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## Improving School Leadership through Short Term Trainings: Implications for Quality of Education

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### **Abstract:**

*The major purpose of this study was the evaluation of the effectiveness of short-term trainings for improvement of the quality of school leadership exhibited by principals in their schools. It also tried to analyze what effect such short-term training have on the quality of education rendered to students in their respective schools. To this end, it has employed a correlational descriptive survey design to conduct the study. Study participants were selected using stratified and simple random technique after sample size was determined using formula. A self developed questionnaire was used to collect data form respondents. The collected data was analyzed using both qualitatively and quantitatively; qualitative data was analyzed descriptively using narrative analysis while quantitative data was analyzed using Pearson correlation and one sample t-test. Generally, the short term trainings organized and the topics they addressed were job relevant and enhance the provision of quality of education in the region. there is satisfaction with the content as well as the manner of short-term trainings offered and also there is improvement in the principals' practice of school leadership and overall satisfaction with the practice of school leadership. The respondents are happy with trainer's competence & training methodology but they are not happy with training environment. Short term trainings have enabled trainees to grow as a professional on top of enabling them to acquire knowledge and skills that can directly be applied to the job they are doing. There is support and requirement to implement and report on the directors and supervisors while teachers do not have the support and requirement to report on the implementation of what is learnt from short term trainings. Almost all teachers, directors and supervisors believe that short term trainings contribute to the enhancement of quality of education in the region. It was concluded that short term trainings are improving the leadership capacity of school leaders and should be organized and offered to those involved in school leadership. Such trainings need to be organized after thorough need analysis is conducted by concerned bodies. It was recommended that need analysis to identify training needs of school leader and staff should be conducted before short-term trainings are organized. Moreover, there should be conducive environment for the implementation of skills and knowledge learnt from these trainings. There should be a requirement to establish accountability for results so that those trained exhibit the behavior developed through these training and bring about change on the work they perform.*

### **1. Introduction**

All lines of duty require a certain set of skills so that those that who would like to exercises that profession use to become successful in their professional endeavor to be professionals. It is only when the right kinds of skills are available and easily accessed by the practitioners of a profession that success is guaranteed. Such skills are usually obtained through formal education programs one goes through before joining a certain profession. However due to time lapse or lack of frequent practice of skills, employees experience loses of skill through skill decay. To this end, D' Sera (2010) asserts that smooth and effective accomplishment of tasks requires acquisition of knowledge, attitude and skills through formal instruction; however, new demands in the workplace as well as new responsibilities require the acquisition of new knowledge, attitude and skills within a short period of time. Employee training equips the employees with adequate skills and knowledge to contribute to the organization's efficiency and cope with the changes in the environment (Mahapatro, 2010). Organizations invest a large sum of their budget in training employees because training is a powerful lever for structuring and guiding experiences that facilitate the acquisition of affective, behavioral, and cognitive learning outcomes by employees (Kraiger, Ford, and Salas, 1993). Besides, learning outcomes can horizontally transfer to the workplace and over time transfer vertically to impact key organizational outcomes (Kozlowski, Brown, Weissbein, Cannon - Bowers, and Salas, 2000; Aguinis and Kraiger, 2009). Organizations

Teachers as well as educational managers require pedagogical, subject matter knowledge in their field of study as well as other skills that enables them to effectively carry out their task. Such skills may require training and may not be learnt by relying on experience only. Moreover, some tasks are complex and employees may not master them on time at a reasonable speed while others such as induction, IT skills and had to be learnt only through training (Armstrong, 2010). In addition, in due course of time professionals may lose their ability of creative thinking and innovativeness and require a new influx of ideas and skills as they cope with new environmental and job related challenges that require new set of thinking and skills for which employees are not prepared for. So for these and other reasons training programs are held to enable employees carryout their task in a proper manner at the standard required

(Salas & Stagl, 2009). However, the effectiveness of trainings needs to be evaluated to ensure that trainings achieve the objectives for which they are designed and conducted for (Basarab & Root, 1992).

Evaluation is a systematic process to determine the worth, value, or meaning of an activity or process (Phillips, 1997). Training evaluation is conducted during the training and after a training has been conducted to see that the attitude, knowledge and skills taught are being transferred to the work being done and whether these changes in behavior has brought about some result to the teaching-learning process. Often organizations fail to evaluate training programs due to the cost associated with it, but ineffective training can be far more costly in the long - term, in terms of poor performance, errors, and missed opportunities, than an investment in training evaluation. Therefore, it is imperative that organizations assess the effectiveness of trainings and use the information gathered as a means to improve training design (Salas & Stagl, 2009).

There are several training evaluation systems proposed by different scholars and tested as to their effectiveness. The most frequently used training evaluation systems are the CIPP Model, Kaufman's five levels, the Kirkpatrick model, and Phillips five levels (Phillips, 1997). However, many companies and organizational researchers that conduct training evaluations use the Kirkpatrick model (Santos & Stuart, 2003; Armstrong, 2010). According to Kirkpatrick (1998) the evaluation process consists of a series of four levels. In his model developed as part of a research on training programs evaluation, Kirkpatrick forwarded four steps in order to evaluate training programs effectiveness.

Kirkpatrick (1998) suggests four primary levels at which training programs can be evaluated. The first level is measuring the participants' reactions to the training program. Secondly, Kirkpatrick (1998) suggests that learning has taken place when one or more of the following occurs: attitudes are changed, knowledge is increased, and skills are improved. Therefore, evaluating learning means to determine if knowledge was gained, skills developed or improved, or were attitudes changed. Evaluating learning is extremely important because without learning a behavior change will not occur (Kirkpatrick, 1998). According to Pynes (2004), the third level of evaluation attempts to measure the extent to which on-the-job behavioral change has occurred due to the participants having attended the training program. Evaluation activities are aimed at determining whether the participants have been able to transfer to their jobs the knowledge, skill and attitude they learned in training. The behavior evaluation level attempts to quantify changes in behavior as a result of a training program. Evaluating behavior is very important because it measures how well the training actually transfers to the workplace (Machles, 2003). Behavior change requires a desire to change, necessary knowledge and skills, the right job climate, encouragement, and rewards for change. Arguably the most important step is the fourth level of evaluating results. The fourth level of evaluation attempts to measure the final results that occurred because employees attended the training. Ideally, training is linked to improved organizational performance. At this level, evaluation is concerned with determining what impact the training has had on the organization (Pynes, 2004). In the education system, the results that are expected from change in behavior due to successful training programs are improvement in student achievement, decreased turnover of teachers and educational managers, conducive learning environment, improvement in student discipline, improvement in the quality of education, reduction in educational wastage and the like.

According to Nesbitt (2004) several small and large companies have used the model Kirkpatrick developed and evaluated their training programs. Such training evaluation endeavors through the identification of the strengths and weaknesses of training programs as well as comparing cost with benefits enable organizations to improve future training programs, justify the need as well as the cost of training programs (Phillips, 1997; Crucefix, 2001). An evaluation system can also be used to gather data to make management decisions about future training programs and can determine if training was the appropriate solution for a specific need. Therefore, evaluating the effectiveness of training can help identify the value of training programs, techniques to improve training programs, and the value of training resources to the organization.

Training programs in the education sphere are designed and implemented with the intention to improve the way and the teaching learning process is conducted so that the quality of education rendered is improved. With this in mind the Dire Dawa Education Bureau has designed and conducted several training programs for teachers, school directors and supervisors. Though the quality of education rendered for students at primary and secondary schools is improving, the effect training programs conducted have brought on the quality of education has never been investigated. Besides, the experience of assessing the effectiveness of trainings to see whether they have achieved their objectives or not in Dire Dawa as well as in Ethiopia has never been conducted. Moreover, whether the vast amount of training programs designed and conducted for years have brought about the desired behavioral change and resulted in some benefit to the institution needs to be investigated. Thus, this study will try to evaluate the effectiveness of the training programs conducted in the education system for teachers and educational managers.

### *1.1. Statement of the Problem*

The Dire Dawa Education Bureau on top of its responsibilities of managing and facilitating the provision of quality education to children in its administration, it is also required to identify gaps that may exist in its workforce, design and provide short term trainings so that new skills are developed, knowledge and attitude are acquired and the efficiency and effectiveness of the teaching learning processes well as the overall management of the education system is improved. In line with this, the bureau had conducted a needs analysis and designed and conducted several short term trainings to teachers and educational managers that work in its schools. However whether such short term trainings have resulted in enabling teachers as well as educational managers to carry out their responsibilities in an effective and efficient manner needs to be investigated. Though the Dire Dawa Education Bureau have conducted quite a number of short term trainings in an effort to improve the knowledge, attitude and skills of teachers as well as educational managers so as to improve the quality of education, training programs effectiveness evaluation needs to be conducted to ascertain whether the required quality of education has been achieved or not. An evaluation of the training program is necessary to

determine whether the training accomplished its objectives. Unfortunately, this is often the most neglected aspect of training, especially in the public sector (Bramley, 1996; Sims, 1998). Evaluation improves training programs by providing feedback to the trainers, participants, and managers, and it assesses employee skill levels. Evaluations can be used to measure changes in knowledge, in levels of skills, in attitudes and behavior, and in levels of effectiveness at both the individual and the organization level (Pynes, 2004).

Thus, this study will try to evaluate the effectiveness of trainings conducted over the last three years and guided by the following research questions;

- Have the training participants been able to grasp the necessary attitude, knowledge and skills intended to be taught by the short-term trainings?
- Have the short-term trainings been helpful in equipping teachers and educational manager's carryout their task in an effective and efficient manner?
- Have the intended behavioral changes been achieved by those who participated on the short term trainings conducted?
- Have training participants been satisfied with the training modalities with which short-term trainings were conducted?
- Is there any significant relationship between short term trainings and improvement in quality of education?
- Is there any significant relationship between short term trainings and teachers' satisfaction with school leadership?

### 1.2. Significance

Training programs are designed and implemented in an effort to improve the knowledge skills and attitude of employees so that they perform tasks assigned to them in a better way. Therefore, in order to ascertain whether they have achieved their objectives or not needs to be evaluated. Thus this study on the evaluation of training programs will have the following contribution.

- As a training program evaluation process this study helps to insure that the short term training is being performed correctly and is meeting organizational goals.
- As a detailed evaluation it will also help justify training costs and enable the Bureau to calculate the benefits earned against the costs incurred.
- Evaluating the effectiveness of training can identify areas where training needs improvement and may also provide insight on ways to improve it
- The study will also add to the exiting literature on the evaluation of the effectiveness training programs
- It can also initiate further study in the evaluation of training effectiveness on a wider scale.

### 1.3. Delimitation

Evaluating the effectiveness of all trainings offered to teachers and educational administrators by GOs & NGOs would provide a clear picture of how trainings are useful in enhancing the quality of education in the region and it is also important for designing future training programs and analyze the contribution of such trainings for improving the teaching learning program in the region. This study, however, focuses on the evaluation of the following short term trainings offered by the Dire Dawa Education Bureau for the last three years and specifically focuses on the evaluation of the effectiveness of the following trainings

1. Instructional leadership for educational managers
2. Strategic planning for educational leaders
3. Instructional Supervision for educational leaders
4. CPD toolkit and framework for educational leaders

Moreover, the study will delimit itself with the evaluation of training effectiveness using Kirkpatrick's four models of evaluating training effectiveness in order to evaluate the effectiveness of short term trainings designed and implemented in the region for the last three years.

### 1.4. Definition of terms

- Educational Managers/Leaders: these are those employees in school with the responsibility of managing the school such as School Directors, Vice Directors and Supervisors (Bush, 2010).
- Quality of Education: in this study the quality of education is meant the overall improvement of the education system and system inputs in the region which are crucial to render quality education to ones citizenry.

## 2. Literature Review

In this Chapter, the researcher critically analyzes works of other people related to variables under study. The theoretical review constitutes the theory underlying the relationship between the two variables: staff development programs and job performance. Additionally, it presents other related literature.

### 2.1. Theoretical Review

The Human Capital Theory postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Employees can acquire knowledge, skills and attitude through different staff development programs including such on-the-job as short-term trainings, seminars, workshops, conferences and the like. According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and results in improvement of productivity of employees

which bring benefit to the way activities are accomplished on the job. The Human capital theory asserts that investments made to improve the skills of employees through specific trainings can result in more opportunities to enhance employees' career path prospects.

Therefore, staff development programs may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time on trainings and other skill acquisition endeavors contribute to their development and thus improve productivity and employee benefits and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees (Ginn & Terrie, 2001). For the employee, human capital theory justifies time spent at the workplace on skill acquisition activities. Training has thus, adds value to human resource hence become an important goal to pursue.

Buckley and Caple (2000) in a comprehensive definition, looked at training as a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. Mclagan (1989) also observes that training focuses on identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs. From the above definitions, it is clear that training in a work situation is concerned with extending and developing employees' capabilities and enabling an individual acquire abilities for better performance in their jobs and given tasks. Training could be categorized as short and long term.

## 2.2. Educational Leadership Development

Effective leadership and management are increasingly regarded as essential if educational organizations are to achieve the objectives for which they are established. In an increasingly knowledge economy, an educated workforce is vital to maintain and enhance the capacity of organizations to deliver what is expected from it. Bush (2008) contends that effective leadership and management are vital if schools and colleges are to be successful organizations, providing good learning environments for students and staff. Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Teachers, and their leaders and managers, are the people who are required to deliver higher educational standards.

Elucidating the importance of leadership further, Kitavi and Van Der Westhuizen (1997), quoting Weldy (1979) assert that the school leader/principal is the most important person for schools to succeed. It is his/her leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of the teachers and degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place, it has a reputation for excellence. If students are performing to the best of their ability, one can always point to the principal's leadership as the key to that success.

Accordingly, the principal is regarded as the chief executive of the school who is responsible for all that happens in the school (Nakpodia, 2006). As the chief executive, the principal assigns duties to those who could perform the duties though all responsibilities still resides in him as the accounting officer. It is in this regard that the position of the principal as involving the control of human and material resources of the school. The position of the principal in the school is so important to the extent that the school cannot exist without that position. Due to what is expected of the incumbent and responsibilities, the principal is the supervisory manager; school climate developer and change facilitator. The principal is also a human resources manager and a liaison and public relations officer as well as an instructional leader. Moreover, the principal is regarded as a manger, administrator, an exemplary leader, a counselor, a public officer, a building contractor, a nurse and even a messenger due to the responsibilities accorded to them.

Moreover, it is generally agreed that educational managers/leaders are the linchpin in any educational organization. A bad educational leader/manager can ruin a good educational organization and, by the same token, a great educational manager/leader can sometimes overcome even the worst obstacles. Otunga (2008) argues that success in educational institutions as an effective educational leader depends upon professional training, ability, professional opportunities and career planning. Thus, in order to be successful educational organizations or other form of organizations need a well-planned leadership preparation programs well designed to cater the needs of future leaders in the organization. Therefore it is imperative that educational leaders be well prepared and equipped to face the hefty challenges that they encounter when leading educational organizations.

Huber (2004a), cited in Bush (2008), drawing on school effectiveness research, claims that 'schools classified as successful possess a competent and sound school leadership' and adds that 'failure often correlates with inadequate school leadership'. Leithwood et al. (2006), cited in Bush (2008), argue that school leadership is second only to classroom teaching as an influence on pupil learning. Leadership explains about 5 to 7 per cent of the difference in pupil learning and achievement across schools, about one-quarter of the total difference across schools. These authors also note that there would be a 10 per cent increase in pupil tests scores arising from an average head teacher improving their demonstrated abilities across 21 leadership responsibilities. They conclude that there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership (Leithwood et al. 2006 in Bush, 2008).

It is a well-accepted and obvious fact that raising standards of leadership and management is the key to improving schools. Increasingly, this is linked to the need to prepare and develop leaders for their demanding roles. In order to deliver what is required of them effectively in a world that is increasingly dominated by knowledge and information; educational organizations have no option but to deliberately, tirelessly, and forcefully engage in the process of leadership development in order to prepare future and incumbent leaders.

Leadership development incorporates every form of growth or stage of development in the life cycle of an individual that promotes, encourages, and assists the expansion of knowledge and expertise required to optimize one's leadership potential and performance (Brungardt, 1996 cited in Collins, 2002). Some authorities at times use the term leadership education to mean leadership development. But the scope of leadership education is different from that of leadership development. In support of this, Collins (2002), quoting

Lynham (2000), differentiates between the two recounting that leadership education is a one-time intervention while leadership development experiences contribute to an individual's professional development over the course of their lifetime.

Bolden (2005), cited in Bush (2008), argues saying that one of the main points of theoretical divergence between different leadership development programs is the question of whether leadership is seen as something that is possessed by an individual, or as a *shared* property or group process. Bolden highlights these implications when discussing the difference between 'leader development' and 'leadership development':

*"Leader development' is an investment in human capital to enhance intrapersonal competence of selected individuals, whereas leadership development' is an investment in social capital to develop interpersonal networks and cooperation within organizations and other social systems."* (Bolden, 2005).

For those that take the view that leadership is an individual attribute, an appropriate leadership development program would be one that is engaged in 'leader development'. This typically involves training leaders by enhancing the knowledge and skills, confidence and personal development of individual 'leaders'. Those that view leadership as a group process, or a shared capacity, would find more appropriate a leadership development program that is engaged in what Bolden calls 'leadership development'.

Day (2001), cited in (www.ccl.org.gov), defines leadership development as 'expanding the collective capacity of organizational members to engage effectively in leadership roles and processes'. Bolam (1999), cited in Bush (2008), argues that leadership development can be grouped into four modes such as knowledge for understanding, knowledge for action, improvement of practice and development of a reflexive mode. According to him content-led programs, particularly those provided by universities, may be regarded as predominantly aiming at 'knowledge for understanding'.

Most leadership development programs, engaged as they are in 'developing leadership', must to some extent believe that leaders are made, but there is still a distinction to be made between leadership development programs which believe that leadership is something that can be taught and leadership development programs which see their role as one which is more concerned with facilitating. If a leadership development program conceives of leadership largely as a set of skills, knowledge and capacities possessed by individuals or groups of people, learned through education and practice, such as public speaking ability, management techniques, and the ability to process complex ideas, then these are all skills that can be taught. Such a program will, therefore, likely have a large class-room component involving skills training, knowledge development, and capacity building.

According to Jackson & Kelley (2002), cited in Chenoweth (2002), educational leadership development programs should focus not merely on traditional discrete knowledge and content, but on a combination of knowledge, skills and dispositions, delivered in a learner-centered setting utilizing the principles of adult learning theory. This type of knowledge base is a foundational part of the curriculum for the development of a personal vision and mission statement by each educational leadership candidate. Taught in this learner-centered environment, the goal is for the emerging leaders to assimilate these values and incorporate them into a transformational and constructivist leadership style. Ongoing personal reflection and assessment is an integral part of such a learning experience as leadership candidates encounter new ideas and increasingly rapid societal change.

In general, developing the leadership ability of future and incumbent educational leaders is pivotal in order to raise the standard of education provided to ones citizenry. In recognition of this fact, different countries and education systems have established ways of developing educational leadership potentials of their school principals. This being the case, what is most important and should be done alongside the development efforts of countries is the assessment of the effectiveness of such programs to bring about the desired benefits to the education system.

According to Yukl (2010), leadership competencies can be developed in a number of ways, including (1) formal training, (2) developmental activities, and (3) self-help activities. He further discusses that most formal training occurs during a defined time period, and it is usually conducted away from the manager's immediate work site by training professionals (e.g., a short workshop at a training center, a management course at a university). Developmental activities are usually embedded within operational job assignments or conducted in conjunction with those assignments. The developmental activities can take many forms, including coaching by the boss or an outside consultant, mentoring by someone at a higher level in the organization and special assignments that provide new challenges and opportunities to learn relevant skills. Self-help activities are carried out by individuals on their own and include reading books, viewing videos, listening to audiotapes, and using interactive computer programs for skill building.

### 2.3. Leadership Preparation & Sort-term Trainings

Productivity of a people heavily depends on attitudes, knowledge, and skills that, in turn, reflect the education, training, and complex organizations that modern society requires. Thus, in order to shape the attitude, knowledge and skill of those who would be leaders one day in the organization, adequate and appropriate leadership training must be provided. Leadership development shouldn't be left to chance, i.e. it shouldn't be left for the individuals to develop it somehow which would result in a kind of leadership that would be counterproductive to the organization. If there is no proper planning of leadership development would be leaders could somehow be prepared by imitating others (role modeling) or through other means which would prove to be detrimental at times to the organization itself. Leadership development should be carried out in an organization in a well-planned manner. Failure to do so would result in the leaders being trained in a way that may not be compatible with organizational objectives.

Leadership development programs across different nations in the world are carried out in order to ensure the smooth running of the teaching learning process and schools in a country. Adequately prepared educational administrators ensure teacher job satisfaction and provision of quality of education proffered in a school. Conducting research to identify barriers to attracting good educational leaders and about ways in which the local governments, schools, and institutions of higher education can contribute to ensuring that these educational leaders are prepared and ready to move into leadership positions is an investment that would pay high dividends to schools

and the students they serve (Bartel, 1994; Begley, 2000; Daresh, 1997; Dufour, 2001). Due to inadequate leadership preparation of educational leaders, schools encounter challenges in the smooth running of schools and ensuring the provision of quality education to ones citizenry (Grimmett & Echols, 2000; Leithwood & Duke, 1999; Leithwood, Jantzi, & Steinback, 1999; Seyfarth, 2002). The complexities, changing demands and expectations within administrative roles have required the improvement in the preparation of principals. Consequently, an urgent need for local governments to deliberately invest time, energy, and money in developing good leadership preparation practices and policies as a way to attract and develop more qualified leaders of education is at the fore (Baltzell & Dentler, 1992; Coffin & Leithwood, 2000; ERS, 2000; Herman, 1994; Normore, 2001; Rebore, 1992).

This type of leadership development has existed for long in the leadership development arena. It was recognized as the primary type of leadership training until other forms of leadership development methods were devised by researchers/management gurus and consultants. But it is now complemented by other much diverse leadership development activities.

Formal training programs are widely used to improve leadership in organizations. Most large organizations have management training programs of some kind or another, and many organizations send their managers to outside seminars and workshops. Most leadership training programs are designed to increase generic skills and behaviors relevant for managerial effectiveness and advancement. Leadership training can take many forms from short workshops that last only a few hours and focus on a narrow set of skills, to programs that last for a year or more and cover a wide range of skills. Most universities offer management development programs that take years to complete on a part-time and full time basis Yukl (2010).

#### *2.4. Training and Job Performance*

Teachers and educational leaders need constant training both on the job and off-the job in order to understand new changes taking place within their learning and teaching environment. This is because the efficiency of any institution depends on how well its members are trained and through training, more skills would be acquired and the actors themselves would become great resources to the schools (Akujezulo, 2000; Bramley, 1991). Training has been argued by many authors as a component of staff development and if carried out effectively, it can lead to improvement in the performance of employees and it can either be on short or long term basis. Short term training encompasses a wide variety of programs such as seminars, workshops, conferences, symposiums, continuing education, personal enrichment courses, attachments, and college diploma or certificate programs varying from one to six months.

Birungi (2002), in his study on approaches of academic staff development and the perceived performance of lecturers at Uganda Martyr's university, found out that some approaches of academic staff development have emerged at UMU and that in spite of gaps in the endeavors to put them in place and to manage them, they are generally perceived as contributing to improved performance of lecturers who undertake them. It is evident therefore, that staff development is a contributing factor towards performance of teachers and educational leaders. Carl (1990) strongly advocates that teachers are enabled to make desirable change in their teaching. Secondly, that peer observations may be a more powerful training activity than trainer-provided coaching. Sparks & Hirsh (2000) support this position adding to it the element of 'peer observation' which would lead to peer-review. The researcher believes that people tend to grasp well under the dynamics of peer-group environment.

However, Meggison et al (1999) argue that short term training is just one, may not be the most important factor in determining a person's level of job performance especially when under peer observation, which also agrees with Burke's (1998) point, who in his study, found that short term training reveal short-comings in the light of long-term performance, but in the light of short term performance they are of necessity to only meet the immediate pedagogical needs of practicing teachers but at the same time, motivating them to master the basic skills of teaching and to provide better professional service to students and the general stakeholders.

According to Bogonko & Saleemi (1997), training is effective only when it is properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements may be made in it from time to time. Hence, training must be carefully planned and evaluated and staff development fellows must be purposively selected (Tiberondwa, 2000). However, Larti (1975) cautions that teachers and administrators have worked in relatively isolated environments and faculties have relatively little experience in cooperative planning of school improvement or training programs. He is therefore of the view that training, both short and long term could break down the isolation and increase the collective strength of community educators who staff the school. Likewise, Burke (1998) observes that the challenge to ministries of education, as teachers become professionally competent, will be to give them more autonomy and ownership of their area, to gradually withdraw the tight controls that are usually considered necessary when teachers are trained or untrained. Moi University (2006) distinguishes different categories of training, ranging from induction, certificate courses, degree training, as well as workshops, seminars and conferences. Bigambo (2004), in his study on the output of Moi University academic staff and basing on the educational theory, found out that the performance of lecturers was below expectations and set standards, characterized by inadequate training and poor performance measurement.

Tiberondwa (2000) and Ahuja (1986) have similarly identified short term training programs to include induction, which is locally organized through seminars and workshops for new staff in the organization. These courses can be done within section units and departments. Robinson (1996), discussing the form and use of conferences, which the researcher adopted as one of the elements under training, recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on views of recognized authorities.

Ebau (2001), in conceptualizing the seminars, states that, one is not only at the receiving end, but exchanges views and ideas, which is good for one's professional development. At the same time, they are more flexible in the organization and touch on broad but cross-cutting issues and are compatible with different work schedules, which provoke an input from at least all participants. In the era of

constant changes and dynamism, staying competitive is the key to sustainable performance. It is in this context that training seminars for the staff in an institution, becomes relevant in order to keep them motivated and up-to-date with organizational trends and new technologies, teaching, research methods. These training seminars are in a way almost essential for maintaining the relevance of the workers' contribution to the organization. Kroehnert (1995), in an in depth analysis, found out that through seminars, a problem may be defined and then given to the participants to rectify, under the supervision of the seminar leader. Training seminars bring direct benefits to the business and for this very reason can be calculated as a return on investment. Kroehnert (1995) conclusively states that performance among the employees of the organization increases even while the training seminar takes place. Most times, staffs who receive formal training are found to be more productive than their untrained colleagues who might be working on the same role.

Horsley and Matsumoto (1999) concluded short term training as staff development, which includes workshops, conferences, action research projects and graduate programs and can be initiated for a variety of reasons for an employee or group of employees. Buckley and Caple (2000) added that training at whatever level, has both intrinsic and extrinsic benefits to the individual resulting from the ability to perform a task with better skills and from extra earnings accrued to increased job performance coupled with promotion prospects. Maicibi and Nkata (2005) established that training involves both learning and teaching. With improved employee job performance and productivity derived from short-term and long term training. Criticism has however been placed on the emphasis on training with authors like Hannagan (2002) arguing that there is no guarantee that trained employees actually benefit from participation in training and that employees are usually unproductive especially while undergoing long term training let alone the additional expenses.

To this end, the Ethiopia Education and Training Policy (1994) as well as Teachers developments program blue print for MOE, (2007), points out that in its training policy, that all staff shall be encouraged through training to develop their potential and enhance their efficiency on the job in the present and in the future which agrees with Buckley and Caples conception of training as a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. All employees, regardless of their previous training, education and experience, must be given further training, short and long term. This is because the competence of workers will never last forever, due to such factors as curriculum and technological changes, transfers and promotions.

### **3. Research Design & Methodology**

#### *3.1. Research Design*

The purpose of this study is to explore the effect that short-term trainings designed and conducted by the Dire Dawa Education Bureau have on improving the leadership effectiveness of educational managers at primary and secondary schools in Dire Dawa, Ethiopia. Thus, a quantitative, correlational survey research approach is employed to achieve the objectives of the study. Correlational or cross-sectional studies involve the collection of data on all variables at the same time while the analysis of the collected data reveal the correlation or relationship that exist between the variables, it doesn't allow to show the cause-effect relationship that exists between the variables under study. This is so because one of the conditions for establishing cause-effect relationship, time precedence of the predictor variable to the outcome variable, is violated. The study will use a cross-sectional survey research method together with the focus group discussion. Data was collected using self developed questionnaire and analyzed using inferential statistics and through descriptive narrations.

This chapter discusses the overall research design and rationale employed in this study. It includes a discussion of the basic research design, the study area, sample size & sampling method, instruments used in the study and data analysis strategy.

#### *3.2. Description of Study Area*

The study area of this study is Dire Dawa Administration. Dire Dawa is a city one of the largest towns found in Ethiopia located 515km away from Addis Ababa, 55km away from Harar and 311 km away from Djibouti with a diverse ethnic and racial population. DDCA has 47 kebelles out of which 38 kebelles are rural and 9 of the total are urban kebelles.

The administration has an estimated population size of 369,674, of which 185,266 (50.1%) are male, and 184,408 (49.9%) are female in 2007. Distribution of the population shows that the majority (70%) of the population resides in urban areas, while the remaining 30 % lives in the rural areas.

Currently in the Administration, there are 78 public schools; out of which 68 are Elementary schools and 10 are Secondary schools. Out of the total schools found in DDA 48 are found in rural kebelles of the Administration and the rest 30 schools are found in the urban kebelles.

#### *3.3. Source of Data*

In this study both Primary and secondary source of Data were used. The primary data was gathered through questionnaire, Interview, FGDs and the secondary data was gathered through document analysis.

#### *3.4. Sample Size and Sampling Techniques*

The populations of this study are Elementary and Secondary school Principals, Teachers and Supervisors who took different types of Short Training prepared by Dire Dawa Education Bureau. According to DDEB (2015), more than 2000 Principals, Teachers and Supervisors received different types of short term trainings in the last three years (from 2014 to 2016).

No	Population /Trainee/Distribution	Frequency	Distribution of.....	
		No	Urban	Rural
1	Principals	70	30	40
2	Supervisors	29	13	16
3	Teachers	1901	1103	798
4	Total	2000		

Table 1

### 3.4.1. Sample Size

According to Dire Dawa administration Bureau in the last three years more than 2000 Principals, Supervisors, and teachers have received different types of short trainings which was prepared by different stakeholders. Therefore using the following formula out of 2000 individuals took training 333 respondents were included in the sample.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2000}{1 + 2000(.05)^2} = 333 \text{ individuals were involved in the study}$$

No	Types of Participants	Total No	Sample Size	Distribution		Sample Size	
				Urban	Rural	Urban	Rural
1	Principals	70	12	30	40	5	7
2	Supervisors	29	5	16	13	3	2
3	Teachers	1901	316	1103	798	183	133
	Total	2000	333				

Table 2

Based on this, 12 Principals, 5 Supervisors and 316 teachers were involved in the study. In addition (one) 1 Directors per-each school during the day of the data collection was chosen for interview.

### 3.4.2. Sampling Techniques

To select sample from the intended population, the researcher used a stratified sampling method and simple random sampling. The individual's profession in the school was taken as strata.

Out of the 2000 trainees, a total of 333 participants, 13 Principals, 5 Supervisors and 316 teachers were selected using simple random sampling method from each stratum. In addition, a total of 60 from Principals, Supervisors and teachers were selected for FGD.

### 3.5. Instrument of Data Collection

#### 3.5.1. Questionnaire

To collect data from all sampled subjects the researcher used structured questionnaire. The entire questionnaire was developed by the researcher all the questionnaire items focused on bringing answers for the contribution of short term-training in enhancing education quality. All the Questionnaire items were prepared in English by the researcher.

#### 3.5.2. Focus Group Discussion

Data from focus group discussions (FGDs) was also collected to provide detail, as well as to cross-check data collected via quantitative survey. Four FGDs (two male and two female groups) one male and one female group from elementary and secondary school found in urban kebele and one male and one female group from elementary and secondary school found in rural kebele be involved in the FGDs. All FGD participants are selected from teachers. FGD moderators explained the purpose of the study and obtained informed consent prior to conducting the discussions.

### 3.6. Data Collection Procedure

Participants were contacted in person to request for their participation in the study and the main objective of the study was disclosed to them. After an explanation of the objectives of the study, their consent for participation on the study as respondents was asked. Those study participants who consented to take part in the study were appointed for a suitable time during which the researcher administered the questionnaire and conducted the FGD with some of the respondents.

### 3.7. Method of Data Analysis

To analyze the quantitative data the researcher used descriptive statistics, such as, frequency distributions, percentage to present, describe and analyze the data using narrative. To test the hypotheses developed and analyze the effectiveness of short term trainings in improving principals and supervisors leadership capacity and enhance the satisfaction of teachers and the quality of education



rendered in the schools studied the researcher used one sampled t-test and Pearson correlation method of analysis. Data was entered and analyzed using the statistical Package for Social Science (SPSS) version 20 and the Qualitative data was analyzed by categorizing and interpreting the data.

#### 4. Data Presentation, Analysis and Interpretation

This part of the study deals with the presentation, analysis and interpretation of data collected through questionnaire and interview from the study subjects who participated in the study. It deals with the presentation, analysis, and interpretation of data. The chapter begins with a brief discussion on the background characteristics of respondents. This is followed by discussions on the mean ratings of teachers and educational leaders on the leadership styles, and their perception of training outcomes, and leadership outcomes using a descriptive statistics. Finally, data collected in the study are summarized in tables to test study hypotheses using inferential statistics.

The study was designed to evaluate the effectiveness of short-term trainings organized and conducted in the last three years taking samples of training participants as respondents. Data were collected from these study respondents using self developed questionnaire and interview guides. The questionnaire developed was pilot tested to ensure its content validity by administering it to education professionals in the bureau. To obtain the data required 316 teachers and 17 directors and supervisors were selected as study participants. From the sampled respondents 312 teachers and 17 directors and supervisors filled out and returned the questionnaire. Therefore, from those sampled 98.7% of teachers and 100% of directors and supervisors have filled and returned the questionnaire administered and participated on interviews. Thus, it is possible to deduce that adequate respondents have participated in the study and it is possible to conclude as to the effectiveness of the training after the analysis of the data collected.

##### 4.1. Characteristics of Respondents

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Respondents sex	227	72.8	21	91.3
	Male				
	Female	85	27.2	2	8.7
	Total	312	100	23	100
2	Educational qualification				
	Diploma	233	74.7	3	13
	Degree	79	25.3	19	82.6
	Masters			1	4.4
	Total	312	100	23	100
3	Respondents age				
	15-25	99	31.7		
	26-35	210	67.3	13	56.5
	36-45	3	1.0	10	43.5
	Total	312	100	23	100
4	Work experience				
	<1year	6	1.9		
	1 to 5 years	150	48.1	2	8.7
	6 to 10 years	127	40.7	9	39.1
	>10 years	29	9.3	12	52.2
	Total	312	100	23	100

Table 1: Respondents' Biographical characteristics

As indicated in the table 1 above, most of the respondents i.e. 72.8% of teachers and 91.3% of directors and supervisors are males. As these are representatives of the teacher population in the bureau and representatives of the directors and supervisors that are leading the education system of the administrative region, it indicates that the education system in its leadership as well as conduct is influenced by male ideology and culture. On the other hand, it's possible to say that the system lacks what it was supposed to gain in terms of leadership style and culture from female as a result of being dominated by male teachers as well as educational leaders. Also it seems that employment opportunities in the education systems of the administrative region are reserved mainly for male applicants. This indicates that the education system in the administrative region is being deprived of the skills and working culture of women which would have contributed to the improvement of the provision quality of education system in the administrative region.

On the same table item number 2, the educational qualification of the respondents shows that most of the teachers are diploma graduates. For the education system to provide quality education to ones citizenry qualified teachers plays a significant role. The most important determinant in the provision of quality education is a competent and qualified teacher. The teacher is the most important resource in an education system in any society. The teacher plays a major role in the delivery of quality education. Educational quality has been shown to be largely a function of teacher quality. Teachers play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and

committed teachers. However, the data shows that the majority of teachers who are teaching at primary levels where a degree graduate is required are diploma holders. This indicates that much needs to be done in order to ensure that quality education is provided to children in the administrative region. Until such measures are taken the provision of short-term trainings will provide the skills required to carry out the task at hand at the standard required. Thus, the provision of short-term trainings to teachers as well as educational leaders will assist in the provision of quality education in the administrative region.

Table 1 also shows that most of the respondents and those who work in the education system of the administrative region are well experienced as can be understood from their age. Most of teachers (67%) and all of the directors and supervisors (100%) are above 26 years of age implying that they have ample experience in the teaching learning process. This can also be substantiated by the fact that 50% of teachers and most of directors and supervisors i.e. 91.3% have worked in the education system for more than six years denote that they have amassed experience that enables them carry out their task in the manner required of them. As experience in a profession ensures the acquisition of skills which can be applied in the work this will assist in the provision of quality education in the administrative region. Moreover, having experience in the conduct of the teaching learning process and educational leadership enables one to identify the gaps one has or skill development areas one needs to work on so that one can jump on the opportunity such as that provided by the education bureau through the organization of short-term trainings. Such professionals know what they want and can appreciate useful opportunities or distance themselves from those time consuming ones that do not add any value.

#### 4.2. Participation on and Usefulness of Short Term Trainings

As in any organization, schools have defined sets of goals and objectives. To meet these goals education bureaus hire teachers, directors and supervisors; and equip them with the tools and resources to do the job as employed. At times gaps exist between employees' skills and job knowledge and those required to do their jobs. It then becomes the responsibility of the education bureau to decrease or eliminate that gap. The education bureau had two basic choices when it comes to providing teachers, directors and supervisors with new skills and knowledge: to train these employees itself or to send the employees to a training program. When teachers, directors and supervisors begin a training program, their training must meet the requirements of the job by providing appropriate training delivered at the proper skill level.

Consequently, for a person to judge whether short-term trainings are useful or not or to provide any data as to the conduct as well as the weaknesses of such short-term trainings one has to actively participate on such trainings, try to implement the knowledge and skills acquired to his/her job and identify their ability to solve practical problems through experience. To this end, sampled teachers, directors and supervisors have been questioned and responded as follows;

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Participation on short-term trainings				
	Yes	304	97.4	23	100
	No	8	2.6	-	-
	Total	312	100	23	100
2	Topics covered & number of participants	41		18	
	Instructional Leadership				
	Civic & Ethical Education	93		21	
	Supervision	28		20	
	CPD tools kit	70		17	
	Strategic Planning	57		18	
3	Others	15			
	Perception of participants on content usefulness				
	Extremely useful	161	51.6	17	73.9
	Somewhat Useful	116	37.2	6	26.1
	Not at all	31	9.9	-	-
	Other	4	1.3	-	-
	Total	312	100	23	100

Table 2: Participation on and usefulness of short term trainings

The above questions in table 2 were asked to identify whether the sampled teachers, directors and supervisors have a firsthand experience of the short term trainings organized by the bureau of education within the last three years from 2006 to 2008 E.C. As table 2 shows 97.4 of the teachers questioned or 304 out of 312 teachers and all or 23 of the directors and supervisors questioned responded affirmatively. This indicates that they are well aware of the contents as well as the usefulness of the trainings organized and provided by Dire dawa bureau of education for the last three years. Short term trainings have the most effect or are beneficial to participants when they are job related or show how to best perform certain aspect of what participants are doing. The topics of the short term trainings offered by the bureau as shown in table 2 indicate that all of them are job related and enable the participants to work towards improving the quality of education they provide to their students.

Moreover, for short term trainings to achieve their intended objective and assist in the improvement of the quality of education provided to students, training participants themselves need to believe and find the content covered to be useful as well as the training modality through which the trainings are conducted to be appropriate. When the topics covered are job related, experienced professionals enjoy the training offered and can easily relate to them and easily acquire the knowledge and skill they should acquire from these short term trainings. To this end, when participants were questioned the large majority of the teachers i.e. 88.8% of them and all or 100% of the directors and supervisors responded that the contents covered in the short term trainings are useful and are job related. This denotes that knowledge and skills acquired from these short term trainings are job related and can be directly applied to the day to day task teachers, directors and supervisors perform.

#### 4.3. Frequency of Participation on Trainings

S/N	Topic of Trainings organized	Number of times participants participated						
		Teachers			Directors and Supervisors			
		One	Two	Four	One	Two	Three	four
1	Instructional Leadership	29	10	2	9	5	3	1
2	Civic & Ethical Education	56	37		15	6		
3	Supervision	24		4	12	5	3	
4	CPD tools kit	47	17	6	17			
5	Strategic Planning	43	14		2	12	4	
6	Other	15						

Table 3: Number of times short term trainings are organized

Training programs are designed to provide job relevant knowledge, skills and attitudes to training participants. For training programs to produce the desired change in the work place, provision of trainings and subsequent repetition of the training process enables ensure the acquisition of the knowledge and skills the training is designed for. Repeating trainings after they have been offered once ensure better acquisition of the knowledge and skills for which the trainings are organized. The key to efficiency in any profession is repetition. Likewise, data collected from training participants shown in table 3 indicates that the short term trainings organized by the education bureau were provided for more than once or at least twice under each topic selected. Such actions will enable to strengthen the acquisition of the job relevant knowledge and skills that can directly be implemented to the job.

#### 4.4. Educative Capacity of Trainings

Trainings are not organized and conducted in vain, they have objectives to achieve. The major objective of all trainings is to change participants' job related behavior. Job related behaviors such as better management, reduction in complaints, reduction in teacher student absences, reduced teacher turnover, students educational satisfaction, etc are the ultimate objectives every training program intends to achieve. Such job related behaviors can only be realized when training participants acquire the knowledge, skills and attitude training aim to offer i.e. when there is learning. Learning helps trainees in changing their attitudes & mindset in order to make them improve knowledge and increase skills as a result of participation. Measuring the learning that takes place in a training program is important in order to validate the learning objectives. Evaluating the learning that has taken place typically focuses on such questions as: What knowledge was acquired? What skills were developed or enhanced? What attitudes were changed? Trainee assessments are created to allow a judgment to be made about the trainees' capability for performance. Evaluation of whether learning has occurred or not can be identified through pre-post tests of the knowledge acquired conducted before and after trainings. However, since such activities have not been conducted at the time of the training a proxy indicator that can ensure whether learning has occurred or not should be taken. Accordingly, if training participant judge that trainings were useful it's because the topics covered were relevant for their jobs and have filled the professional gap they had. To this end, respondents were questioned to identify whether trainings were useful and their implementation has brought changes on the job being performed. Their responses are summarized in the following table.

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Usefulness of short term trainings				
	Yes	268	85.9	23	100
	No	44	14.1	-	-
	Total	312	100	23	100
2	Use of knowledge & skills acquired on the job				
	Always	142	45.5	20	87
	Sometimes	146	46.8	3	13
	Not at all	24	7.7	-	
	Total	312	100	23	100
3	Changes on student behavior observed				
	Yes	254	81.4	22	95.7
	No	58	18.6	1	4.3
	Total	312	100	23	100

Table 4: Usefulness of trainings conducted

When trainees think that topics covered are useful and job related that means they can fully be engaged during trainings and grasp the knowledge and skill being taught and they are going to implement these knowledge and skills acquired to the job they are conducting. This means due to the trainings offered there is behavioral change observed on the training participants. Accordingly, respondents were questioned as to whether the short term trainings were useful or not, to this 85.9% of the teachers and all or 100% of the directors and supervisors responded affirmatively. This indicates that the short term training and the topics they covered were relevant to trainees' jobs. If the topic were adjudged to be useful they can easily be transferred to the job. However, it is important to notice that not a small number of respondents replied that the trainings were useless or not related to their jobs. Since such trainees may have a different need that was not addressed by the training topics covered, it warrants that there is a need to be addressed. Thus, identifying, analyzing and addressing their need is important.

The ultimate purpose trainings are to produce a desired result that can bring about a desired change to the job or fill a gap that has been identified when trainings were designed. For this to be realized knowledge and skills grasped from the training should be transferred to the job. To this effect, respondents were questioned to identify whether there is knowledge and skill transfer to the job and how often they use the knowledge and skill grasped on their jobs. To this, 45.5% of the teachers and all or 100% of the directors and supervisors replied that they use the knowledge and skills grasped always while 46.8% of teachers use the knowledge and skills sometimes. If knowledge and skills acquired from trainings are transferred to the job being done, it will bring about change on the job. Consequently, respondents were questioned to verify whether there is change in one of the school variables- student behavior. To this, 81.4% of teachers and 95.7% of directors and supervisors replied that due to the implementation of knowledge and skills grasped from the training they have seen changes on student behavior. One important result expected from such short term trainings organized and conducted by the education bureau is improvement in student behavior the achievement of which was verified from responses from study participants.

#### 4.5. Training Modalities

One of the variables that ensure the effective transfer of knowledge and skill to the work and achievement of training objective is the suitability of the way the training is designed and conducted. If trainees feel that the way the trainings are designed conducted is conducive to grasp the knowledge and skills taught, acquisition of the knowledge and skill by trainees becomes possible. To identify whether trainees are happy with the way short-term trainings organized and conducted, respondents were questioned to identify whether they like the training modalities or not. The responses to these questions are summarized in the following table.

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Satisfaction with training modalities				
	Knowledge of the trainer	304	97.4%	23	100%
	Training methodology	208	66.67%	22	95.7%
	Training environment	124	39.7%	12	52.2%

Table 5: Satisfaction with training modalities

As the data in table 5 indicate most of the teachers and all of the directors and supervisors are happy with the knowledge of the trainer. If trainees believe that the trainer have the required knowledge to conduct the training they are more ready to listen to what s/he says and consider the knowledge and skills correct and worthy to be learnt. Accordingly, respondents were questioned to identify whether they are happy with the knowledge of the trainer to which 97.4% of teacher respondents and all or 100% of the directors and supervisors replied that the trainer had no knowledge gap. Similarly, when the respondents were questioned as to the suitability of the training methodology used, most of the teacher respondents or 67% of them and almost all director and supervisors or 95.7% of them replied that the training methodology was suitable while a significant number of the teachers questioned didn't consider the training methodology to be suitable. This is due to lack of addressing the needs and interests of all training participants. Thus, since the objective of organizing and conducting the training is to train and solve the skill gap observed on all the trainees trainers should consider the needs and interests of all training participants and not only the needs and interests of the majority. On the other hand, for training to be effective in the impartation of knowledge and skill to the participants, it's important that the training environment should be comfortable. However, when the respondents are questioned regarding the suitability or comfort of the training environment, most of the teacher respondents i.e. 60% of teachers and around 50% of the directors and supervisors questioned responded negatively. This means trainees were trained in the environment which was not suitable for them. As training environments determine the acquisition of knowledge and skill by trainees, conducting trainings in the appropriate environment is important.

#### 4.6. Behavioral Changes

Any training organized and conducted is aimed at bringing about behavioral change to participants through the acquisition of knowledge, skills and attitude. Change in behavior requires the change in the way day to day activities are performed due to the knowledge, skills and attitudes acquired from trainings. For trainings to change behavior it must ensure the impartation of the knowledge, skills and attitudes it aimed to transfer. Change in behavior can be identified through personal account of training participants using questionnaires or interview and on-the-job observation of those who have undertaken trainings. This study tried to identify whether there is change in behavior or not through questionnaire and interview. The responses of respondents collected through questionnaire are summarized in the following table.

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Have job relevant knowledge, skills & attitudes been attained?				
	Yes	257	82.4	22	95.7
	No	55	17.6	1	4.3
	Total	312	100	23	100
2	Have trainings provide you with job relevant skills?				
	Yes	259	83	22	95.7
	No	53	17	1	4.3
	Total	312	100	23	100
3	Have trainings improved your professional capacity?				
	Yes	255	81.7	22	95.7
	No	57	18.3	1	4.3
	Total	312	100	23	100
4	Do you have other means of improving your profession?				
	Yes	144	46.2	9	39.1
	No	168	53.8	14	60.9
	Total	312	100	23	100

Table 6: Behavioral changes observed

Table 6 shows the behavioral changes observed in those teachers, directors and supervisors who have gone through the short term training programs as well as the contribution of training programs to improve participants' professional capacity as ascertained by themselves. As indicated in table 6 items number 1 & 2 respondents believe that they have acquired knowledge, skills and changed their attitude due to the short term trainings they had attended. The best way to evaluate the acquisition of knowledge is to conduct a pre/post test but in the absence of such tests personal account of participants of trainings will be a good indicator of the acquisition of knowledge, skills and attitude from trainings. Further, they have affirmed that short term trainings have enabled them to grow as a professional on top of being able to acquire knowledge and skills that can directly be applied to the job they are doing. Accordingly, the majority of teachers i.e. 82.7% of the teachers and 95.7% of directors and supervisors affirmed that due to the short term trainings they were able to acquire the knowledge, skills and attitude they need to carry out their responsibility in a better way. Similarly, the majority of teachers i.e. 83% of them affirmed that the short term training have attained the required standard to be able to assist participants attain the required knowledge, skills and attitude. However, a significant other respondents i.e. 55 in number or 17.6% of teacher respondents claim that they haven't acquired knowledge, skills and attitude from the short term trainings. Such problems exist when trainings do not address the needs and interests of some trainees as well as when trainings are not based on need assessment conducted in order to identify the skill gap teachers have. Thus, such concerns need to be addressed by the education bureau when future short term trainings are organized and conducted. On top of providing the required job related knowledge and skills trainings can also be used to enable participants grow in their profession through the provision of skills and motivation of learning by themselves as well as provision of general skill that can be applied beyond the current job requirements. To this effect, when respondents were questioned 81.7% of teachers and almost all or 95.7% directors and supervisors claim that the short term trainings have enabled to acquire knowledge and skills that can be applied beyond the current job requirements. When trainings have such benefit training participant will be more interests to attend and thereby easily grasp the knowledge and skills these trainings are designed to provide. Moreover, when respondents were questioned to identify whether they can acquire the knowledge and skills learnt on short term trainings through other means a majority of the teacher and directors and supervisors (53.8% of teachers and 60.9% of directors and supervisors) replied that the short term trainings organized and conducted by the education bureau are their only means of improving their profession and only means of acquiring skill they need to be competent beyond the requirements or demands of their current job. This implies that the majority of training participants expect the bureau to organize and conduct trainings every year so that they are able to stay competent beyond their current jobs.

#### 4.7. Administrative Support

The knowledge, skills and attitude acquired from trainings can only be implemented when the necessary condition for the implementation of such knowledge, skills and attitude are fulfilled. Trainees can't change their behavior until they have the opportunity and are required to do so. In order for change to occur the trainee must have a desire to change, the trainees must know what to do and how to do it, the trainee must work in the right environment and the trainee must be rewarded for changing. Since it can be ascertained from the data collected and presented in the preceding table that trainees know what to do and how to do it and have the desire to change, here the researcher presents data collected to verify whether trainees are working in the right work environment. A suitable/right work environment or culture must be created for trainees to effectively implement the knowledge, skill and attitudes they acquired from trainings. The data collected to identify whether there is a suitable/right environment is summarized in the following table. Work environments that are important for implementing change in behavior are a preventing environment, a discouraging environment, a neutral environment, an encouraging environment and a requiring environment. In an encouraging environment educational leaders or trainees' supervisors encourage trainees to learn and apply the learning on the job. In such

environments the supervisor discusses how the behavior should be applied and provides assistance for it to be realized. This kind of work environment enables the implementation of behavior learnt. The other suitable work environment is a requiring work environment in which the supervisor knows what the subordinate learnt and makes sure that the learning transfers to the job and the supervisor sees to it that behavior is implemented. The encouraging environment and the requiring environment are suitable environments for the implementation of job related behaviors learnt due to short term trainings.

S/N	Items	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Is there management support to implement what's learnt on trainings?				
	Yes	127	40.7	16	69.6
	No	185	59.3	7	30.4
	Total	312	100	23	100
2	Is there a requirement to report on implementation results of trainings?				
	Yes	148	47.4	14	60.9
	No	164	52.6	9	39.1
	Total	312	100	23	100
3	Is there suitable environment to implement what's learnt on trainings?				
	Yes	190	60.9	18	78.3
	No	122	39.1	5	21.7
	Total	312	100	23	100

Table 7: Availability of suitable work environment

Demanding and supportive work environments are crucial support behaviors for trainees so that they implement the knowledge and skills they acquired on short term trainings. To this effect, respondents were asked whether there is a superior support for the implementation of what's learnt and demand on reporting from superiors on the implementation of what's learnt on trainings. However, the majority of teachers i.e. 59.3% of teachers claimed that there is no management support to implement what is learnt while the majority of directors and supervisors i.e. 69.6% claimed that there is support from superiors to implement behavioral change due to trainings. Also when questioned as to the requirement for reporting on implementation results when 52.6% or the majority of teachers claimed that there is no requirement, while 60.9% of directors and supervisors claimed that there is a requirement to report on results of implementation. This indicates that though directors and supervisors are required to report on training implementation results and get support from their superiors, they in turn do not require their subordinates to report on implementation results and do not provide support to their subordinates.

#### 4.8. Contributions to Quality Education

The overall purpose of organizing and conducting short term trainings is to fill the knowledge and skill gap teachers, directors and supervisors have so that ultimately the quality of education is improved through the creation of a better equipped workforce. Providing trainings that familiarize trainees with the skills required to implement quality enhancement programs and knowledge and skills that enable them improve their professional competence enables trainees to proffer quality education to their students. To this end, respondent were questioned to figure out whether they believe that the trainings provided have an effect on the quality of the education provided in the administrative region. Their responses are summarized in the following table.

S/N	Item	Teachers		Directors & Supervisors	
		Frequency	Percentage	Frequency	Percentage
1	Do you believe trainings conducted contribute to the quality of education?				
	Yes	255	81.7	22	95.7
	No	57	18.3	1	4.3
	Total	312	100	23	100

Table 8: Contribution to quality of education

When trainees believe that the short term trainings have superior objective rather than meeting or solving simple technical difficulties they will be more committed to the acquisition of skills & knowledge that these trainings provide and for the implementation of what is learnt from these trainings. With this in mind, respondents were questioned to figure out about how they view the short term trainings. To this effect, the large majority or 81.7% of teacher respondents and almost all or 95.7% of directors and supervisors believe that the short term trainings contribute towards the improvement of the quality of education provided to students in the administrative region. However, small respondents believe that it has no contribution at all to the quality of education. Though their number is small due to the pivotal role teacher's play in ensuring the quality of education this calls for urgent action to aware these teachers the effect trainings have on the quality of education. This implies that due to the superior objectives trainees believe short term trainings have they tend to be committed more and try to work hard to realize this objective.

#### 4.9. Hypotheses Testing

In order to determine whether the short term trainings organized and conducted by the education bureau have significant effect on the behavior of the training participants and determine whether they have produced job related performance improvements hypotheses were developed and tested using the quantitative data collected. In order to analyze the hypotheses developed a Pearson correlation is used and its significance is determined at alpha level of 0.5.

H1: There is significant relationship between participation on short term trainings and teachers satisfaction with principals' leadership.

H2: There is significant relationship between short term trainings and improvement in quality of education.

To test this hypothesis data on directors and supervisors frequency of training participation is correlated with data for satisfaction with leadership of teachers collected using questionnaire. This was tested using Pearson product moment correlation at alpha 0.5 confidence level.

		Lead Satisfaction	PrinciSup Participation
Lead Satisfaction	Pearson Correlation	1	.852
	Sig. (2-tailed)		.000
	N	312	23
PrinciSup Participation	Pearson Correlation	.852	1
	Sig. (2-tailed)	.000	
	N	23	23

Table 9: Correlations

Lead Satisfaction-satisfaction with school leadership

PrinciSup Participation- frequency of principals and supervisor's participation on short-term trainings

As illustrated in Table 9, the strength of relationship between directors and supervisors frequency of training participation and teachers leadership satisfaction with was strong where  $r = .852$  which was significant to the .05 level of significance since ( $p < 0.05$ ). Therefore, no evidence supports to accept the null hypothesis. This means the alternate hypothesis is accepted. This further implies that there is a significant relationship between frequencies of participation on short term trainings to the leadership satisfaction of teachers. This further indicates as number of participation on short term trainings by directors and supervisors increases their effectiveness as educational leaders also such increases result in improvement on quality of education. Thus, both hypotheses are retained as improvement in leadership affects the quality of education as discussed by different researchers.

Satisfaction of teachers on the leadership of their directors correlates with the frequency of participation of directors on short term trainings. This indicates that short term trainings are contributing to the betterment of directors' leadership capacity in the education system of the region. Bush (2008) contends that effective leadership and management are vital if schools and colleges are to be successful organizations, providing good learning environments for students and staff. Many researchers (Leithwood, 2010, Bush, 2009; 2010) claim that the second most important determinant of quality of education in schools is the leadership of the school. Huber (2004a), cited in Bush (2008), drawing on school effectiveness research, claims that 'schools classified as successful possess a competent and sound school leadership' and adds that 'failure often correlates with inadequate school leadership'. Leithwood et al. (2006), argue that school leadership is second only to classroom teaching as an influence on pupil learning. Leadership explains about 5 to 7 per cent of the difference in pupil learning and achievement across schools, about one-quarter of the total difference across schools. Leithwood et al. (2006) also note that there would be a 10% increase in pupil tests scores arising from an average head teacher improving their demonstrated abilities across leadership responsibilities. They conclude that there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership (Leithwood et al. 2006; Bush, 2008).

Moreover, in order to see whether there is difference in the ratings of teachers and directors on the instructional leadership activities of teachers, data on instructional activities of directors was analyzed using t-test. As illustrated in table 10 below, the analysis resulted in a significant difference between directors and teachers ratings of instructional leadership activities at 95% confidence level. This indicates that directors' instructional leadership activities are not consistent with teachers' instructional leadership ideology.

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
InstLead	63.537	311	.000	100.62821	97.5119	103.7445
PSinstlead	41.474	22	.000	121.17391	115.1147	127.2331

Table 10: One-Sample Test

*InstLead-Teachers perception of instructional leadership*

*PSLead- principals and supervisors perception of instructional leadership*

## 5. Summary, Conclusion and Recommendation

### 5.1. Summary

The study aimed at assessing the effectiveness of short term trainings organized and conducted over the last three years (from 2006 to 2008 E.C.) by the Dire Dawa education bureau. The study has a major objective of analyzing the contribution of short-term trainings designed and conducted by the Dire Dawa Education Bureau on improving the quality of education. Data was collected from teachers, directors and supervisors using self developed questionnaire and interview guide. The respondents of the study were selected using simple random sampling to fill the questionnaire while interview was used for directors in addition to the questionnaire. To achieve the objectives of the study the following basic research questions were developed

- Have the training participants been able to grasp the necessary attitude, knowledge and skills intended to be taught by the short-term trainings?
- Have the short-term trainings been helpful in equipping teachers and educational managers' carryout their task in an effective and efficient manner?
- Have the intended behavioral changes been achieved by those who participated on the short term trainings conducted?
- Have training participants been satisfied with the training modalities with which short-term trainings were conducted?
- Is there any significant relationship between short term trainings and improvement in quality of education?
- Is there any significant relationship between short term trainings and teachers' satisfaction with school leadership?

Data collected was edited, organized and analyzed using the software SPSS version 16. Accordingly the findings of the study are as follows:

- The analysis of the data indicates that the education system in the administrative region is dominated by male teachers and as a result by male educational leader. Therefore, the education system in the administrative region is being deprived of the commitment, skills and working culture of women which would have contributed to the improvement of the provision quality of education in the administrative region.
- The analysis of data shows that the majority of teachers who are teaching at primary levels where a degree graduate is required are diploma holders. This indicates that much needs to be done in order to ensure that quality education is provided to children in the administrative region.
- The majorities of teachers and educational leaders in the region are well experienced and have amassed experience that enables them carry out their task in the manner required of them.
- The short term trainings organized by the education bureau were provided for at least twice under each topic selected which enable to strengthen the acquisition of the job relevant knowledge and skills that can directly be implemented to the job.
- The short term trainings organized by the education bureau and the topics they addressed were job relevant and enhance the provision of quality of education in the region.
- Training participants believe and find the content covered to be useful as well as the training modality through which the trainings are conducted to be appropriate. This denotes that knowledge and skills acquired from these short term trainings are job related and can be directly applied to the day to day task teachers, directors and supervisors perform.
- The majority of training participants think that topics covered are useful and job related that means they can fully be engaged during trainings and grasp the knowledge and skill being taught and they are going to implement these knowledge and skills acquired to the job they are conducting.
- Some training participants think that the trainings and the topics they covered were useless or not related to their jobs which call for assessing their needs to address them in future trainings.
- One important result expected from such short term trainings organized and conducted by the education bureau is improvement in student behavior the achievement of which was verified from the analysis of data collected from study participants.
- One of the variables that ensure the effective transfer of knowledge and skill to the work and achievement of training objective is the suitability of the way the training is designed and conducted. The analysis of the data has shown that most of the respondents are happy with trainer's competence & training methodology but they are not happy with training environment. While a significant minority of teachers are not also happy with training methodology.
- Any training organized and conducted is aimed at bringing about behavioral change to participants through the acquisition of knowledge, skills and attitude. Through personal account of training participants it was learnt that short term trainings have enabled trainees to grow as a professional on top of enabling them to acquire knowledge and skills that can directly be applied to the job they are doing.
- For trainees to change their behavior they must have the opportunity to implement what they have learnt and should be required to do so. The findings show that there is support and requirement to implement and report on the directors and supervisors while teachers do not have the support and requirement to report on the implementation of what is learnt from short term trainings.
- Almost all teachers, directors and supervisors believe that short term trainings contribute to the enhancement of quality of education in the region. While some respondents don't have the belief that trainings improve quality of education which calls for hard work from their superiors and those who organize trainings.



### 5.2. Conclusion

Training effectiveness evaluations are conducted throughout the provision of trainings as well as after some laps of some months to see that they have produced some result in the work area. This enables to assess the effectiveness of training at the four different levels designed by Donald Kirkpatrick for evaluating trainings. These four levels are reaction, learning, behavior and results. The study tried to address three of these evaluation levels, namely learning, behavior and results through asking teachers and educational leader to report on their learning or acquisition of knowledge, skills and change in attitude; behavior or the application of what is learnt from trainings on the job, and result or problems solved or improvements achieved as a result of change in behavior or implementing what is learnt at trainings. Because of the time the assessment is conducted the reaction of trainees for the training can't be evaluated. The assessment at these three levels revealed that trainings had moderate achievement in all of the three levels of evaluation indicating that future trainings require adequate planning before their provision and their evaluation should be conducted from the beginning. In general, the assessment revealed that even though there remains work to be done, short term trainings that were organized by the education bureau have enabled the acquisition of new knowledge and skills, resulted in change in behavior and produced some results which collectively have contributed to the improvement of quality of education in the administrative region.

### 5.3. Recommendation

Based on the findings of the study the followings are recommended;

- Short term trainings have their most effect when they are conducted based on the needs of employees. To this end, conducting need assessment before short term trainings are organized help to identify needs of teacher, directors and supervisors so that those needs are inculcated and addressed by the trainings organized. Thus, the education bureau needs to conduct need assessments before organizing short term trainings in the future.
- Training effectiveness assessments have their most effect when they are preplanned and conducted from the beginning before trainings are started. Such assessments enables the identification of the effects trainings have on participants by assessing the acquisition of knowledge through pre/post test before and after trainings, the reaction of participants during or after trainings and the subsequent assessment of the change in behavior and any results obtained due to trainings. Thus, there should be proper pre planning of how and when to conduct training effectiveness evaluation when and before trainings are organized.
- The education system benefits more when equal numbers of women are assigned to leadership positions. Women bring their work culture and ideology to their schools which significantly help to the improvement of quality of education in the administrative region. Therefore, the education bureau should give due attention to the assignment of women to leadership positions in the education system of the administrative region.
- Change behavior can be practiced and sustained when there is adequate administrative support from superiors. Trainees should be supported and held accountable for the implementation of the knowledge, skills and attitudes they have acquired from short term trainings. If not so, learnt behaviors could be forgotten and trainings lose their investment. Therefore, the education bureau needs to make sure that there is adequate administrative support in order to implement what is learnt from short term trainings.
- The way trainings are designed and conducted together with the environment in which they are conducted determines the effectiveness of trainings. Trainer competence, training methodology employed and the environment i.e. the organization of training rooms, the time, temperature significantly determine the effectiveness of trainings. Therefore, the education bureau needs to make sure that trainings are conducted in comfortable environment for the training during the organization and conduct of future trainings.

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