strongly Agree	20	27.0			
	Total	74	100.0			
There is Staff involved in needs identification	Disagree	3	4.1	4.20	0.79	
	Neutral	8	10.8			
	Agree	34	45.9			
	Strongly Agree	29	39.2			
	Total	74	100.0			
	Neutral	28	37.8			3.92
	Agree	24	32.4			
Strongly Agree	22	29.7				

Total	74	100.0
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Source: Survey, 2017

The level of participation of staff in training and development process is very crucial for the successful operation as they accept positively if they engaged in every process. Subsequently, the above (table 5) tried to examine respondents feeling on the attributes measuring the level of staff participation on the subject matter.

Referring to the above (table 5) respondents has asked about their feeling whether the current MTD process is attractive to them or not. From the total respondents 5.4% of them disagreed, 16.2% of them were neutral, 41.9% of them agreed, and the rest 36.5% of them were strongly agreed. Likewise, the response is with a mean of 4.09 and standard deviation of 0.86 which is in the range of agrees and strongly agrees. From this one can understand that, the case organisation activity on MTD is attractive to respondents.

The above (table 5) also depicts the reflection of respondents on the level of TD need identification so as to determine the training gap of an employee. In view of that, 5.4% of them were strongly disagreed, 2.7% of them were disagreed, 16.2% of them were neutral, 48.6% of them were agreed, and the remaining 27% of them were strongly agreed. Likewise, they responded a mean result of 3.86 and standard deviation of 1.01 which is in the range of neutral and agreed. From this it is safe to say that TD needs are identified in most cases and not identified in some cases indicating inconsistency on the implementation.

Referring to the same (table 5 above) respondents were asked whether there is criteria to select a trainee or not respondents were asked. Thus, out of the total 37.8% of them were neutral, 32.4% of them were agreed, and the remaining 29.7% of them were strongly agreed. Likewise, they responded a mean result of 3.92 and standard deviation of 0.82.

In the course of discussion of data open ended items in the questionnaires and interviews were summarized and used to support the finding from Likert scales type. The interview results conducted on 2 core process head, 2 case team leaders and teacher's development program training and professional standard focal person revealed that selection of trainee is one of the main problem raised. On one hand there is partiality on the other hand there is no clear criteria

for selection of an employee. As a result it is possible to say that, trainee selection of the case organisation is characterised by not following the existing criteria and partiality.

4.6. Assessment of Training and Development Output

Effective training is considered as an important factor in determining the efficiency of an organization which depends upon the capability of its employees. For training evaluation to be truly effective, the training and development itself must be appropriate for the person and the situation. To this effect, employees were asked on the changes that they made from training and development in terms of knowledge, skill, behaviour, and performance improvement.

Table 6: Assessment of Training and Development Output

Item	Level of Agreement	Frequency	Percentage	Mean	SD
Training developed knowledge of DDCAEB workers	Disagree	11	14.9	4.20	0.79
	Undecided	31	41.9		
	Agree	30	40.5		
	Strongly Agree	11	14.9		
	Total	74	100.0		
Training brought staff attitudinal change	Strongly Disagree	2	2.7	3.53	0.99
	Disagree	7	9.5		
	Neutral	29	39.2		
	Agree	22	29.7		
	Strongly Agree	14	18.9		
Total	74	100.0			
Training developed staff performance	Strongly Disagree	1	1.4	3.81	0.96
	Disagree	5	6.8		
	Neutral	21	28.4		
	Agree	27	36.5		

Strongly Agree	20	27.0
Total	74	100.0

Source: Survey, 2017

Table 6 above reveals that MTD role in enhancing the knowledge of workers. In light of this, out of the total 14.9% of them disagreed, 41.9% of them neutral, 40.5% of them agreed, and the remaining 14.9% of them strongly agreed. Likewise, they responded a mean result of 4.2 and standard deviation of 0.79 indicating the huge respondents have feelings above agree. From this it can be concluded as, the TD program have improved the knowledge level of workers in which a significant number (15%) did not agree with it.

Referring to the level of attitudinal change made as a result of training and development provided in Dire Dawa City Administration Education Bureau, of the total respondent's 2.7% of them were strongly disagreed, 9.5% of them were disagreed, 39.2% of them were neutral, 29.7% of them were agreed, and the remaining 18.9% of them were strongly agreed. As well, they responded a mean result of 3.53 and standard deviation of 0.99 showing in the range of neutral and agree. Nevertheless, TD is given to bring attitudinal change of staff there were employees who are not made work place attitudinal change. Hence, it is possible to say that there is improvement in the attitude of workers it is not as required.

One of the main reasons why organisations are giving TD for their staff is to improve individual performance capacity so that over all organisation performance is improved. In light of this whether the performance of workers is improved or not workers were responded to the question. From the total respondents 1.4% of them were strongly disagreed, 6.8% of them were disagreed, 28.4% of them were neutral, 36.5% of them were agreed, and the remaining 27% of them were strongly agreed. As well, they responded a mean result of 3.81 and standard deviation of 0.96 in the range of neutral and agree. As per an interview with officials, they said as TD is improving the knowledge, behaviour and performance of employees. Employees did not brought any change having taken the courses due to different malpractices like selection problem of relatedness, time of implementation and so forth. From this it is possible to understand that TD have really helped and enhanced the performance of employees but not in all.

4.7. Methods Management of Training and Development

Table 7: Methods Management of Training and Development

Item	Level of Agreement	Frequenc y	Percen t	Mea n	SD
There is checklist for training	Disagree	1	1.4	4.15	0.75
	Neutral	13	17.6		
	Agree	34	45.9		
	Strongly Agree	26	35.1		
	Total	74	100.0		
There is training impact assessment and follow-up	Disagree	1	1.4	4.20	0.68
	Neutral	8	10.8		
	Agree	40	54.1		
	Strongly Agree	25	33.8		
	Total	74	100.0		
There is training schedule	Disagree	3	4.1	4.12	0.85
	Neutral	14	18.9		

	Agree	28	37.8		
	Strongly Agree	29	39.2		
	Total	74	100.0		
There is taking corrective measures	Disagree	3	4.1		
	Neutral	9	12.2	4.22	0.81
	Agree	31	41.9		
	Strongly Agree	31	41.9		
	Total	74	100.0		
There is reporting system of the whole process of MTD	Disagree	1	1.4		
	Neutral	6	8.1	4.42	0.70
	Agree	28	37.8		
	Strongly Agree	39	52.7		
	Total	74	100.0		

Source: Survey, 2017

Table 7 above shows the management of TD methods used and their effectiveness. For this reason employees of Dire Dawa City Administration Education Bureau were asked to what extent they are effective in using different methods to manage TD. Accordingly, from the total respondents who filled the question 1.4% of them were disagreed, 17.6% of them were neutral, 45.9% of them were agreed, and the remaining 35.1% of them were strongly agreed and also, they responded a mean result of 4.15 and standard deviation of 0.75 in the range of agree. From the interview result, it was observed that Dire Dawa City Administration Education Bureau have different follow up mechanisms for the management of TD methods like policy procedures, checklists, targets, and milestones. However, they are not following them properly. Hence, it can be concluded that the organisation have all the required methods of managing TD process but not following it.

Regarding assessment of the impact of TD process and follow up, of the responses 1.4% of them were disagreed, 10.8% of them were neutral, 54.1% of them were agreed, and the remaining 33.8% of them were strongly agreed and also, they responded a mean result of 4.2 and standard deviation of 0.68 in the range of agree. From this it is safe to say that Dire Dawa

City Administration Education Bureau is conducting the impact assessment and follow up which is not done to the required level.

From the same table 7 above training schedule convenience for the workers, the responded as of the total 4.1% of them were disagreed, 18.9% of them were neutral, 37.8% of them were agreed, and the remaining 39.2% of them were strongly agreed. In addition to this, they responded a mean result of 4.12 and standard deviation of 0.85 in the range of agree. By looking to an interview result, they raise the problem of schedule and bitterly complaining the time at which it was given. From this one can understand that, the schedule for the training was there but not followed and not matching with the needs of the workers as well as organisation.

With regard to reporting of the whole process of TD from the above table 7, 1.4% of them were disagreed, 8.1% of them were neutral, 37.8% of them were agreed, and the remaining 52.7% of them were strongly agreed. Moreover, the mean result from the same question was 4.42 and standard deviation of 0.7 which is in between agreed and strongly agree. This indicates that the organisation is reporting its process which is not the level required as there is a significant number of respondents were neutral and disagreed to the question.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter is dedicated to present major findings, conclusions drawn from the study and recommendations directed towards alleviating the problems reported.

5.1. Summary of Major Findings

In this study the researcher visited a number of literatures to find out what others have done so far and currently what are the causes of failures of management of training programmes in case organizations. Some literatures show that the failure was due to lack of clear management of training programme that lead to random implementation; while other respondents indicate lack of training needs assessment, lack of post training evaluation and shortage of training budgets. Accordingly, the main aim of this study is to evaluate the effectiveness of

management of training and development program in Dire Dawa City Administration Education Bureau.

To achieve the above objectives, Descriptive survey design was preferred for this study and the researcher collected data from 74 respondents of Dire dawa City Administration Education Bureau. This study has used all employees as such it is considered as sources of study. Questionnaires, structured and unstructured interviews were administered to respondents in which the collected data were analysed mainly by descriptive analysis like table percentage, mean, standard deviation, and correlation. And the basic research questions are as follows:-

1. What is the current status of management of training and development program in Dire Dawa City Administration education bureau?
2. To what extent does Dire Dawa City Administration education bureau implement management of training and development program effectively?
3. What are the factors that challenge the implementation of management of training and development programs in Dire Dawa City Administration education bureau?
4. What are the specific measures to be taken by Dire Dawa City Administration education bureau to alleviate the problem?

The major findings for each research questions are presented as follow:-

- For the questions related to the above research question respondents have reacted as follows; it was observed that DCEB has faced; shortage of budget for TDM, need assessment is not well conducted, and trainee selection bias is common.
- The findings of this study reflected that DCEB is not effectively implementing management of training and development programs. Material number of respondents are not happy on the implementation like on the plan/policy are not followed because of partiality, methods to manage the program is not appropriate, the outcome not evaluated, and more importantly the skills and knowledge of workers are not improved to the required level.
- For the questions related to the above research question three respondents had identified the major factors affecting TDM in DCEB. Overwhelming number of

respondents have identified five main factors which includes plan and policy provision, TD output, Staff Participation, and assessment of TD methods affecting TDM in DCEB.

- Lastly, for the questions related to the above research question for the study has proposed the best solution that can better fix the problems in undertaking are; the management of the DDCAEB should give emphasis for ensuring the four main variables affecting MTD (plan/policy provision, staff participation, TD output, and assessment of TD methods

4.2. Conclusions

Based on the summary of the major findings, the following conclusions are drawn.

- Majority of the employees of DDCAEB were male showing female were in the minority and most of the employees of DDCAEB are dominated by young workers. This can be the good news as the young workers are better in learning and growth than the other age brackets of workers to this ends majority of the respondents 37.8% have worked for quite a long time (5-10 years), enough to be conversant while there are a reasonable number of staffs having low experience.
- As majority of respondent responses indicate training programme in the organization was not supported by the corresponding annual budget. Therefore not used as a tool to drive overall performance of the organization especially to improve human resource. In other hands majority of the respondents argued that they were participating in planning of TD program which can be seen as a positive side for the organisation. Even though majority of the employees were happy to staff selection and training need identification still there is problem because sometimes they were participated and sometimes not. This implies that organisation lacks consistency and not free from biasedness during staff selection for training in this regards. Mainly due to partiality problems. Being not fair enough because some employees were sponsored quite often while others remained on the waiting list for a long time.

- As can be observed from respondents reflection majority of the participants agreed TD program has to improve the knowledge gap of workers. In DDCAEB even though TD have improved the knowledge gap for most of the workers but it failed to bring change for about 15% of the trained workers. This had effect to the organization in that its investment in training does not reflect to employee's performance and the organization in general. Hence, it is possible to say that there is improvement in the attitude of workers but not as required. Some of employees did not brought any change having taken the courses due to different malpractices like selection problem, relatedness of courses, time of implementation and so forth.
- A great number of respondents were believed that DDCAEB is conducting the impact assessment and follow up after trainings were given. However, its operation is highly limited to a very simple check like interview while the system requires a detail investigation like before after testing, checklists, long term impact assessment but not followed it well. Finally all the variables of the study (plan/policy provision, staff prtaicipation, TD output, and assessment of TD methods are highly significant and positively correlated with depenedents variables MTD. From the four main variables studied plan/policy provision and TD output are identified as the worse in relative terms registering a mean result less than 4 (agree).
- Overall reflections of respondents towards MTD while majority of them were have positive feeling about 18% of them were not happy which accounts for of the respondents which signals there are area to be improved so as to avoid the dissatisfaction level of respondents on the subject matter under study.

4.3. Recommendations

This section provides an implication statements based on the results of analysis and conclusions of the study which are believed to intervene in the future operation of the organization through improving the level of service quality which enhancing customer satisfaction.

- Primarily, the human resource of the organization should get greatest emphasis from the view of management since they are engines for other related resource such as physical, information and financial resource of the organization. Now days we are living in continuously changing and dynamic environment that are directly or indirectly affects the organization as well as how the organisation should work. Thus updating its employee skill and knowledge to cope up with technological advancement and competitive environment is a mandatory for without it, it is difficult to achieve its pre stated short term and strategic goals.
- The management of DDCAEB should ensure a well-planned and implementable training programme is in place and the training is done and implemented effectively. Not only that but also the DDCAEB management should make sure that training programme is exposed to all needy employees. To this end the organization needs to have a clear policy and procedures for selecting staff for Training and training need identification. Known to all employees and make them part and parcel of the program. In so doing the employees will understand the importance of developing, their skills and knowledge in order to cope with the environment and not just think of financial benefits. The Management must consider all employees to have equal chances and rights to participating in training and development programs.
- The DDCAEB Management should be needs to study various models of training programs and adopt the model that they find appropriate for their staff development. To create its own future; that assumed learning was an on-going and creative process for its members; and one that developed, adapted, and transformed itself in response to the needs and aspirations of people, both inside and outside itself
- For the effective management of TD the management of the DDCAEB should give emphasis for the four main variables affecting MTD (plan/policy provision, staff prtaicipation, TD output, and assessment of TD methods as they have great influence by having a positive and significant relationship.

6.

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Appendix

1. Questionnaire to be filled by all of Dire Dawa City Administration

Education Bureau staff:

The aim of this study is to assess the management of Training and development programs in Dire Dawa City Administration Education Bureau to identify the major factors that limit the implementation and to alleviate those limitations: These questionnaires designed to solicit your opinion concerning the Management of Training and Development Program and problems encountered in its Implementation. Thus, you are requested to answer the question by ticking the answer which mostly suits your choice. In case you do not find the appropriate answer amongst the alternative, please don't hesitate to suggest on which you think is the most appropriate. Please provide brief explanations where required by questionnaire. Obviously, the fruitfulness of this study entirely hinges on your kind cooperation in providing genuine responses to the questions/items presented in this questionnaire. The information you provide will be used only for the academic purpose, and your identity will be kept anonymous.

Instruction:-

- Read each statement carefully

- Each question has its own instruction
- Give **only one answer** to each item unless you are requested to do so.
- Indicate your answer all by using a **tick (✓) mark**
- Answer all questions as **freely and honestly** as possible
- Please do not write **your name**.

I. PART ONE: - Background Information of respondents.

Instruction: - Please, read the following items (1-6) carefully and answer them by putting a **tick (✓) mark** on your choice.

1. Department in which you work _____

2. Sex: Male Female

3. Age: Below 25 years 26-35 36-45 46-50 51 and above

4. Educational level: Diploma BA /BSC/BED
MA/MSc PhD/above

5. Field of specialization _____

6. Working experience in years: 1-5 6-10 11- 15 16- 20 above 20

II. PART TWO: Dear respondents, Please, put a tick (✓) mark in the space provided for each item under the rating scales:

1= strongly disagree 2= Disagree 3= Undecided 4= Agree 5= strongly agree.

No	ITEMS	Scales				
		5	4	3	2	1
	Plan and policy provision					
1	Dire Dawa City Administration Education Bureau has yearly plans for its staff training and development program.					

2	Dire Dawa City Administration Education Bureau has experiences and practices of involved all staff in planning and designing the objectives and targets of training and development program in your department.					
3	Dire Dawa City Administration Education Bureau has a policy for management of training and development program to guide its operation.					
4	In Dire Dawa City Administration Education Bureau there are clear procedures for selecting prospective trainees.					
5	The objectives of training and development program were clearly introduced to the staff in Dire Dawa City Administration Education Bureau.					
6	Dire Dawa City Administration Education Bureau has a clear policy for selecting proper and experienced trainers.					
7	Dire Dawa City Administration Education Bureau's annual Training and Development Programs supported by a viable or sufficient budget.					
	Level of staff participation					
8	In Dire Dawa City Administration Education Bureau the management of training and Development Programs were conducted in participatory.					
9	Training and Development Programs prepared by Dire Dawa City Administration Education Bureau very attractive.					
10	In your department, the training needs are identify by conducting unilateral assessment of your staff's previous performance appraisal and by discussing with your subordinate about his/ her performance behaviours.					
11	Dire Dawa City Administration Education Bureau has the practices of involving the whole staff in the process of identify training needs.					
12	Dire Dawa city administration education bureau always possess					

specific criteria and procedures to selecting relevant staff for training.					
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Assessment of training and development output					
13	The training and development program given by Dire Dawa city administration education bureau have great contribution in developing the knowledge of workers in the current/actual field of work.				
14	The training and development program conducted by Dire Dawa city administration education bureau has great contribution in bringing staff attitudinal changes.				
15	The training and development program given by Dire Dawa city administration education bureau have great contribution in developing staff performance in actual field of work.				
Management of Training and Development Methods					
16	In Dire Dawa city administration education bureau, the training facilitators and all concerned bodies play role to supervise, manage and evaluate staff training and development programs.				
17	Dire Dawa city administration education bureau has experiences of providing suggestion checklist to collect, analysed, and used data to alleviate the problems/challenges faced in management of training and development program.				
18	Dire Dawa city administration education bureau has strong practice of conducting training impact assessment/ post training performance evaluation and follows up.				
19	Dire Dawa city administration education bureau has an experience of providing and using training schedules.				
20	In Dire Dawa city administration education bureau, there are experiences of taking corrective measures to address the problem that hinders the effective implementation of management of training and development program.				

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3. Why do you think staff training and development program was introduced in Dire Dawa City Administration Education Bureau? (You can choose more than one).

- (a) It is an organization Policy
- (b) Pressure group (donor, interested parties)
- (C) Development of employee's capability.
- (d) Performance deficiencies (gaps).

If any, please outline

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4. What are the factors that limit/hinder effective implementation of management of training and development programs in Dire Dawa City Administration Education Bureau? (You can choose more than one).

- (a) Over aged staff
- (b) Low level of staff basic education
- (c) Participant responsibilities
- (d) Lack of experience/capability among trainers
- (e) Lack of Managerial follows up
- (f) Inappropriate usage of training methodology

If any others please specify

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5. Mention the most critical challenges that affect the effective implementation of management of training and development program in your organization?(From need identification up to training impact/ performance assessment)

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.....6. What are your possible suggestions for improving the management of training and development program to works well in DireDawa City Administration Education Bureau?

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2.
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3.
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4.
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Thanks in advance for your taking time to fill out the questionnaire!

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

SCHOOL LEADERSHIP PROGRAM

Appendix

1. Interview Guide

This interview is prepared for 2 core process owning head, 2 case team leaders and for teachers' development program training and professional standard focal person in Dire Dawa City Administration Education Bureau. It aims at collecting information concerning the Management of Training and Development Program and problems encountered in its Implementation. The objective of this interview is to assess the problem of management of Training and development programs in Dire Dawa City Administration Education Bureau and to identify the major factors that limit the implementation and to found out the possible solution for the problem so as to alleviate those limitations: You are requested to explain briefly answer this interview question.

Would you be willing to part of this interview?

Thanks in advance for being cooperative

1. Interviewee's general information.

- 1.1. Department in which you lead?
- 1.2. Gender?
- 1.3. Age?
- 1.4. Marital Status?
- 1.5. The higher level of Education?
- 1.6. Working experience in Years?

Lists of interview questions

1. Does Dire Dawa City Administration Education Bureau have yearly training and development plan for its staff? Explain.
2. Are you involved in planning training objectives and targets in your department?
3. Why do you think staff training and development program was introduced in Dire Dawa City Administration Education Bureau?
4. Does the organization have a training and development management policy? Explain.
5. In your opinion does training contribute to improve employee performance? If yes how?
6. Is Dire Dawa City Administration Education Bureau Annual Training Programs supported by a viable/ sufficient budget?
7. How does Dire Dawa City Administration Education Bureau identify training needs for its staffs?
9. What are the factors that hinder the effective implementation of management of training and development programs in Dire Dawa City Administration Education Bureau?
10. What do you think is the aim of conducting training in your organization / department?
11. Does the organization have policy/procedures to select trainer and trainees? Explain. /
12. Does your organization have a trained of conducting contentious training impact assessment/performance evaluation after training?
13. What are the major challenges in managing training and development program in the organization?
14. What are your possible suggestions for improving the management of training and development program to works well?

Thanks in advance for being cooperative!