The Practice and Challenges of Teachers Training and Development in Hawassa City Administration Private Secondary Schools

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Abstract

The main purpose of this study was to investigate the practice and challenges of teachers training and development practice in Hawassa City administration private secondary schools. To attain this general objective, the researcher employed descriptive research design through survey of cross-sectional study to obtain information from sample by means of self-report questionnaire with the help of both quantitative and qualitative research methods. Relevant data for the study was generated from both primary and secondary sources from 183 teachers and 110 school leader who were principals, department heads, unit leaders, cluster supervisors and education office experts. Teachers were selected by simple random sampling technique whereas school leaders were selected purposely by census sampling. Questionnaire, interview and document review were data gathering instruments used throughout this study. Hence, the collected data were analyzed by descriptive and inferential analysis. Frequency, percentage mean and SD were used to satisfy the descriptive analysis whereas independent sample t-test and p-value were computed to satisfy inferential analysis. To compare the mean value of both respondents, independent t-test was computed. Based on the analysis it was found that low implementation of teacher training and development program was practiced, because schools in Hawassa city administration have not been used need assessment techniques to provide training and development programs. Moreover, low motivation among teachers was inhabited because of various factors. These factors were absence of well-organized professional training providers at the nearby, being over burdened by routine business and lack of time for training and development programs, lack of awareness about the importance of training and development. As a result, it was recommended that school shall use different appropriate techniques such as questionnaires, interviews, observation, to address the individual as well as school problems while to need assessment. Moreover, city administration education department shall allocate adequate time for each supervisor and preparing manageable schedule which helps supervisors to provide training effectively.

Keywords: Practice, Challenge, Training, Development

1. Introduction

Investment in human capital through training and educational programs is seen as a determinant of the increase in the value of that capital. It is widely recognized that the quantity & quality of human capital accumulation are essential determinants of the productivity of any economy. To maximize the usage of human capital in an increasingly technological work environment, training is believed to be critical (MDHE 2007). Education is basically human capital which directly encourages the know-how, quality and skill of human being. Education produces a society, which has more productive Capacity to satisfy the material & non- material wants of the population (Kelly& Patterson, 2001). The researcher also believes that, the significance of education is not questionable, education as a means brings all over development of a nation.

According to Sattar, & Awan, (2019) Teachers are known as national builders in the society. It is their core responsibility to give training to the new generation according to needs of the nation in the world. Teachers should possess command and grip over the subjects they teach in the class. In relation to this, researches explicitly revealed that the reason behind the need of training and development for effective and efficient service delivery of teachers, For instance Scarpello & Ledvika, (1998) as cited in Desser, (2009) Recruiting and selecting high potential employees doesn't guarantee that will perform effectively in most cases, there may be gap between employee knowledge and skill and what the job demands. The gaps must be filled through training and development programs. The researchers argue that, if there is no training and development programs for teachers in the schools, the knowledge, skill and attitude of the teachers regarding to their professional expertise remains as it is or gradually decline, as a result of this they might not be able cope up the pressure exerted by the introduction new technologies, methods or procedures in their field, since change in every aspect of our life is investable, so the practice of teachers training and development in the education system is mandatory for better

professional service delivery of teachers and the nation development process. Even though, the importance of teachers training and development is not questionable in the process of education, however, problems were observed in the practice of teacher's training and development. Hence, the main focus of this study was examining the practice and challenges of teachers training and development in Hawassa City Administration Private Secondary Schools. Specifically, the study assessed existing implementation of teachers training and development, examined the extent that teachers are motivation to the attainment of training and development program and identified the challenges of training and development in private secondary schools of Hawassa city administration.

2. Objectives of Training and Development

Training is short – term while development is long – term for the main reason that development is achieved after a series of training and learning as well as education has taken place. In a short sentence, it could be said that "training leads to development". Training aims at improving the current work skills, attitude and behavior, while development effort is directed towards various forms of learning activities that nurtures individual to exercise a broader or increase future responsibility (Armstrong, 2009).

The primary aim of training is to help the organization achieve its purpose by adding value to its key resource the people it employs, depends on different factors, the nature of the organization, the desire and current level of skill has a great contribution to make difficult to generalization. According to (Tejinder Sharma, 2005) training has the following jobs.

- Increase the knowledge of workers in doing specific jobs
- Systematically impart new skills to the human resources so that they learn quickly.
- Bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
- Improve the overall performance of the organization.
- Make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
- Reduce the number of accidents by providing safety training to employees.
- Prepare employees for higher jobs by developing advanced skills in them. (Tejinder Sharma, 2005).

The model of training process incorporates

Source: Armstrong, (2006)

2.1.5. Challenge of Training and Development

Teacher motivation and incentives are also key factors in the success and /or failure of teaching and learning. Mpokosa and Ndaruhutse (2008), who carried out research on teacher training and school management in 13 developing countries, found that the level and structure of teacher incentives greatly contribute to teaching quality and student achievement. According to them, incentive schemes must be tightly connected to the desired teacher behaviors, and should encourage teachers to make the extra effort. Other studies indicate the presence of poor teacher motivation in most of the sub-Saharan African countries. In Lesotho, for example, low salaries; lack of housing near the school; lack of financial benefits and poor condition of school facilities; low professional status; lack of opportunities for professional development; and poor school management and administration are important factors contributing to low teacher motivation (Urwick and Mapuru 2005).

Whether the organization is well-established or a brand new startup, one thing you cannot afford to ignore is providing your employees with the best possible training you can. After all, it's the scaffold that will help your business grow and remain competitive. However, it's not necessarily easy to set up: each company is unique, and there is no one-size-fits-all training solution out there. You need to create a learning and development

program that addresses the training challenges your organization and employees face. One that will help you remains at the top of the game and flexible enough to change as the organizations evolves (Tejinder Sharma, 2005). A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomiz-Mija, 1995). It has been increasingly recognized that people's endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies participation in economic and social life.

Conceptual framework developed by the researchers
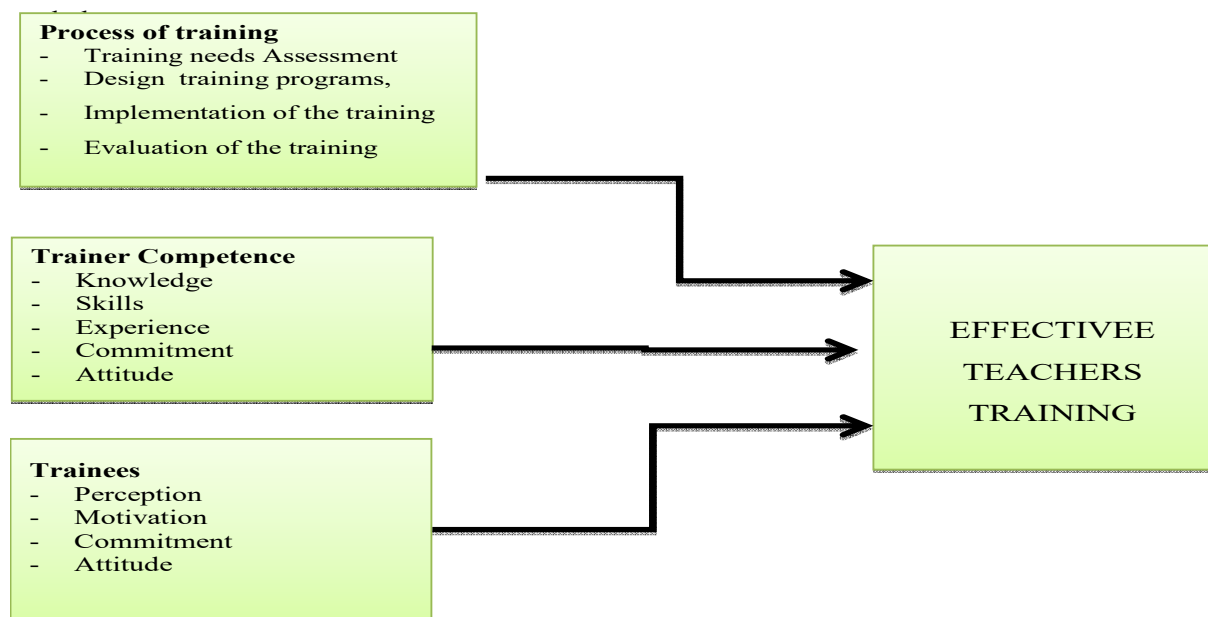
Sketched by researcher, 2022

According to the data obtained from the city education department 2022 report, there are 78 non-govermental primary schools and 16 non-govermental secondary schools. On the other hand, the number of students attending in the above schools are 128,336. From these students 35,438 students are involved in secondary schools of the city. The government secondary schools contain 27,667 students, while the rest are attending in non-govermental secondary schools. Inaddition to this, higher institutions of the public and private individuals singnificantly increasing in each year in Hawassa City administration. In relation to the nature of problem and purpose of the study, descriptive survey research design was used for this study, since this design enables to get sufficient information concening the issue in focus. The study employed both quantitative and qualitative research methods or mixed method. The quantitative data were obtained from teachers and school principals through both open ended and closed ended types of questionnaire while the qualitative data were gathered from cluster supervisors and education Department training directorate experts through semi-structured interview. Using such multiple methods is advantageous to examine the same phenomenon from multiple perspectives (Cohen, 2007).

According to Hawassa City Administration Education Department Statistics, there are 16 private secondary schools organized in five clusters under the city Administration education Department. Each cluster consists of three secondary schools, except Tula cluster which includes two secondary schools.

Among each cluster one school with large staff size was selected, due to the reason of that large staff size have various teachers with different experience regarding to training and development exposure and having such a respondent helped the researcher to get sufficient and relevant data regarding to the study. Based on this fact, the target population was 220 teachers, 20 principals, 5 cluster supervisors, and 3 Hawassa City Administration Education Department Teachers' training and development Directorate experts. On the other hand, the sample of Principals, department heads, unit leaders, cluster supervisors and education office experts were selected purposely by census sampling, and their sample size was, the population of principals and vice principals was 20 and their sample was 20 (100%), population of department heads was 55 and the

sample was also 55(100%), unit leaders were 25 and their samples also 25 (100%), PTSA were 10 (100%), cluster supervisors were 5 and their sample was 5(100%) and finally there are 3 experts are available in the education Department concerned to the issue under the study and their sample was 3(100%). The sample size selected from each school with census/ availability sampling technique.

In order to collect the necessary data, the following procedure was applied: first the developed items were validated by advisors. And then Pilot test was conduct to check the reliability. And following pilot test the questionnaires were distributed to the sample of 220 secondary School teachers but 183 (83.2%) were successfully collected and 110 school Leaders then fully collected. During distribution of questionnaires orientation was given for all respondents on how to fill the questionnaires. Thus the filled questionnaires were collected from respondent according to the time provided for data collection and ready for analysis. To compare the mean value of both respondents, independent t-test was computed. The validity of the inferences drawn from independent samples t - test analysis depends on its assumptions being satisfied. In this regard, in order the analysis to be valid and the independent samples t - test explore the existence of significant difference between two groups or test, it should satisfy all the independent samples t - test assumptions. According to Morgan (2004), comparing the Sig. (probability) i.e. p – value with a priori alpha level (α = .05), If p < α – as there is significant difference. If p > α – no significant difference. If p < α, it was concluded that statistically there was a significant differences between the two means. If p > α, it can be accepted and concluded that statistically there was no significant difference between the two means (Morgan, 2004). Later, the qualitative findings gained through interviews and document review were analyzed qualitatively through transcribing and summarizing by using narration in line with the data obtained from the questionnaire. And then the results were discussed and its implications were drawn. To be specific, qualitative data analyzed thematically in accordance with their relational aspects to the findings under questionnaire. Thus, the discussions were made via mixed data analysis that combined quantitative and qualitative approaches by using descriptive statistics and narrations respectively.

3. The Current Implementation of Teachers' Training and Development

The existing implementation of teachers training and development in the selected private schools of Hawassa city administration.

Table 4. 1: The current practice of teachers' training and development

Independent Samples Test								
No	Statements	Respondents	N	Mean	Std. Deviation	Mean Diff.	t-value	p-value
1	In my school trainings have been given frequently for teachers in the last 3 consecutive years	Teacher	183	2.1967	1.16477		-5.392	.000
		School leaders	110	3.0364	1.47721	-.83964		
2	In my school training need assessment is conducted before training implementation.	Teacher	183	2.4317	1.14089	-.25012	-1.837	.067
		School leaders	110	2.6818	1.10820			
3	In my school the training and development programs are designed in relation to my actual job.	Teacher	183	2.5738	1.03445	-.51714	-3.359	.001
		School leaders	110	3.0909	1.60015			
4	In my school the training and development programs were given serious attention by the school leaders.	Teacher	183	2.3825	1.09751	-.03567	-.2671	.789
		School leaders	110	2.4182	1.12014			
5	The training and development programs which I took enabled me to perform my duties in a better way than before	Teacher	183	2.6885	1.07735	-.00238	-.0161	.987
		School leaders	110	2.6909	1.48228			
6	In my organization trainings were delivered in comfortable environment	Teacher	183	2.3169	1.03142	-.05579	-.4363	.663
		School leaders	110	2.3727	1.10760			
7	The trainers were competent and well organized in the training I have been participated.	Teacher	183	2.5027	1.04237	-.43363	-3.057	.002
		School leaders	110	2.9364	1.36991			
8	The trainees for trainings were selected in clear and well defined criteria.	Teacher	183	2.4754	1.00995	-.19732	-1.509	.132
		School leaders	110	2.6727	1.19716			
9	The training delivery methods were suitable to the content of trainings	Teacher	183	2.5355	.98761	-.08266	-.699	.485
		School leaders	110	2.6182	.96718			

No	Statements	Respondents	N	Mean	Std. Deviation	Mean Diff.	t-value	p-value
Independent Samples Test								
10	In relation to my career path I have my own development schedule.	Teacher	183	2.8087	1.1394	-.00035	.998	-.003
		School leaders	110	2.8091	1.1292			
	Grand Mean	Teacher	183	2.4912	1.1101	-0.2414	-1.577	.000
		School leaders	110	2.7327	1.1111			

The grand mean and SD value of table 4.2 above shows that the practices of teachers training and development were not effectively implemented in the selected private schools of Hawassa city administration. This shows that there was inadequate teacher participation in the prioritization of teacher's need of professional development trainings and implementation and that priority was not clearly communicated to them. From this it can be conclude that school leaders did not actively and full involve teachers in prioritization of the activity of teacher training and development needs. The data collected from survey questionnaire and previous studies review show that the schools do not give attention on the teachers training and development plan. The data collected through interview and documents of the schools also showed the same result. This is in contrast to the idea that training program should be carefully planned and integrated with other activities of the organization (Mathis and Jackson, 1997). It is important to make training and development plan preparation participatory to get various alternatives and increase the acceptance of the plan. Hence, it can be recommended that the training and development plan need to be included in accordance with strategic plan of organizations to achieve their goals.

4. The extent of Teachers' Motivation Training and Development Program
The extent of teachers' motivation to training and development in the selected private schools of Hawassa city administration.

Table 4. 2: The extent of teachers' motivation to the practice of training and development

No	Statements	Respondents	N	Mean	Std. Deviation	Mean Diff.	t-value	p-value
Independent Sample t-test								
1	To what extent are you seriously attending the training and development programs offered by the organization?	Teacher	183	1.7104	.57249	-0.3077	-3.8300	.000
		School leaders	110	2.0182	.71654			
2	To what extent are you interested for training and development sessions organized by the organization?	Teacher	183	1.5519	.55101	-1.0844	-10.05	.000
		School leaders	110	2.6364	1.04686			
3	To what degree are you actively participated the training sessions in which you are engaged?	Teacher	183	1.5027	.63656	-0.9790	-8.174	.000
		School leaders	110	2.4818	1.15522			
4	To what extent are you feeling good and comfortable in training sessions in which you have taken?	Teacher	183	1.5902	.64732	-0.7462	-7.278	.000
		School leaders	110	2.3364	.95088			
5	To what degree are you willing to be involved in consecutive trainings that will be offered by your organization?	Teacher	183	1.4262	.54849	-1.1010	-9.216	.000
		School leaders	110	2.5273	1.17863			
6	To what extent are you focused on the training contents during the training session in which you have taken?	Teacher	183	1.6667	.57735	-0.9515	-7.903	.000
		School leaders	110	2.6182	1.18075			
	Grand Mean Value	Teachers	183	1.5746	1.0012	-.2231	-3.335	0.000
		School Leaders	110	2.4363	1.0104			

The grand mean and SD value of teachers 1.5746 and 1.0012 and school leaders 2.4363 and 1.0104

respectively show that teachers were not interested for training and development sessions organized by the organization. Moreover, the motivation aspects to make teachers participate in training and development program is not that much promising. The fundamental facets of training and development to implement it at schools are creating cooperative spirit among teachers and better working atmosphere. However, from the table it is clear that the majority of teachers responded that there was no motivation among them and conducive atmosphere and unity to work cooperatively. Hence, one can conclude that proper attention was not given to the objectives of training and development program and its importance to arose teachers motivation; and due attention was not given about motivation among teachers to engage in training and development programs. From the interview, the researcher knew that lack of training results in less teachers' motivation in implementing active learning. In light with this, principal (P3) had to say this:

> *Providing training to teachers is important to enrich them with skills, knowledge and awareness. For this purpose, we usually plan, but things are not easy as plan. Sometimes, teacher themselves are not ready to take trainings. They do not attend when they called to do it. They consider themselves as an equipped person. On the other hand, we don't have skilled man power who gives training to teachers. For this and other related reasons, we can't train all teachers (Interview with principal, April, 2023).*

The overall analysis and interpretation of table 4.3 above show that teachers' motivation to the trainings provided by the schools was very low. They are not interested on the trainings. From the result, we can conclude that lack of inputs they could get from the trainings was considered as nothing to do them to their teaching learning activities. So, teachers are de-motivated. Generally, from all the above items that asked teachers and school leaders about their motivation to what extent on them, we can understand that most teachers had negative attitude to the items in table above.

5. The challenges of training and development program in the schools

The challenges of training and development program in the selected private schools of Hawassa city administration.

Table 4. 3: The challenges of training and development program in the schools

	Challenges	Respondents	N	Mean	Std. Deviation	Mean Diff.	t-value	p-value
					Independent Sample t-test			
1	Lack of Sufficient budget for training and development	Teacher	183	3.6503	1.32104	-.30427	-2.183	.030
		School leaders	110	3.9545	.80579			
2	Lack of trainee's commitment and participation for training and development programs.	Teacher	183	3.3934	1.30862	-.37019	-2.593	.010
		School leaders	110	3.7636	.93776			
3	Lack of attention for training and development programs by top leaders.	Teacher	183	3.8197	1.16508	-.38033	-3.176	.002
		School leaders	110	4.2000	.60275			
4	Absence of well-organized professional training providers at the nearby.	Teacher	183	3.4481	1.24754	.02991	.225	.822
		School leaders	110	3.4182	.79427			
5	Being over burdened by routine business and lack of time for training and development programs.	Teacher	183	3.4208	1.31475	.23895	1.577	.116
		School leaders	110	3.1818	1.15084			
6	Lack of awareness about the importance of training and development	Teacher	183	3.6667	1.20134	-.14242	-1.068	.286
		School leaders	110	3.8091	.92365			
7	Lack of responsible body to conduct training in the school system structure	Teacher	183	3.8798	1.06739	.54342	4.230	.000
		School leaders	110	3.3364	1.06036			
8	Lack of binding rule to take training and development session in each academic year for certain periods as mandatory activity.	Teacher	183	3.7978	1.03116	-.11128	-1.002	.321
		School leaders	110	3.9091	.69791			
	Grand Mean	Teacher	183	3.6345	1.20711	.0420	.2114	0.100
		School leaders	110	3.6965	0.97166			

As indicated in table 4.4, it is found that both teachers and school leaders point out in terms of the degree of constraint. Accordingly, Absence of well-organized professional training providers at the nearby, Being over burdened by routine business and lack of time for training and development programs, Lack of awareness about the importance of training and development, Lack of binding rule to take training and development session in each academic year for certain periods as mandatory activity .822, .116, .286 and .321 respectively without significant differences of responses. Although, MoE,(1994) indicated that the education and training helps in bringing-up human power to play a great role and take countrywide responsibility having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large, various factors affecting its implementation in the schools. The result of independent sample t-test also indicated that the responses of teachers and school leaders respondents is not significantly different (at -3.7978 and 3.9091; $p<0.05$). This means schools do not have written policy for its training and development practice.

6. Conclusion

Trainings and development programs were not given purposively based on the skills of teachers and with the guide line of the policy. Hence, lack of binding rule to take training and development session in each academic year for certain periods as mandatory activity was one of the determining challenges to the implementation of training and development in the schools. As a result, training needs assessment is the base for any training program. Therefore, school should use different appropriate techniques such as questionnaires, interviews, observation, to address the individual as well as school problems. In order to achieve the desired objectives, city administration education department need to allocate adequate time for each supervisor and preparing manageable schedule which helps supervisors to provide training effectively. Therefore, the school should categorize teachers based on their level of education to make the training more effective. The evaluation training program should be done at each level on regular basis instead of assessing the immediate reaction of teachers. Such evaluation shall also include both individual and school performance in order to measure the effectiveness and efficiency of training programs. School leaders should think more about human development resources and provide teachers more opportunities for training and development so as to teachers will likely be motivated.

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